

# WILLIAMS COLLEGE BULLETIN

## *COURSE CATALOG    SEPTEMBER 2006*

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### **DIRECTIONS FOR CORRESPONDENCE**

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

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

Other inquiries should be addressed to the officers named below:

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

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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 Association of Schools and Colleges.

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Massachusetts, 01267.

# CONTENTS

History of the College .....	3
Mission and Objectives .....	6
The Curriculum .....	8
Academic Standards and Regulations .....	17
Academic Advising .....	22
Statement of Academic Honesty .....	23
Expenses .....	25
Preparation for Graduate and Professional Study .....	30
Graduate Programs .....	33
Prizes and Awards .....	34
Courses of Instruction .....	45
Africana Studies .....	46
American Studies .....	51
Anthropology and Sociology .....	58
Arabic .....	64
Art .....	65
Asian Studies .....	84
Astronomy, Astrophysics .....	90
Biochemistry and Molecular Biology ..	95
Bioinformatics, Genomics, and Proteomics .....	96
Biology .....	97
Chemistry .....	104
Classics .....	111
Cognitive Science .....	116
Comparative Literature .....	117
Computer Science .....	123
Contract Major .....	129
Critical Languages .....	130
Economics .....	131
English .....	144
Environmental Studies .....	166
First-Year Residential Seminar .....	173
Geosciences .....	174
German .....	179
History .....	183
History of Science .....	203
Interdepartmental Program .....	204
International Studies .....	207
Jewish Studies .....	211
Latina/o Studies .....	213
Leadership Studies .....	218
Legal Studies .....	221
Linguistics .....	223
Maritime Studies .....	224
Materials Science Studies .....	226
Mathematics and Statistics .....	226
Music .....	236
Neuroscience .....	246
Performance Studies .....	247
Philosophy .....	248
Physical Education .....	255
Physics .....	255
Political Economy .....	261
Political Science .....	263
Psychology .....	276
Religion .....	282
Romance Languages .....	290
Russian .....	300
Science and Technology Studies .....	303
Teaching, Williams Program in .....	304
Theatre .....	305
Women's and Gender Studies .....	310
Critical Reasoning and Analytical Skills (CRAAS) Courses .....	316
Experiential Education Courses .....	316
Peoples and Cultures Courses .....	317
Quantitative/Formal Reasoning Courses .....	321
Related Course Listings .....	323
Tutorials .....	324
Writing-Intensive Courses .....	326
Williams-Exeter Programme at Oxford University .....	329
Williams-Mystic Program .....	337
Williams in New York .....	338
Winter Study Courses .....	341
Presidents, Trustees and Committees .....	391
Faculty .....	393
Faculty Committees and Special Faculty Advisors .....	410
Sexual Harassment/Discrimination Advisors .....	412
Offices of Administration .....	413
Degrees Conferred and Enrollment .....	421
Prizes and Awards Granted .....	426
Index of Topics .....	431

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

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Williams College, in compliance with state and federal law, does not discriminate in admission, employment, or administration of its programs and activities on the basis of sex, sexual orientation, gender identity, gender expression, national or ethnic origin, race, color, religion or creed, age, or disability.

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

Charles Toomajian  
*Editor*

## HISTORY OF THE COLLEGE

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

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

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

### I

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

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

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

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

## *History of the College*

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

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

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

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

## *II*

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

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

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

## *III*

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American college without any absolutely required courses and without any uncontrolled wide-option electives.

## *History of the College*

The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle of the twentieth century.

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

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

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

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

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

## MISSION AND OBJECTIVES

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

President Mark Hopkins '24  
Induction Address (1836)

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

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

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

James D. Canfield '68  
Centennial Oration (1893)

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

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

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

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

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

President Francis Oakley  
Induction Address (1985)

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

### *Mission and Objectives*

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

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

Morton Owen Schapiro  
Induction Address (2000)



## THE CURRICULUM

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

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

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

## REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

### Academic Requirement

To be eligible for the Bachelor of Arts degree a student must pass 32 regularly graded semester courses and receive grades of *C minus* or higher in at least 19 of those semester courses, pass four Winter Study Projects, fulfill the 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.

## *The Curriculum*

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

### DIVISION I. *Languages and the Arts*

Arabic	INTR 165, 259
Art History	Japanese
Art Studio	(except Japanese 218, 321, 486T)
Chinese (except CHIN 223)	Latin
Classics	Linguistics
Comparative Literature	Literary Studies
Critical Languages	Maritime Studies 231
English	Music
First-Year Residential Seminar 101	Russian
French	Spanish
German	Theatre
Greek	WNY 302, 304, 306, 307

### DIVISION II. *Social Studies*

Africana Studies	Jewish Studies
American Studies	Latina/o Studies
Anthropology	Leadership Studies
Asian Studies	Legal Studies
Chinese 223	Maritime Studies 351, 352
Cognitive Science	Philosophy
Economics	Political Economy
Environmental Studies 101, 246, 270T, 307, 351	Political Science
Experimental Studies—EXPR	Psychology (except PSYC 212, 312, 315, 316)
History	Religion
History of Science (except HSCI 224)	Science and Technology Studies
Interdepartmental Studies	Sociology
(except INTR 165, 225, 259, 315)	WNY 301T, 303, 305
International Studies	Women's and Gender Studies
Japanese 218, 321, 486T	

### DIVISION III. *Science and Mathematics*

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

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

An *asterisk* following a course title indicates that the course may be used to meet the Peoples and Cultures Distribution Requirement. A list of courses offered in 2006-2007 that meet the requirement is on page 317.

## *The Curriculum*

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

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers). A list of courses offered in 2006-2007 that meet the requirement is on page 321.

- 4) **WRITING REQUIREMENT**—All students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year. Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19. A list of courses offered in 2006-2007 that meet the requirement is on page 326. One of the W courses may be an independent study that meets the writing intensive criteria.

All Williams-Exeter Programme at Oxford University tutorial courses (WIOX) meet the Williams College “Writing Intensive” designation, except for those in the studio arts, mathematics, and the sciences.

## **Major Requirement**

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

Majors are offered in the following fields:

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

## **GENERAL STRUCTURE OF MAJORS**

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

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

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

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

#### **CONTRACT MAJOR**

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose to be contract majors. Procedures for arranging a contract major and for honors work in such a major are described in the section, "Courses of Instruction." Students interested in this option should begin consulting with the Dean's Office and with potential faculty advisors early in the sophomore year. A student completing a contract major may not do so in conjunction with a second major. For further details, see page 129.

#### **TWO MAJORS**

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

### **Physical Education Requirement**

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

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

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

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

### **Residence Requirement**

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

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

## **ADDITIONAL CURRICULAR OPPORTUNITIES**

### ***Advanced Placement and International Baccalaureate***

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

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

## *The Curriculum*

### *Certificate in European Languages*

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

### *Combined Program in Liberal Arts and Engineering*

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

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

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

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

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

### *Co-ordinate Programs Offering Concentrations*

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

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 formally offer concentrations, but do provide students with the opportunity to work in areas that cut across departmental and program lines. These are: Bioinformatics, Genomics, and Proteomics; History of Science; Materials Science Studies; and Performance Studies. They are listed in this publication in alphabetical order.

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

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

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

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

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

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

A list of CRAAS courses offered in 2006-2007 is on page 316.

### *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 (page 337) and Williams in New York (page 338) to courses involving one small field research project. The amount and nature of the experiential component(s) varies according to the instructor's judgment. See page 316 for a list of 2006-2007 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 Lehman Community Service Council homepage on the College web-

## *The Curriculum*

site at <<http://wso.williams.edu:8000/orgs/lehman/>> or contact Rick Spalding, College Chaplain and Coordinator of Community Service ([Richard.E.Spalding@williams.edu](mailto:Richard.E.Spalding@williams.edu)).

### *Internships and Research Opportunities:*

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

### *Museum Associates:*

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

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

Williams participates in study abroad programs in Spain and France (in cooperation with Hamilton College); in China (as part of the Associated Colleges in China); in Sweden (in cooperation with

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

### *The Williams Tutorial Program*

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

Tutorials at the 100/200 level are designed primarily for first-year students and sophomores; sophomores, and, in many cases, first-year students 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:* Please see page 324 of this catalog for a list of tutorials offered in 2006-2007. 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 2006-2007, in Stetson.



## *The Curriculum*

### *Williams-Exeter Programme at Oxford University*

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

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

### *Williams-Mystic Maritime Studies Program*

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

### *Williams in New York*

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

## ACADEMIC STANDARDS AND REGULATIONS

### *Attendance*

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

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

### *Registration*

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

New students register by mail in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made 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. For full details, see page 45.

### *Course Change Period*

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

First-year and first-semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may once in subsequent years withdraw from a course under the same conditions. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. See references to making up deficiencies on page 18.

### *Course Load*

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

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

### *Fifth Course Pass-Fail Option*

Except in the case of the unbalanced course program described above, a student may, at the beginning of any semester, enroll in a fifth course 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*

## Academic Standards and Regulations

*basis*. A form for designating the option chosen will be sent from the Registrar's Office. A processing fee of \$5 per day may be assessed for 5th course grading option designations accepted after the announced deadline. A course graded "Pass" may *not* be used as one of the thirty-two semester courses required to complete the degree, to fulfill distribution or major requirements, or to make up a deficiency. A pass-fail course converted to a fifth regularly graded course may be used to fulfill distribution or major requirements or to make up a deficiency incurred in a prior term. The grade received will be included in the calculation of the student's cumulative grade-point average.

### Winter Study Project

Students must take and pass a Winter Study Project in each of their four years. Winter Study Projects are graded Honors, Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work may be accepted after this date only with the permission of a dean. Students who fail their Winter Study Projects will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency (see page 18). Students who fail through gross neglect of work will normally be required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course, which may be graded on the regular A-E or pass/fail basis, in the following spring or fall semester.

### Grading System and Records

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

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

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

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

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

### First-Year Student Warnings

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

### Extensions of Deadlines

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

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

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

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

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.

## *Academic Standards and Regulations*

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

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

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

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

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

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

### *Separation for Low Scholarship*

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

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

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

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

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

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

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

### *Withdrawal from the College in Good Standing*

Students may request personal leaves of absence from a dean and, if granted, withdraw from the College. Such time away, often as a period of reassessment and self evaluation, can prove to be educationally beneficial. A withdrawal in good standing may be granted for not less than one semester and not more than three years. Students who withdraw in good standing are readmitted with the approval of the Dean's Office and are expected to complete the degree without further interruption.

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the

## *Academic Standards and Regulations*

drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College.

### *Refunds*

Payment refund or credit in the event of withdrawal is described on page 27.

### *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.

### *Academic Standards and Regulations*

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

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

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

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

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

### *Awarding of Degrees*

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

### *Graduation with Distinction*

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

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

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

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

## ACADEMIC ADVISING

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

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

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

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

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

## ACADEMIC ASSISTANCE

Additional programs of academic assistance are also available through the Dean's Office. After conferring with the instructor, a student needing extra help in a particular course may request a tutor recommended to the Dean's Office by the department; costs of this tutoring are covered by the Dean's Office. Students seeking to improve their writing skills in any course may take advantage of the *Writing Workshop*. Trained and supervised by a coordinator, student writing tutors provide help with problems on papers already corrected and with drafts of papers in progress. The *Math and Science Resource Center*, a drop-in help center staffed by student tutors, is also available to students of Biology 101, 102 and 202, Chemistry 151, 153, 155, 156, 251, and 255, Mathematics 100, 101, 102, 103, 104, 105 and 106, Physics 131, 132, 141 and 142, and Statistics 101 and 201.

## EXCHANGE AND STUDY ABROAD

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

## POSTGRADUATE AND PROFESSIONAL STUDY

Please see page 30.

## ACADEMIC HONESTY

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

### *Statement of Academic Honesty*

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

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

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

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

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

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

Adopted 1971

### *Guidelines*

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

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



### *Academic Honesty*

The basic rules of attribution require that:

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

### *Procedures for Alleged Violations*

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

## EXPENSES

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

### *Payment of Term Bills*

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

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

### *College Bills*

College charges for tuition, room, board, and fees for the academic year 2006-2007 are as follows:

Tuition	\$33,478
Room Fee (including telephone service)	4,540
Full Board	4,410
Student Activities Fee*	172
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$42,650

### *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. It includes, for example, subscriptions to the college newspaper, and admission to most drama productions and musical events on campus.

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

### *Additional Items*

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

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

## *Expenses*

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

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

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

## *Payment of College Bills*

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

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

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

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

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

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

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

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

## Expenses

### Refund Policy

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. In accordance with that regulation, below is the Williams College Refund Policy for the 2006-2007 academic year.

#### Fall Semester 2006

##### *Date of Withdrawal*

Prior to start of classes	September 7	100% (tuition, room, board)
Week 1	September 7-13	90% (tuition, board only)*
Week 2	September 14-20	80% (tuition, board only)*
Week 3	September 21-27	70% (tuition, board only)*
Week 4	September 28-October 4	60% (tuition, board only)*
Week 5	October 5-11	50% (tuition, board only)*
Week 6	October 12-18	40% (tuition, board only)*
Week 7	October 19-25	30% (tuition, board only)*
Week 8	October 26-November 1	20% (tuition, board only)*
No refund after November 1, 2006.		

#### Winter Study/Spring Semester 2007

##### *Date of Withdrawal*

Prior to start of classes	February 1
February 1-7	
February 8-14	
February 15-21	
February 22-28	
March 1-7	
March 8-14	
March 15-21	
March 22-28	
No refund after March 28, 2007.	

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

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

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

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

The College offers, through A.W.G. Dewar, Inc., a Tuition Refund Plan which supplements the Williams College Refund Policy in certain circumstances. A brochure describing this plan will be sent to you under separate cover, or you may contact Dewar, Inc. directly at (617) 774-1555.

## *Expenses*

### *Financial Aid*

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

### *Distinctive Undergraduate Scholarships*

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Expenses*

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

C. V. STARR SCHOLARSHIP—Established in 1981 by the C. V. Starr Foundation with preference to be given to 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 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, John D. Mabie 1954, and John H. Simpson 1979.

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

## PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

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

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

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

### *Visual Arts*

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. A summary of the essential information required for curricular planning may be found in the "Guide to the Studio Art Major."

### *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.

## *Preparation for Graduate and Professional Study*

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 internship 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 with Columbia University offers another opportunity to study engineering at the undergraduate level. Please see the "Combined Program in Liberal Arts and Engineering" section for information.

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

## *Law*

Williams graduates regularly proceed directly to law schools on the strength of their liberal education. 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 each fall, law schools from around the country will visit Williams to provide information and to answer questions of 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.

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



### *Preparation for Graduate and Professional Study*

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

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

### *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 wide range of options for acquiring certification while you teach. Students who are interested in teaching are encouraged to contact Susan Engel, the Director of the Program in Teaching at Williams, to find out how they might participate in the program.

The Office of Career Counseling has a very active on-campus educational recruiting program that includes many private schools as well as Teach for America and similar programs. The program begins in the fall and continues through the spring. Students interested in teaching at 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 Development Economics*

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

All communications relating to the degree of Master of Arts in Development Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, 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 art historical subjects and an intensive study of foreign languages in the context of the general literature of art. Problems of criticism, connoisseurship, and conservation arising from the study of original works of art are fundamental to the program, and opportunities are provided for practical experience in museum work at The Clark, 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).

## PRIZES AND AWARDS

The names of persons to whom awards have been made in 2005-2006 are given in the back of the catalog.

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

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

### *Prizes in Special Studies*

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

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

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

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

## *Prizes and Awards*

**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.

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

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

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

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

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

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

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

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

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

**WILLIAM W. KLEINHANDLER PRIZE FOR EXCELLENCE IN MUSIC.** Established in 1991 in memory of William W. 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.

## *Prizes and Awards*

**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.

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

### *Essay Prizes*

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

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

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

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

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

**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.

### *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 B. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior whose undergraduate experience reflects outstanding leadership and involvement in campus affairs, academic achievement, and communication of new ideas, with preference to be given to members of the Black Student Union.

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

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

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

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

**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.



## *Prizes and Awards*

**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.

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

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

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

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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.

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

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

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

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

**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."

## *Prizes and Awards*

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

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

### *Fellowships Awarded by Williams College*

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

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

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

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

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

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

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

**WILLIAMS IN AFRICA POST-GRADUATE FELLOWSHIP.** Established in 2006 by the Multicultural Center at Williams with the participation of Dr. Mitchell Besser, Class of 1974, founder of the Mothers' programmes in South Africa and elsewhere. The fellowship is a one-year post graduate fellowship which provides living and travel expenses and a modest income while working for one year for The Mothers' Programme in Cape Town, South Africa.

**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.

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

## COURSES OF INSTRUCTION 2006-2007

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

### COURSE NUMBERING SYSTEM

Courses designated by a single number are semester courses.

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

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

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

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

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

### REGISTRATION REMINDERS:

On-campus students must register online with SELFREG.

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

## AFRICANA STUDIES (Div. II)

*Chair*, Professor JOY A. JAMES

*Advisory Committee*: Professors: E. D. BROWN\*\*, JAMES, D. L. SMITH. Associate Professor: MUTONGI\*. Assistant Professors: BEAN, CHAKKALAKAL\*, E. EDWARDS, LONG\*, ROBOLIN. Visiting Artist in Residence in Africana Studies and Music: BRYANT. Sterling Brown Professors: FARRED, GORDON. Mellon Fellow: WINGARD.

Candidates for a concentration in "Africana Studies: African Americans, Africans and the Diaspora" complete five courses. The two core courses are: AFR 200 as an introductory course (generally team-taught); and AFR 400, the senior seminar with special topics or themes emphasized each year. An honors thesis is also an option for students wishing to conduct advanced research and study. 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 core faculty.

Concentrators may focus upon a common theme or comparative studies exploring a common theme related to Africa, North America/United States, Latin America and the Caribbean. Students may consider a cluster of courses in the arts, humanities, and the social sciences. Please consult with the program chair and your advisor to plan a course of study for a concentration in Africana Studies, and visit the Africana Studies program web site for additional information.

The honors thesis, taken in addition to the five courses with permission of the chair/mentoring faculty, consists of one or two semesters of work and a winter study.

### *Courses offered by the program:*

AFR 200 Introduction to Africana Studies  
AFR 400T Senior Seminar  
AFR 491 Senior Honors Thesis  
AFR 492 Senior Honors Thesis

### *Electives:*

#### *American Studies*

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

#### *Economics*

Economics 204/Environmental Studies 234 Economic Development in Poor Countries

#### *English*

English 236 Witnessing: Slavery and Its Aftermath

#### *History*

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

#### *Music*

Music 122 African-American Music  
Music 125 Music Cultures of the World  
Music 130 History of Jazz  
Music 140 Introduction to the Music of Duke Ellington

- Music 141 Introduction to the Music of John Coltrane
- Music 209 Music in History III: Music of the Twentieth Century
- Music 212 Jazz Theory and Improvisation I
- Music 213 Jazz Theory and Improvisation II

*Political Science*

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

*Psychology*

- Psychology 341T Stereotypes, Prejudice, and Discrimination

*Theatre*

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

**HONORS PROGRAM IN AFRICANA STUDIES**

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

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

**STUDY ABROAD**

The curricular impact on potential majors of studying abroad in the junior year would be positive if students chose to study in countries that reflect the Africana diaspora.

**AFR 140(F) Revolutionary African Literature (Same as Comparative Literature 218 and English 250)\***

This course will serve as an introduction to postcolonial African literatures, and it organizes a set of African novels, essays, and poetry around the concept of revolution. In this course, we will attend to how texts represent (or respond to) social revolutions (decolonization, civil war, feminism, etc.) as well as literary ones (realism, postmodernism, etc.). In doing so, we will consider a variety of questions: What is "revolutionary" literature? To what extent can literature be political/revolutionary? What is the relationship between politics and aesthetics? Readings will include selections from among Amílcar Cabral, Chinua Achebe, Ngũgĩ wa Thiong'o, Ama Ata Aidoo, Bessie Head, Okot p'Bitek, Zoe Wicomb, Nuruddin Farah, Ayi Kwei Armah, and Tsitsi Dangarembga. Format: lecture/discussion. Evaluation will be based upon attendance and participation, reading responses, class presentations, one mid-term essay, and one final research paper.

No prerequisites. *Enrollment limit: 30 (expected: 25). Preference given to first- and second-year students.*

Hour: 1:10-2:25 MR

ROBOLIN

**AFR 160(S) Defining the African Diaspora (Same as Comparative Literature 214 and English 251)\***

What is the "African diaspora"? How are we to understand the nature of black belonging? Are the relationships across the African diaspora mutable? What factors facilitate or complicate black identity over time and space? This introductory course will take up these questions by turning to (a) key figures and essays and (b) the fiction, poetry, and film from across the black world. To help better understand the conditions of transnational black identity, we will turn to the work of W.E.B. Du Bois, Kwame Nkrumah, Aimé Césaire, Paule Marshall, Bessie Head, Toni Cade Bambara, Marcus Garvey, Frantz Fanon, Caryl Phillips, and Julie Dash. In the process, we will take up defining cultural and political movements that have emerged over the years: Ethiopianism, Pan-Africanism, Negritude, and other forms of black internationalism.

Format: lecture/discussion. Evaluation will be based upon attendance and participation, two exams, and two essays.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to (potential) concentrators in Africana Studies.*

Hour: 11:20-12:35 TR

ROBOLIN

**AFR 165(F) The Quest for Racial Justice in Twentieth-Century America (Same as History 165) (W)\***

(See under History for full description.)

**AFR 166 The Age of Washington and DuBois (Same as History 166) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(See under History for full description.)

**AFR 200(F) Introduction to Africana Studies\***

This team-taught course serves as an introduction to Africana studies and interrogates this interdisciplinary field of inquiry. It is required for concentrators but open to all students. We will examine the representation, arts and



## Africana Studies

culture, politics activism, and history of black peoples in the United States, Caribbean, Latin America, and Africa. In addition to drawing upon key historical, literary and theoretical texts in Africana Studies, the class will incorporate lectures from core and affiliated faculty to address issues such as the black arts movement and Africana music; democracy and captivity in the United States; feminism, gender, and sexuality; black radicalism in the Americas; and identity, class, and race in Latin America and the Caribbean. Accompanying texts will include documentary and feature films, essays, novels, critical and theoretical studies.

Format: lecture. Evaluations will be based upon two 4- to 6-page papers, 2 exams, and a final project.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to (potential) concentrators in Africana Studies.*

Hour: 9:55-11:10 TR

E. EDWARDS and ROBOLIN

### **AFR 207(F) Art of Africa (Same as ArtH 207)\***

(See under Art—Arth for full description.)

### **AFR 208(S) Writing Africa from Beyond: The Novel of the Diaspora\***

In this course we will read a series of novels written, across the postcolonial generations, about “Africa” from locales outside of the continent. The condition and constitution of “Africa,” contested so fiercely and for so long by Africans, Africanists, and (neo-)colonialists, forms the pivotal line of inquiry for the reading of these texts. Who writes Africa? What do those various locations of enunciation and ideological investment mean? How does it affect the ways in which the fiction of/about Africa is written? These are some of the central issues which this course will explore through the novels of writers such as Buchi Emecheta, Ben Okri, and Patrick Chamoiseau. These authors, like others such as Noureddine Farah and Amitav Ghosh (*The Calcutta Chromosome* is a novel, set in colonial and postcolonial India, in which north Africa, surprisingly, features pivotally), will be read for their capacity to throw into question how “Africa” is conceived and understood through literature. In addition, we will engage a number of theorists who take up the issue of diaspora.

Format: seminar. Requirements: two written essays, (10 pages each), one class presentation per student, compulsory attendance, and consistent participation.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference is given to Africana Studies concentrators.*

Hour: 8:30-9:45 TR

FARRED

### **AFR 210(S) Black Leadership in American Culture (Same as Leadership Studies 210)\***

Recent popular culture and scholarship suggest a total absence of African American political leadership in the contemporary moment. What does this obsession with the leadership “void” obscure about African American politics? What does it enable? What is the historical relationship between American popular culture and dominant perceptions about what constitutes genuine political leadership? This course introduces students to fundamental concepts in the study of black politics and black culture—activism, representation, identity, democracy, and nationalism—by considering the construction of black leadership in American culture. In this effort, we will consider an array of materials, such as films, magazines, newspaper articles, and fiction, that will help us understand the aesthetic dimension of leadership and how popular culture serves as the site through which political ideals are produced and circulated. Novels include Charles Johnson’s *Dreamer* and Paul Beatty’s *White Boy Shuffle*; films include *Malcolm X* and *Panther*; secondary readings include essays by Adolph Reed, Todd Boyd, Norman Kelley, and Toni Morrison.

Format: lecture/discussion. Requirements: active participation, written responses to readings, and four 5- to 7-page essays.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference is given to advanced students and Africana Studies concentrators.*

Hour: 9:55-11:10 TR

E. EDWARDS

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

(See under Theatre for full description.)

### **AFR 212(S) Race, Sexuality, and Cinema (Same as Art History 212)\***

(See under Art—Arth for full description)

### **AFR 220(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Latina/o Studies 221 and Music 220)\***

It is commonly taught that the three primary elements of music are melody, harmony and rhythm. It is the thesis of this course that rhythm is the most significant among these in defining American, Afro-Cuban and Brazilian Jazz. With historical, theoretical (*The Mystery of Samba: Popular Music and National Identity in Brazil* by Hermano Vianna, *The Latin Beat: The Rhythms and Roots of Latin Music, from Bossa Nova to Salsa and Beyond* by Ed Morales, *The Latin Tinge: The Impact of Latin American Music on the United States* by John Storm Roberts among others) and biographical texts (*Jelly Roll Morton*, *Louis Armstrong*, *Caetano Veloso*), recordings and in-class performance instruction we will examine the rhythmic basis of these genres, the relation of each to their African roots as well as the cultural influences and artists that helped create them. What is it in these styles that creates the infectious rhythm that drives the music and inspires movement and dance? Some of the rhythms/styles examined will be New Orleans’ Second Line, Shuffle Swing in America, Son, Danzon, Bolero and Rumba Montuno in Cuba and Samba, Bossa Nova and Baiao in Brazil. All students will learn to play, sing and internalize the distinctive rhythmic elements and feel of each groove. In-class professional demonstrations of the musical styles being studied will be an important component of this course. There are plans for a field trip to New York City to hear music and participate in a percussion/performance workshop.

Format: lecture/discussion/performance. Requirements: two 8- to 10-page research papers, basic analysis assignments of musical compositions. Those with appropriate performance skills (instrumentalists, singers, and

dancers) will have the option of substituting a performance accompanied by a two page written description for one of the two papers. Evaluations will also be based on class participation. Attendance at all classes required. No previous musical training necessary but familiarity with music notation will help.

Prerequisites: permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to those concentrating in Africana Studies or Music.*

Hour: 11:00-12:15 MW

BRYANT

**AFR 234 Afro-Pop: Urban African Dance Music (Same as Music 234) (Not offered 2006-2007; to be offered 2007-2008)\***  
(See under Music for full description.)

**AFR 236 Witnessing: Slavery and Its Aftermath (Same as English 236) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(See under English for full description.)

**AFR 240(F) Contemporary African American Literature (Same as English 253)\***

From the Harlem Renaissance to the postmodern period, black writers in the United States have used the literary text as a site of meditation on politics, identity, and national culture. Organized through parallel themes such as slavery and neo-slavery; incarceration and escape; dreams and nightmares; coming of age and growing old; and the church and the street corner, this introductory-level survey of twentieth and twenty-first century African American literature will focus on situating narrative interpretation in its historical context. We will draw from short fiction, novels, film, poetry, and literary criticism by authors such as Zora Neale Hurston, Audre Lorde, Claude McKay, Ralph Ellison, Lorraine Hansberry, Toni Morrison, James Baldwin, Gwendolyn Brooks, and Danzy Senna.

Format: lecture/discussion. Requirements: active participation in class discussions, brief written responses to readings, and four 5- to 7-page essays. No final exam.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to first- and second-year students concentrating in Africana Studies or majoring in English.*

Hour: 2:35-3:50 MR

E. EDWARDS

**AFR 250 African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233) (Not offered 2006-2007; to be offered 2007-2008)\***  
(See under IPECS—INTR 287 for full description.)

**AFR 251(F) Peoples and Cultures of Africa (Same as Anthropology 251)\***  
(See under Anthropology for full description.)

**AFR 255 Leadership in the Civil Rights Movement (Same as Leadership Studies 255) (Not offered 2006-2007; to be offered 2007-2008)\***  
(See under Leadership Studies for full description.)

**AFR 260(S) South African and American Intersections (Same as Comparative Literature 258 and English 252)\***

Despite very significant historical differences, South African and the United States have undergone analogous periods of racial segregation and resistance. Such recognizable symmetries have been amplified by writers/artists, which in turn has yielded fascinating cultural connections. This multi-genre course will trace the emergence of a twentieth-century South African/African American cultural relationship by examining a variety of texts. Over the semester, we will examine the patterns of influence between both populations in order to help us understand the role of cultural texts in the political arena (in particular, international solidarity movements). In addition to comparative studies, we will examine literature and artistic works by Peter Abrahams, Richard Wright, Gwendolyn Brooks, Keorapetse Kgotsile, Bessie Head, Audre Lorde, J.M. Coetzee, Gil Scott-Heron, and others. Format: lecture/discussion. Evaluation will be based upon attendance and participation, reading responses, class presentations, one mid-term essay, and one final research paper.

Prerequisites: Prior 100- or 200- level Africana Studies course or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to sophomores and juniors.*

Hour: 1:10-2:25 MR

ROBOLIN

**AFR 281 African-American History, 1619-1865 (Same as History 281) (Not offered 2006-2007; to be offered 2007-2008)\***  
(See under History for full description.)

**AFR 282(S) African-American History From Reconstruction to the Present (Same as History 282)\***  
(See under History for full description.)

**AFR 285(S) Religion in Black Film, Media, and Literature (Same as English 285 and Religion 229)\***

Debates regarding religious beliefs and practices recur throughout the history of African-American film, media, and literature. In this course, we will analyze the complicated role of religion, particularly Christianity, in black communities. Our texts were created during or about slavery, the Great Migration, the U.S. Civil Rights Movement, and the Post Civil Rights Era. We will consider such issues as ways in which religion is shown to empower and/or oppress black people; ways in which the politics of class, gender, and sexuality inflect black religious practices; and strategies by which transcendent, spiritual experiences are represented. Films to be analyzed may include: Spencer Williams' *Go Down, Death and The Blood of Jesus*; Stan Lathan's *Go Tell it on the Mountain*; Spike Lee's *Four Little Girls*; Julie Dash's *Daughters of the Dust*; Clark Johnson's *Boycott*; and Tyler Perry's *Diary of a Mad Black Woman*. Some class time will also be spent in the Williams College Museum of Art to

## Africana Studies

critique visual works in terms of their religious themes. We will discuss images of black church life in the media, and texts by James Weldon Johnson, Gwendolyn Brooks, Howard Thurman, Ernest Gaines, Lorraine Hansberry, and Alice Walker.

Format: seminar/discussion. Requirements: active participation in class discussions, brief written responses to texts, and four 5- to 7-page essays.

No prerequisites, but prior 100- or 200-level Africana Studies and English courses will help. *Enrollment limit: 20 (expected: 15). Preference given to (potential) concentrators in Africana Studies or (potential) English majors.*  
Hour: 8:30-9:45 TR WINGARD

### **AFR 286(F) Constructing Black Lives in Film and Literature (Same as English 286)\***

In this course, we will analyze 20th and 21st century documentary and biographical films, autobiographies, and memoirs to investigate the different ways in which African-American men's and women's life narratives are constructed. In particular, we will consider the impact of historical events and processes upon identities, the ways identities are performed, and the mutually constitutive relationship among race, gender, and sexuality. Films to be analyzed may include: Marlon Riggs' *Tongues Untied* and *Black Is, Black Ain't*; Isaac Julien's *Looking for Langston*; Cheryl Dunye's *Watermelon Woman*; Spike Lee's *Malcolm X*; Brian Gibson's *What's Love Got to Do With It?*; June Cross's *Secret Daughter*; and Clint Eastwood's *Bird*. Some class time will also be spent in the Williams College Museum of Art to critique visual works in terms of identity construction. Readings may include selections by Anne Moody, Richard Wright, Rosemary L. Bray, Audre Lorde, Jill Nelson, June Jordan, and John Edgar Wideman.

Format: seminar/discussion. Requirements: Consistent participation in class discussions, brief written responses to texts, and four 5- to 7-page essays.

No prerequisites, but prior 100- or 200-level Africana Studies and English courses will help. *Enrollment limit: 20 (expected: 15). Preference given to sophomore and junior (potential) Africana Studies concentrators or (potential) English majors.*

Hour: 11:20-12:35 TR

WINGARD

### **AFR 300T(F) Racial-Sexual Politics and Cultural Memory (Same as Women's and Gender Studies 415) (W)\***

This tutorial focuses on race, gender and violence in 20th-century American political culture. We begin with the anti-lynching and anti-sexual violence campaigns at the turn of the 20th century, and explore cases throughout the 20th century that sparked political movements. We conclude with a review of constructions of cultural memory through scholarly works, media/journalistic discourse, and visual culture concerning contemporary controversial trials. Assigned materials include film and documentaries, memoirs, academic texts, and writings by Ida B. Wells, Mamie Till-Mobley, David Marriott. This tutorial is designed for juniors and seniors and emphasizes analytical skills. Grades are determined as follows: 60% essays and response papers; 40% final paper (synthesis of essays to explore one theme).

Format: tutorial. Requirements: alternating weekly, each student delivers a 5-page essay on assigned readings or screenings, while his or her partner responds with a 1- to 2-page written critique. Each student writes and presents five essays and five response critiques.

Prerequisites: permission of instructor. *Enrollment limit: 10 (expected: 10). Open to non-concentrators.*

Tutorial meetings to be arranged.

JAMES

### **AFR 320(F) Race-Gender in the Black Diaspora (Same as Anthropology 326)\***

This advanced seminar will provide students with a transnational understanding of how race, gender, and class structure the lives of people of African descent. It will also provide students with analytical tools necessary to critically explore and consciously and constructively participate in the ongoing struggles of people of African descent for social, economic and political justice. The course examines the ways in which racism and sexism as articulated processes structure the lives of Blacks in the Diaspora; how gendered racial identities emerge from the everyday struggles of Blacks enmeshed in specific racial formations; and identity politics in the struggle for racial justice. The first section of the course provides the theoretical basis for interrogating key concepts such as "racism," "racial identity," and "racial politics" and how each intersects with gender. The second part of the course will examine these issues in specific localities: the United States, Mexico, the Hispano-Caribbean, Central America, Great Britain, and Brazil.

Format: advanced seminar. Requirements: class attendance and participation, weekly discussion preparation and leadership, reading notes and discussion questions, reading quizzes, and a final research paper.

Prerequisites: lower-level Africana Studies coursework or permission of instructor. *Enrollment limit: 12 (expected: 15). Preference is given to advanced students and Africana Studies concentrators.*

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

GORDON

### **AFR 350 James Baldwin and His Contemporaries (Same as English 350 and Women's and Gender Studies 350) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under English for full description.)

### **AFR 372 African-American Literary Thought and Culture (Same as American Studies 372 and English 372) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(See under English for full description.)

### **AFR 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383 and Women's and Gender Studies 383)\***

(See under History for full description.)

**AFR 400(S) Senior Seminar: Black Feminist Theory and Practice (Same as Women's and Gender Studies 400) (W)\***

This seminar will consider the nature of the “colonial encounter” and its relation to architecture, urban planning, photography and art traditions in former anglophone and francophone Asian and African colonies. We will also examine how traces of colonialism merged with the arts in postcolonial situations in the contexts of the construction of national identities, tourism and international health care. The course will emphasize both the European colonizers and the colonized peoples in institutional (missionary, government offices, hospitals, military, museums) and everyday contexts. Throughout the seminar we will explore several issues central to colonialism. Some of these include: To what extent can colonialism be seen as a monolithic system?; How was colonial authority maintained?; How were people's sense of themselves challenged by confronting different worlds?; and What role did material culture play in the explicit articulation of “worldviews” about the nature of humanity, civilization and history, and the more implicit process through which things “taken-for-granted” were continually redefined and remade? In order to address these issues we will examine several case studies, including: Hanoi; Phnom Penh; Antananarivo; Bône (Annaba); Rabat; Pretoria; Cape Town; New Delhi; northeastern Democratic Republic of the Congo; and southern Cameroon.

Format: Seminar. Requirements: research paper. This final project will be individual in scope and the result of the student's own research interests and needs with respect to the seminar.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Art History majors.*

*Satisfies the seminar or non-western requirements in Art History.*

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

E. EDWARDS

**AFR 402(S) (formerly AAS 400) Visions and Tension of Empire: Architecture, Urban Design and the Arts in 19th-21st Century Colonial and Post-Colonial Worlds of Asia and Africa (Same as Arth 400)\***  
(See under Art—Arth for full description)

**AFR 410(S) Race, Culture, and Incarceration (Same as Political Science 302)\***

This seminar examines poverty, race, democratic and police cultures and incarceration. The United States has the greatest incarceration and execution rates in the industrialized world—estimated at about 2 million detained, with over 3000 on death row. Poor people and people of color comprise the majority of those imprisoned due to the war on drugs and racial and economic bias in policing and sentencing. This course explores the intersections of democracy and captivity in penal sites and civil societies. Students study text, artifacts and screen documentaries concerning: the 13th Amendment to the U.S. Constitution which abolished slavery while legalizing it for prisoners; the 14th Amendment (originally designed to protect the emancipated but largely enforced to protect corporations as “persons”); the convict prison lease system; contemporary critiques of prison systems; and penal narratives. (See: <http://www.williams.edu/african-american-studies/democracy.htm>). There is also an experiential education requirement or field study associated with this course. Readings include works by Michel Foucault, Ida B. Wells, Angela Y. Davis, George Jackson, Malcolm X, and the political writings of those currently incarcerated.

Format: seminar. Requirements: four 3- to 4-page critiques of readings (50%); group presentations (25%); final project with experiential education component (25%); attendance at all classes and participation in all events. Prerequisites: previous study of racial politics in the United States.

Permission of instructor required. *Enrollment limit: 20 (expected: 20). (With permission of Chair this course may also substitute for AAS/AFR 400.)*

Hour: 1:10-3:50 W

JAMES

**AFR 467(S) African Americans in Urban America (Same as History 467)\***

(See under History for full description.)

**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**

**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 easily complete requirements for an Africana Studies concentration by electing one course in an African subject and by taking Africana Studies 491. Another three courses must be chosen which satisfy both American Studies and Africana Studies requirements.

**AMERICAN STUDIES (Div. II)**

*Chair, Professor: SCOTT WONG*

*Faculty 2006-2007: Professors: KUNZEL, M. REINHARDT. Associate Professors: L. JOHNSON, KENT\*. Assistant Professors: AUBERT\*, BEAN, CEPEDA, RUA\*, THORNE, WANG. Senior Lecturer: CLEGHORN. Bolin Fellow: KHOR.*

**GENERAL PROGRAM DESCRIPTION**

The American Studies Program uses interdisciplinary approaches to develop students' understanding of the complexity of the culture(s) usually labeled “American.” Examining history, literature, visual media, performance, and other forms of expression, we explore the processes of cultural definition as contested by diverse individuals and groups. We ask new questions about aspects of American life long taken for

## *American Studies*

granted; we also use American culture as a laboratory for testing classic and contemporary theories about how cultures work.

### NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

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

### RATIONALE FOR COURSE NUMBERING

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

### THE MAJOR

#### *Required major courses:*

American Studies 201

300 level courses designated Junior Seminar

400 level courses designated Senior Seminar

#### *Elective courses:*

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

### THE DEGREE WITH HONORS IN AMERICAN STUDIES

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

### ADVISING

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

### AMERICAN STUDIES AND OTHER PROGRAMS

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

### STUDY AWAY FROM WILLIAMS

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

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

**AMST 147 Asian American Literature (Same as English 147) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(See under English for full description.)

**AMST 201(F,S) Introduction to American Studies**

To be an "American" means something more than U.S. citizenship. In this course, we focus on the problems and possibilities of American identity. Access to Americanness is shaped by factors such as class, race, ethnicity, gender, sexuality, religion, and region—categories which themselves change in meaning over time. Given the geographical, racial, and cultural diversity of the United States, the ways in which Americans imagine nation



inevitably vary over time, according to place, and among different individuals and groups. Rather than a survey of any one aspect or period of American history, literature, or popular culture, this course is an introduction to the interdisciplinary field of American Studies, a field defined both by the range of texts we read (essays, novels, autobiographies, photographs, films, music, architecture, historical documents, legal texts), and by the questions we ask of them: How have different Americans imagined what it means to be an American? What ideas about national history, patriotism, and moral character shape their visions of Americanness? How do the educational system, mass media, government policies regarding citizenship and immigration shape American identities? How are boundaries of inclusion and exclusion in the nation drawn? What uses have been made of the claim to an American identity, and what is at stake in that claim? How have Americans imagined a national landscape, a national culture, and to what ends?

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

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

Hour: 11:20-12:35 TR

8:30-9:45 TR, 1:10-2:35 TF

First Semester: CLEGHORN

Second Semester: WANG, BEAN

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

(See under English for full description.)

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

(See under English for full description.)

**AMST 211(F) Topics in African-American Performance: The Civil Rights and Black Arts Movement On and Off the Stage (Same as Africana Studies 211 and Theatre 211)\***

(See under Theatre for full description.)

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

(See under English for full description.)

**AMST 221 Introduction to Urban Studies: Shaping and Living the City (Same as Latino/a Studies 220) (Not offered 2006-2007; to be offered 2007-2008)\***

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

**AMST 225(F) Religions of North America (Same as Religion 225)**

(See under Religion for full description.)

**AMST 226(S) New Religions in North America (Same as Religion 226)**

(See under Religion for full description.)

**AMST 228T(S) North American Apocalyptic Thought (Same as Religion 228T)**

(See under Religion for full description.)

**AMST 251(S) Dialects of American English (Same as Linguistics 251)**

(See under Linguistics for full description.)

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

(See under Art—Arth for full description.)

**AMST 283(F) Topics in Asian American Literature (Same as English 287)\***

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).*

Hour: 9:55-11:10 TR

WANG

**AMST 302(S) Asian American Writing and the Visual Arts (Same as English 388) (Junior Seminar)\***

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.*

Hour: 1:10-3:50 W

WANG

**AMST 302 Whiteness (Same as Women's and Gender Studies 302) (Junior Seminar) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/amst/amst302.html)

BEAN

## American Studies

**AMST 310 Latino Cityscapes: Mapping Place, Community, and *Latinidad* in U.S. Urban Centers** (Same as Latina/o Studies 310) (Junior Seminar) (Not offered 2006-2007; to be offered 2007-2008)\*  
(See under Latina/o Studies for full description.)

**AMST 311(F) Asian American Film (Junior Seminar)\***

This course explores the relationship between Asian Americans and early twentieth century cinema. We will consider the representation of Asians in early visual forms, from vaudeville and museum fairs to the earliest incarnations of the moving pictures, in order to examine the role of race in the birth of cinema and the formation of a burgeoning U.S. modernity. Moreover, this course will move beyond analysis of representation and stereotypes and consider Asian Americans as spectators that constitute significant movie-going publics. Format: discussion. Requirements: film screening, bi-weekly response papers, one 5- to 7-page midterm essay, and one 10- to 12-page final essay.

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

Hour: 2:35-3:50 MR

KHOR

**AMST 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance** (Same as Latina/o Studies 330 and Theatre 330)\*  
(See under Theatre for full description.)

**AMST 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities** (Same as Latina/o Studies 331, Theatre 331 and Women's and Gender Studies 331)\*  
(See under Latina/o Studies for full description.)

**AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies** (Same as Latina/o Studies 332) (Junior Seminar) (Not offered 2006-2007; to be offered 2007-2008) (W)\*  
(See under Latina/o Studies for full description.)

**AMST 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday** (Same as Latina/o Studies 335, Theatre 335 and Women's and Gender Studies 337)\*  
(See under Latina/o Studies for full description.)

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

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

**AMST 368 Cultural Encounters in the American West** (Same as History 368) (Not offered 2006-2007; to be offered 2007-2008)\*  
(See under History for full description.)

**AMST 372 African-American Literary Thought and Culture** (Same as Africana Studies 372 and English 372) (Not offered 2006-2007; to be offered 2007-2008) (W)\*  
(See under English for full description.)

**AMST 379 American Pragmatism** (Same as Philosophy 379) (Not offered 2006-2007; to be offered 2007-2008)  
(See under Philosophy for full description.)

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

**AMST 403(F) American Music (Senior Seminar)**

One way to write the cultural history of music is to trace the authority with which different people can say "You are hurting my ears" at any given historical moment." So writes Carlo Rotella, one of the historians whose work we will read in this course as we approach American popular music as an object of cultural studies. We will study particular performers and styles (e.g. Elvis, Selena, punk and hip hop), but we do so in the context of the histories of labor; social migration; political and economic shifts; ideologies; and of the culture industry. Moving from the late-nineteenth-century to the present, and through agrarian to industrial to postindustrial social configurations, we will study music as a means of expressing resistance and accommodation and as the basis of community-formation and disruption. We will pay special attention to the recent recovery by American musicians of folk musics originating outside of American borders: Celtic, African and Cuban in the context of global capitalism and American hegemony. Texts include works of history, cultural criticism and ethnomusicology; audio performance recorded in the field, in the studio, and in concert; and documentary and fiction films.

Format: seminar. Evaluation will be based on a number of written assignments.

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

Hour: 1:10-2:25 MR

CLEGHORN

**AMST 403 Notions of Race and Ethnicity in American Culture (Senior Seminar)** (Not offered 2006-2007; to be offered 2007-2008)\*  
(www.williams.edu/Registrar/catalog/depts/amst/amst403.html)

WONG

**AMST 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making** (Same as Latina/o Studies 405) (Senior Seminar) (Not offered 2006-2007; to be offered 2007-2008) (W)\*  
(See under Latina/o Studies for full description.)

**AMST 406(F) Twentieth-Century American Poetic Movements (Same as English 407)**

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. *Enrollment limit: 19 (expected: 15). Preference given to junior and senior American Studies and English majors.*

Hour: 1:10-3:50 W

WANG

**AMST 407(S) Studying American Studies: The Evolution of a Discipline (Senior Seminar)**

This course will focus on the development of the field of American Studies from its inception in the 1950s to the present by reading the works of some of the major figures in the history of the field: the “symbol and myth” approach of Henry Nash Smith, the cultural history of Warren Susman, and the race and ethnicity approaches of Ronald Takaki and David Hollinger, to some of the more recent practitioners of American Studies including George Lipsitz, Robert Lee, Melani McAlister, and Marita Sturken.

Format: seminar. Requirements: weekly response papers (5-7 pages) and one longer paper (10-15 pages.)

No prerequisites, *but preference given to American Studies majors. Enrollment limit: 19.*

Hour: 1:10-3:50 W

WONG

**AMST 409(S) Tracing the Roots of Routes: Transnationalism and its (Dis)Contents (Same as Latina/o Studies 409) (W)\***

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

**AMST 462(S) Art of California: “Sunshine or Noir” (Same as ArTH 462 and Latina/o Studies 462)**

(See under Art—ArTH for full description.)

**AMST 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as History 488T) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under History for full description.)

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

**SPECIALIZATION FIELDS**

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

**CULTURAL PRACTICES**

*Elective courses:*

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

Africana Studies/Music 220 Rhythm and Jazz in America, Brazil and Cuba

ArH/Environmental Studies 201 American Landscape History

ArH/American Studies 264 American Art and Architecture, 1600 to Present

Comparative Literature/Spanish 205 The Latin-American Novel in Translation

English/American Studies 209 American Literature: Origins to 1865

English/American Studies 210 American Literature: 1865-Present

English/Women’s and Gender Studies 219 Literature by Women

English/American Studies 220 Introduction to African-American Writing

English/AMS/Maritime Studies 231T Literature of the Sea

English 335 Transcendentalism

English/American Studies 338 Literature of the American Renaissance

English/Women’s and Gender Studies 341 American Genders, American Sexualities

English 354 Contemporary American Poetry

English 357 Contemporary American Fiction

English/American Studies 372 African-American Literary Criticism and Theory

English 450 Herman Melville and Mark Twain

History 148 The Mexican Revolution: 1910 to NAFTA

History 157 The Great Depression: Culture, Society, and Politics in the 1930’s

History/American Studies 368 Cultural Encounters in the American West

History 378/Women’s and Gender Studies 344 History of Sexuality in America

History/Latina/o Studies/Women’s and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households

History 466/American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.



## *American Studies*

History of Science 240 Technology and Science in American Culture  
 Music 111 Popular Music: Revolutions in the History of Rock  
 Music 114 American Music  
 Music 122 African-American Music  
 Music 130 History of Jazz  
 Music 140 Introduction to the Music of Duke Ellington  
 Music 141 Introduction to the Music of John Coltrane  
 Music 210T American Pop Orientalism  
 Music 212 Jazz Theory and Improvisation I  
 Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
 Sociology 215 Crime in the Streets  
 Sociology 368 Technology and Modern Society  
 Sociology 387 Propaganda  
 Theatre 210 Multicultural Performance  
 Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*

## *POWER, POLITICS, AND BELIEF*

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

Economics/Women's and Gender Studies 203 Gender and Economics  
 Economics 205 Public Economics  
 Economics 208 Modern Corporate Industry  
 Economics 209 Labor Economics  
 English/American Studies 220 Introduction to African-American Writing  
 English/Women's and Gender Studies 341 American Genders, American Sexualities  
 History 148 The Mexican Revolution: 1910 to NAFTA  
 History 157 The Great Depression: Culture, Society, and Politics in the 1930's  
 History 164 Slavery in the American South  
 History 243 Modern Latin America, 1822 to the Present  
 History 252B America from San Gabriel to Gettysburg, 1492-1865  
 History 253 The United States From Appomattox to AOL, 1865 -Present  
 History 281 African-American History, 1619-1865  
 History 282 African-American History From Reconstruction to the Present  
 History 343 Gender and History in Latin America  
 History 346 History of Modern Brazil  
 History 357 The Rise of American Conservatism  
 History 364 History of the Old South  
 History 365 History of the New South  
 History/American Studies 368 Cultural Encounters in the American West  
 History 370 Studies in American Social Change  
 History 372 The Rise of American Business  
 History 380 Comparative American Immigration History  
 History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
 History 456 Civil War and Reconstruction  
 History /American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents  
 History of Science 240 Technology and Science in American Culture  
 Political Science 201 Power, Politics, and Democracy in America  
 Political Science 207 Political Elections  
 Political Science 209 Poverty in America  
 Political Science 214 Congressional Politics  
 Political Science 216 Constitutional Law I: Structures of Power  
 Political Science 217 Constitutional Law II: Rights  
 Political Science 218 The American Presidency  
 Political Science 230 American Political Thought  
 Political Science 239 Political Thinking about Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
 Political Science 318 The Voting Rights Act and the Voting Rights Movement  
 Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory  
 Political Science 410 Senior Seminar in American Politics  
 Sociology 206 Religion and the Social Order  
 Sociology 215 Crime in the Streets  
 Sociology 218 Law and Modern Society  
 Sociology 265 Drugs and Society  
 Sociology 387 Propaganda

*SPACE AND PLACE*

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

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

*RACE AND ETHNICITY*

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

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

*PRE-1900 COURSES*

ArtH/American Studies 264 American Art and Architecture, 1600 to Present  
English/American Studies 209 American Literature: Origins to 1865  
English/American Studies 338 Literature of the American Renaissance  
History 164 Slavery in the American South

## American Studies, Anthropology and Sociology

History 242 Latin America From Conquest to Independence  
History 252B America from San Gabriel to Gettysburg: 1492-1865  
History 281 African-American History, 1619-1865  
History 364 History of the Old South  
History/American Studies 368 Cultural Encounters in the American West  
History 380 Comparative American Immigration History  
History of Science 240 Technology and Science in American Culture  
Political Science 230 American Political Thought

## ANTHROPOLOGY AND SOCIOLOGY (Div. II)

*Chair*, Associate Professor ANTONIA FOIAS

Professors: M. F. BROWN\*, D. EDWARDS, JACKALL\*\*\*, JUST\*. Associate Professors: FOIAS, NOLAN\*\*. Assistant Professors: SHEVCHENKO\*, VALIANI. Visiting Professors: DOWNEY§§, PRAZAK§. Visiting Assistant Professor: BESSETT.

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

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

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

### MAJORS

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

### Requirements

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

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

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

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

### STATISTICS AND DATA ANALYSIS

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

#### AREA STUDIES CONCENTRATION

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

#### LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

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

#### THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

### ANTHROPOLOGY / SOCIOLOGY COURSES

#### JOINT CORE COURSES

##### **ANSO 205(S) Ways of Knowing**

An exploration of how one makes sense of the social world 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 how men and women in the world of affairs, ranging from detectives, prosecutors, epidemiologists, and corporate lawyers, make sense of their worlds in order to act responsibly. We will also draw upon the field experiences of departmental faculty in settings as diverse as the jungles of Guatemala and Peru, the mountains of Sumbawa, Gujarat, the seat of ongoing communal violence in west India, Afghan refugee camps, Russian kitchens, the halls of Congress, big city police departments and district attorney offices, corporate offices on Madison Avenue and Wall Street, and criminal drug courts across America and the United Kingdom. There will also be some practical training in basic field methods, census and survey interpretation, and archival research.

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: 20).*

Hour: 1:10-3:50 W

JACKALL

##### **ANSO 305(F) Social Theory**

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

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

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

Hour: 1:10-3:50 W

NOLAN

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

This capstone seminar combines intensive discussion and individual research. The first half of the semester will be dedicated to the discussion of a social issue central to the concerns of both anthropology and sociology. The

## Anthropology and Sociology

class will meet with the instructor in spring 2006 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

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

Hour: 2:35-3:50 MR

VALIANI

## ANTHROPOLOGY COURSES

### ANTH 101(E/S) The Scope of Anthropology\*

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

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

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

Hour: 1:10-2:25 MR

First Semester: D. EDWARDS

1:10-2:25 TF

Second Semester: D. EDWARDS

### ANTH 103(F) Pyramids, Bones, and Sherds: What is Archaeology?\*

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

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

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

Hour: 1:10-2:25 TF

FOIAS

### ANTH 107(F) Introduction to Linguistics (Same as Linguistics 100)

(See under Linguistics for full description.)

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

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

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

Hour: 9:55-11:10 TR

FOIAS

### ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/anth/anth215.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth215.html))

FOIAS

### ANTH 216 Indigenous Peoples of Latin America (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/anth/anth216.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth216.html))

M. F. BROWN

### ANTH 223(S) Ethnic Minorities in China: Past and Present (Same as Chinese 223)\*

(See under Chinese for full description.)

### ANTH 224 Morality and Modernity in the Muslim Middle East (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/anth/anth224.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth224.html))

D. EDWARDS

### ANTH 225(F) Visible Culture: Documentary and Nonfiction\*

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

thropology? 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: 2:35-3:50 MR

D. EDWARDS

**ANTH 233 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth233.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth233.html))

JUST

**ANTH 243T(S) Dilemmas of Humanitarian Intervention (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: tutorial. Requirements: 5-page essays and response papers due each week. During the final two weeks of the semester, students will work on 12- to 15-page research papers, submitting rough drafts for in-class review during the second to last week and final drafts the last week of classes.

*Enrollment limit: 10. (expected: 10). The class is open to sophomores, juniors, and seniors.*

Tutorial meetings to be arranged.

D. EDWARDS

**ANTH 251(F) Peoples and Cultures of Africa (Same as Africana Studies 251)\***

An introduction to the cultural heritage of Africa. The course challenges myths about the continent and its peoples by exploring in depth a number of indigenous African cultures, drawing on ethnographic examples from societies representing major subsistence strategies, geographical and ecological zones, and patterns of culture. To place current events in > Africa in a meaningful framework we examine the impact of the spread of Islam and Christianity, the colonial division of the continent, and contemporary realities within nation states. We will locate indigenous coping strategies within their historical context in order to understand their role in contemporary society and identify the social strengths of African societies.

Format: seminar. Requirements: active class participation, a map project, media watch, a research essay, and a take-home examination.

No prerequisites. *Open to freshman. Enrollment limit: 25 (expected 20)*

Hour: 1:10-2:25 MR

PRAZAK

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

(See under Chemistry for full description.)

**ANTH 270T Trauma, Memory, and Reconciliation (Not offered 2006-2007; to be offered 2007-2008) (W)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth270.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth270.html))

D. EDWARDS

**ANTH 310(F) Ethnography of Religion (Same as Religion 310)**

(See under Religion for full description.)

**ANTH 324(S) Empires of Antiquity**

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, politics and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history; Akkadian; Babylonian; Persian; Assyrian; Mongol; Roman; Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the cause of the expansion and collapse of these empires, their sociopolitical and economic structures as mechanisms for their maintenance to provide a cross-cultural comparison of the differential success and final decline of all these empires.

Format: lecture/discussion. Requirements: several short response papers and a longer research paper.

No prerequisites. *Expected enrollment: 20.*

Hour: 1:10-2:25 TF

FOIAS

**ANTH 326(F) Race-Gender in the Black Diaspora (Same as Africana Studies 320)\***

(See under Africana Studies for full description)



## Anthropology and Sociology

**ANTH 328T Emotions and the Self** (*Not offered 2006-2007; to be offered 2007-2008*) (W)\*  
(www.williams.edu/Registrar/catalog/depts/anth/anth328.html) JUST

**ANTH 346 The Afghan Jihad and its Legacy** (*Not offered 2006-2007; to be offered 2007-2008*)\*  
(www.williams.edu/Registrar/catalog/depts/anth/anth346.html) D. EDWARDS

**ANTH 364T Ritual, Politics, and Power** (*Not offered 2006-2007; to be offered 2007-2008*) (W)\*  
(www.williams.edu/Registrar/catalog/depts/anth/anth364.html) D. EDWARDS

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

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

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

## SOCIOLOGY COURSES

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

**SOC 101(F,S) Invitation to Sociology**

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

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

Hour: 1:10-2:25 MR

1:10-2:25 MR

First Semester: VALIANI

Second Semester: BESSETT

**SOC 201 Violence** (*Not offered 2006-2007*)

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

JACKALL

**SOC 202(S) 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. Experts in different fields will give guest lectures throughout the course.

Format: lecture/discussion. Requirements: term paper, final examination.

No prerequisites. *Enrollment limit: 60 (expected: 60). Open to all classes, to staff, and to the whole community. A Gaudino Fund Course.*

Hour: 11:20-12:35 TR

JACKALL

**SOC 206 Religion and the Social Order** (*Not offered 2006-2007; to be offered 2007-2008*)

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

NOLAN

**SOC 215 Crime in the Streets** (*Not offered 2006-2007; to be offered 2007-2008*)

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

JACKALL

**SOC 218(F) Law and Modern Society**

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, 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.

Hour: 1:10-2:25 MR

NOLAN

**SOC 224(F) The Family in American Social Life (Same as Women's and Gender Studies 226)**

This course introduces students to a sociological analysis of the family by focusing on different social dynamics that constitute family life and considering their relationship to broader societal structures and forces. From different angles, we will explore a question of central concern: Given the institutional nature of the family as well as the family ideals and mythologies which circulate in the larger culture, how do people make sense of their own and others' experience of family life and envision its future? We will examine historical shifts in household and kinship organization in the U.S. (especially with regard to capitalism); recent changes in family structure and the public anxieties they generate; as well as the roles which gender, class, sexual orientation, age, race/ethnicity and religion play in contemporary debates about the family. In doing so, we will consider specific topics such as: family policy and law, marriage and cohabitation, parenting and carework; the division of household labor, domestic violence, and the impact of reproductive technologies.

Format: lecture/discussion. Requirements: participation in class discussion; several short response papers; one major research paper, and a final examination.

No prerequisites. *Enrollment limit: 25 (expected 22). Open to first-year students.*

Hour: 8:30-9:45 MWF

BESSETT

**SOC 225(S) Sex and Gender (Same as Women's and Gender Studies 227)**

An introduction to the sociological analysis of sex and gender in the contemporary United States. In the first part of the course, we will begin with an overview of gender scholarship, identifying major trends and analyzing methodological assumptions. In the second part of the course, we will investigate more recent alternatives to conceptualizations of sex and/or gender as dichotomous and discrete, focusing on interpretations of the body and biology. The third section of the course considers several exemplars of empirical research on gender inequality, as well as the intersections between gender and other inequalities such as race/ethnicity, social class, and sexual orientation. Here, specific topics may include education, work, family, the state, and social protest as we explore the ways in which gender is built into the structures, institutions, and ideologies of social life and how different groups of men and women experience gender.

Format: seminar. Requirements: regular class participation, several short response papers, a research paper, and a final examination.

No prerequisites. *Enrollment limit: 25 (expected 22). Open to first-year students.*

Hour: 8:30-9:45 MWF

BESSETT

**SOC 265 Drugs and Society (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/soc/soc265.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc265.html))

NOLAN

**SOC 268(S) Space and Place**

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

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

No prerequisites. *Enrollment limit: 25 (expected 20). Open to non-majors.*

Hour: 9:55-11:10 TR

VALIANI

**SOC 278(S) Contesting the Future of European Society**

In 2005 a majority of voters in France and the Netherlands, nations reputed to be the most pro-European, decided against ratifying the European Constitution of the European Union. This occurred barely one year after the expansion of the European union from 15 to 25 members. It would appear then that "Europe" as a political project is in a state of profound crisis. This course examines the political contest over what the future of Europe should be by assessing key debates, among them: A secular Europe or a Christian Europe? A Europe of nations or a federal Europe? An open Europe or a Fortress Europe? A free trade Europe or a protectionist Europe? Will Europe be multicultural and if so, in what sense?

Format: seminar. Requirements: Class presentation and three 3000-word written exercises.

No prerequisites. *Enrollment limit: 25 (expected: 18).*

Hour: 11:00-12:15 MWF

DOWNEY

**SOC 315 Culture, Consumption, and Modernity (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/soc/soc315.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc315.html))

**SOC 320(S) Health, Illness, and Medicine in Modern Society**

This course focuses on how illness and health are constructed in interactions among caregivers, patients, scientists, and the public, as well as through the institutional workings of medicine and health policy in the United States. Employing the conceptual tools of sociology, we will examine how inequalities create disparities in the distribution of health and illness, influence our ideas about etiology, and shape the ways we seek and receive care. We will cover the main approaches of medical sociology and look for the ways that medical thought and technologies affect other areas of social life, and how they are affected in turn. In the latter part of the course, we will focus on two very different case studies in the area of health, illness and medicine—a historical tracing of the discovery and treatment of sickle cell anemia and an ethnography of a clinic specializing in assisted reproductive technologies—to examine these dynamics in depth.

Format: seminar. Requirements: participation in class discussion; four brief written assignments and a fifteen-



## Anthropology and Sociology, Arabic

page research paper.

No prerequisites. *Prior exposure to Sociology desirable. Enrollment limit: 25 (expected 22).*

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

BESSETT

### **SOC 324 Memory and Identity** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/soc/soc324.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc324.html))

SHEVCHENKO

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

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

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

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

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

Hour: 9:55-11:10 TR

VALIANI

### **SOC 332 Communism and Its Aftermath** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/soc/soc332.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc332.html))

SHEVCHENKO

### **SOC 335(S) Digital Technology and Society**

This course will look at the invention and diffusion of digital technologies and how these relate to central sociological concerns, including class structure, work, inequality, identity, urban life, social control, conflict, cultural regulation, and power. We will review theories of socio-technical change and consider whether information technology is implicated in growing levels of inequality. Also explored will be the impact of digital technology on personal privacy and democratic process.

Class format: seminar. Requirements: Class presentation and three 3000-word written exercises.

No prerequisites. *Enrollment limit: 25 (expected 22). Preference given to Sociology and Anthropology majors.*

Hour: 8:30-9:45 TR

DOWNEY

### **SOC 345 Producing the Past** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

([www.williams.edu/Registrar/catalog/depts/soc/soc345.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc345.html))

### **SOC 350(S) Sociolinguistics** (Same as Linguistics 350)

(See under Linguistics for full description.)

### **SOC 368 Technology and Modern Society** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/soc/soc368.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc368.html))

NOLAN

### **SOC 371(F) Normal and Abnormal**

Ideas about normalcy are inherent in our understanding of what social life is, as well as what it could and should be. What does it mean to be “normal?” Is normal” an existing average or an ideal state? How do we distinguish between the “normal” and the “abnormal?” Between “difference” and “deviance?” Is everyone equally vulnerable to labels of deviance? This course examines the social construction of normality, drawing from sociological approaches to the study of deviance, particularly interactionism and labeling theory, and interdisciplinary literatures which examine the history, function, and theoretical significance of normality. We will explore ideas of subculture, moral panic, and stigma in connection with the topics of physiology and disability; sexuality and “queerness”; and mental health and madness. In doing so, we will pay particular attention to the normalizing effects of mainstream media and the power of institutional interests in shaping our collective understanding of normality. Students will explore specific themes involving the normal and the abnormal through research projects of their own choosing.

Format: seminar. Requirements: participation in class discussion, including co-facilitation of seminar meetings; weekly short response papers; one major research paper.

Prerequisites: Sociology 101 or equivalent. *Enrollment limit 20 (expected 18).*

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

BESSETT

### **SOC 387**(formerly ANSO 387) **Propaganda** (Not offered 2006-2007)

([www.williams.edu/Registrar/catalog/depts/soc/soc387.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc387.html))

JACKALL

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

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

(See under ANSO for full description.)

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

## ARABIC

### **ARAB 101(F)-W102(S) Elementary Arabic\***

This is a year-long course in which students will learn to read, write and converse in Arabic while becoming familiar with the basic grammar of Modern Standard Arabic. Students will also be exposed to the Egyptian variety of colloquial Arabic. This is a communicative-oriented course which revolves around the daily practice of

vocabulary, conversation and different grammatical structures in class. You will be expected to speak Modern Standard Arabic in class from an early stage. Students will also be expected to take advantage of the technological resources available for the study of Arabic on the internet, as well as the technological aids available as part of our textbooks for this course, *Alif Baa* and *Al-Kitaab fii Ta'allum al-'Arabiyya* from Georgetown University Press. Format: lectures, five hours a week. Evaluation is based on tests, daily homework, and active class participation. No prerequisites. *No enrollment limit (expected: 15).*

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

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

*Satisfies one semester of Division I requirement.*

Hour: 9:00-9:50 MTWRF

VARGAS

#### ARAB 103(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. Students will also be exposed to more of the Egyptian colloquial. 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).*

*Satisfies one semester of Division I requirement.*

Hour: 10:00-10:50 MWF

VARGAS

#### ARAB 104(S) Intermediate Arabic II (Same as CRAB 302)\*

*For those students who would like to continue their study of the language, Intermediate Arabic II will be offered as an independent study under the Critical Languages program.*

Prerequisites: ARAB 101-102 and ARAB 103.

*Satisfies one semester of Division I requirement.*

### ART (Div. I)

Chair, Professor MICHAEL GLIER

Professors: EDGERTON\*\*\*, EPPING, FILIPCZAK, GLIER, HAXTHAUSEN\*\*, HEDREEN\*, JANG\*, E. J. JOHNSON, LALEIAN, LEVIN, M. LEWIS, MCGOWAN\*, OCKMAN, TAKE-NAGA\*\*\*. Visiting Clark Professor: MARVIN, MEYER. Associate Professors: ALI\*\*, L. JOHNSON, LOW\*, PODMORE\*. Assistant Professors: CHAVOYA\*\*, JACKSON\*, SOLUM. Visiting Assistant Professors: BECKER, JUAREZ\$, SOUTH\$, THOMPSON. Senior Lecturers: E. GRUDIN\*\*, H. EDWARDS\*. Senior Lecturer in Arts and Humanities: DIGGS. Lecturers: B. BENEDICT\$\$, D. JOHNSON\$, MCCALLUM\$, SATTERTHWAITTE. Lecturers in the Graduate Program in the History of Art: CONFORTI, GANZ, HOLLY, LEDBURY, SIMPSON. Visiting Assistant Professor: KEELING. Visiting Lecturers: AMOS\$\$\$ , COCHRAN\$\$\$ . Mellon Postdoctoral Fellow in Art: BIRD.

#### MAJOR

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

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

#### Art History Route

##### Sequence courses

ArtH 101-102 Aspects of Western Art

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

ArtH 301 Methods of Art History (ARTH 405 and ARTH 448 may be taken to satisfy this requirement. Also, ARTH 451 may be taken to satisfy this requirement in 2006-2007 only.)

One Seminar or Graduate Course

##### Parallel courses

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

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

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 one of the required Junior major classes, ArtS 319, ArtH 301, ArtH 448 (*ArtH 405 and 452, 2006-2007 only*) 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

### Art Studio Route

#### Sequence courses

ArtS 100 Drawing I  
ArtS 230 Drawing II  
ArtH 101-102 Aspects of Western Art  
Any *three* of the 200-level ArtS (studio) courses in *three* different media  
ArtS 319 Junior Seminar  
Any *two* of the 300-level ArtS courses  
or  
One of the 300-level ArtS 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, ArtH 448 Art About Art, 1400-2000 *or* ArtS 319 Junior Seminar  
One ArtH seminar (400-level) *or* one 500-level graduate course except 508  
One 300-level ArtS course *or* (with permission) ArtS 418T Senior Tutorial

#### Parallel courses

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

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

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

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

##### *Middle Digit*

##### Art Studio (ArtS)

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

#### THE DEGREE WITH HONORS IN ART

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

##### *Art History:*

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

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

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

Students may select one of the following options:

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

## Art

April 15 of the junior year. For those planning to complete the mini-thesis in the spring, proposals must be submitted by November 1.

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

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

### *Art Studio:*

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

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

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

### *History and Practice:*

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

### 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, Arth 448, 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 Seminars (Arth 301 or Arth 448) 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.

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

*Open to first-year students.*

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

### **ARTH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha (Not offered 2006-2007)\***

([www.williams.edu/Registrar/catalog/depts/arth/arth103.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth103.html))

**JANG**

**ARTH 104(S) Buddhist Visual Worlds\***

The richly decorated stupa gateways at Sanchi, the luscious wall paintings at Alchi, the serene Shakyamuni seated in the Sikkuram, and the glittering Phoenix Hall at the Byodoin are but a few of the diverse and dazzling sites we will study in *Buddhist Visual Worlds*. This introductory survey will begin by covering the origins of Buddhism in India and then trace the diffusion of the religion into Central Asia, China, Korea, Japan and South-east Asia. Given the vast geographical and chronological ground to be covered, the material will be organized around the themes of transmission and transformation. This course will consider how Buddhist art and architecture were adopted and adapted by a variety of cultures. We will pay close attention to how rulers have used the religion and its art in their attempts to establish legitimate and prosperous governments. The importance of narrative art in the promulgation of Buddhism will be a reoccurring topic of discussion in this course. We will also examine the construction of the Buddha's body, including not only the iconography of Buddhahood, but also the variety of formal techniques artists used to represent the Buddha's divinity and wisdom. The spectacular pantheon of bodhisattvas and Buddhist deities will also be introduced. Another theme of the course will be the use of Buddhist art in the performance of rituals. We will thus consider eye-opening ceremonies, during which the image is animated with the divine presence, and other ritual activities that involve the use of imagery. Finally, consideration of the reception, interpretation, and creation of Buddhist images in the West will be woven throughout the semester.

Format: lecture. Requirements: in addition to an in-class midterm and a final exam, students will be expected to complete one 3-page paper and one 5- to 7-page paper.

No prerequisites. *Enrollment limit: 40 (expected: 30).*

Hour: 8:30-9:45 TR

BECKER

**ARTH 105(F) Tall Tales and Long Scrolls: Visual Narratives of Asia\***

From *The Simpsons* to *The Sopranos*, from the *Godfather* to *Grand Theft Auto*, visual representations of narratives inhabit our daily lives. In this introductory survey, we will examine stories from Asia and their visual forms. We will consider the diverse media, formats, and modes of narration employed in the visual recounting of stories. The narratives to be examined will range from some of the earliest representations of Buddhist tales in India to the pan-Asian manifestations of the Ramayana. Through a series of case studies, we will investigate a number of questions. Why are stories given visual form? How might such visual narratives be "read"? What are some of the possible functions of these stories? How do narratives arise from and interact with their larger religious, political, and historical contexts? Why do certain narratives circulate broadly, and how are such tales visually adapted within new cultural contexts?

Format: lecture. Requirements: In addition to an in-class midterm and a final exam, students will be expected to complete one 3 page paper and one 5- to 7-page paper.

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

*Satisfies the non-western requirement.*

Hour: 1:10-2:25 TF

BECKER

**ARTH 200(S) Introduction to Film Theory and Criticism**

Watching films and discussing them are social practices that many of us perform regularly, often without thinking about the mechanisms through which films communicate or the ways that films work to shape our interactions with them and with each other. This survey is an introduction to the concepts, methods, and theories that have come to inform the scholarly critical analysis of film and film culture. We will consider film both as an industrial art and as a cultural commodity. Using knowledge of film technique to critically engage with specific films, we will work to understand how film makes meaning within specific historical and cultural contexts and the social and political implications of those meanings. Our focus throughout the semester will be on developing students' ability to think critically with and through cinema in an intellectually responsible manner. It is assumed that developing an ability to think deeply and write critically about cinema enhances our enjoyment of it.

Format: lecture/discussion. Requirements: attendance and participation, completing readings and screenings outside of class, written screening reports, two critical essays (5-7 pages each).

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

Hour: 11:20-12:35 TR

KEELING

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

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

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

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

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

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

Hour: 10:00-10:50 MWF

Field Session: 1-3:45 T, W

SAITERTHWAITE



## Art

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

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

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

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

*Satisfies the pre-1800 requirement.*

Hour: 1:10-2:25 TF

SOLUM

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

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

CHAVOYA

### **ARTH 204(S) Women in the American Landscape**

Approaching North American landscape history through the lens of gender studies, this topically-oriented seminar will consider women both in their domestic or indoor roles as workers and family members and in their "outdoor" roles in, inter alia, gardening, running businesses (often upon the death of their husbands), teaching, and nursing. Special attention will be accorded to the phenomenon of the pioneer woman, the second wage-earner, the professional woman. That means we will consider the historical roles of raising food for household consumption, farms and other enterprises run by or largely populated by women, such as the schoolhouse, hospital, telephone switchboard, and airline stewards, to name but a few institutions in the landscape where women have predominated. Writers and scholars coming under scrutiny will include Harriet Beecher Stowe, Laura Thacher Ulrich. The depiction of women by American artists will be a continual theme: artists such as Dorothea Lange.

Format: lecture/discussion. Evaluation will be based on weekly short essays and class participation.

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

Hour: 8:30-9:45 TR

SATTERTHWAITE

### **ARTH 207(F) Art of Africa (Same as Africana Studies 207)\***

This course is an introduction to a small portion of the rich art and architectural history of the African continent. Critical issues concerning political, social and religious traditions and how they intersect with art will be addressed. Focusing on individual case studies from different times and places, the course will offer an overview of key aspects of African art, including personal adornment, art and leadership, ensemble/assemblage, performance, rites of passage and impermanence. We will also examine themes such as: the place of African art in Western museums; the ways in which theories of science, culture and history have informed our understanding of African art and vice versa; visualizing race, ethnicity and gender; conveying the trauma of slavery in art; and the packaging of Africa in international exhibitions and in photography.

Format: lecture. Requirements: midterm; final; paper.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Art History majors.*

*Satisfies the non-Western requirement.*

Hour: 11:00-12:15 MWF

BIRD

### **ARTH 208(S) Art as a Tool of Empire (Same as Classics 220)**

The Roman Empire was conquered by force but was maintained by co-opting subjugated elites into wanting their children to grow up Roman. One important tool was building new cities and re-making old ones into Roman places. Architecture, painting, sculpture—all the visual arts—were deployed to show that to be Roman was to share in a high culture and way of life that were irresistibly enticing. We will investigate how functional infrastructures (roads, water supply etc.) and urban amenities (theaters, baths, porticoes lined with statues, houses with frescoed walls and mosaic floors etc.) shaped the experience of becoming Roman.

Format: lectures and discussion. Requirements: hour exam, report/paper, final exam.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to sophomores, juniors and seniors.*

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

Hour: 11:20-12:35 TR

MARVIN

### **ARTH 209(S) The Art of Classical Greece (Same as Classics 214)**

This course focuses on the artistic traditions of the ancient Greeks of the Classical period (ca. 480-323 B.C.E.). The styles and meanings of sculpture, architecture, and painting will be explored in relation to the Greek humanistic ideals that defined the age. Topics include approaches to the representation of the human form; mythological subjects; artistic personalities; and the building programs of Olympia and Athens. The course will be framed by a brief introduction to Greek art of earlier periods and discussion of the legacy of Classical Greek art in Western civilization.

Format: lecture. Requirements: midterm and final examinations; 8-10 pp. paper.

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

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

Hour: 11:00-12:15 MWF

THOMPSON

**ARTH 210(F) Hellenistic Art: From Alexander to Cleopatra (Same as Classics 218)**

This course surveys the arts of the ancient Mediterranean from the death of Alexander the Great in 323 B.C.E. to the defeat of Cleopatra and her consort Antony in 31 B.C.E., which marked the end of the Roman Republic. Sculpture, architecture, painting, mosaics, and the decorative arts will be considered in light of the cultural diversity of the Hellenistic age and its roots in the Classical tradition of the Greeks. Topics include innovations in sculptural styles and subjects; portraiture and kingship; theatricality in architecture; developments in landscape painting; artistic patronage; urban planning; and the growth of Rome as a Hellenistic city.

Format: lecture. Requirements: midterm and final exams; 8-10 pp. paper.

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

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

Hour: 8:30-9:45 TR

THOMPSON

**ARTH 212(S) Race, Sexuality, and Cinema (Same as Africana Studies 212)\***

An interrogation into the nexus of race, sexuality, and cinema, this course begins with a consideration of how cinema has constructed normative understandings of race and sexuality before moving into an interrogation of non-normative racialized and sexualized visual images. Students are expected to be open to and comfortable with discussing and analyzing a range of representations of race and sexuality, including those presenting heterosexuality, homosexuality, and their variations. One of the primary goals of this course is to provide tools and strategies that encourage and support students' on-going critical engagements with contemporary media culture's images of race and sexuality.

Format: seminar/discussion. Requirements: attendance and participation, completing weekly readings and screenings outside of class, maintaining a screening log, brief response assignments, mid-term essay (7-10 pages), final essay (10 pages).

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

Hour: 2:35-3:50 MR

KEELING

**ARTH 217(F) Controversial Art (Same as Philosophy 238)**

(See under Philosophy for full description.)

**ARTH 220 The Mosque (Not offered 2006-2007)\***

([www.williams.edu/Registrar/catalog/depts/arth/arth220.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth220.html))

H. EDWARDS

**ARTH 224 Romanesque and Gothic Art and Architecture: The Medieval Church in Context (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/arth/arth224.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth224.html))

LOW

**ARTH 225(F) Nomads: Artists and Travelers in the Era of Globalization**

What are the effects of globalization on contemporary art? How have artists represented these effects in their work? How have they navigated the increasingly international character of exhibitions and conditions of art-making? This course will examine the emergence of a global exhibition circuit in recent years; the escalation of artistic scale in response to the spatial demands of global "destination" museums; artists' explorations of economic inequities between first and third world nations; and the representation of the figure of the artist-traveler and a "nomadic" subjectivity in contemporary practice. The course will focus on such artists as Hans Haacke, Martha Rosler, Allan Sekula, Mark Lombardi, Renée Green, Rirkrit Tiravanija, Christian Philipp Müller, John Di Stefano, Andrea Fraser, Gregg Bordowitz, Yinka Shonibare, Ursula Biemann, The Yes Men, and the Web-based Critical Art Ensemble.

Format: lecture/discussion. Requirements: one short paper (5 pgs) and final research paper (10-12 pages).

No prerequisites. *Enrollment limit 25 (expected: 20). Preference given to Art majors.*

Hour: 11:20-12:35 TR

MEYER

**ARTH 232 The Visual Culture of Renaissance Rome (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arth/arth232.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth232.html))

SOLUM

**ARTH 241(S) Dutch Art of the 1600s: Hals to Vermeer**

Rembrandt van Rijn, Frans Hals, Jan Vermeer are only the best-known of the many artists who were active in the northern Netherlands during the seventeenth century. The variety of their subjects was unprecedented, but the degree of symbolic content in their work is disputed: to what extent was Dutch painting an art of description or of hidden allegory? We will consider this problem and also give special attention to the ongoing reinterpretations of Rembrandt's *oeuvre* and life.

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

No prerequisites.

*Satisfies the pre-1800 requirement.*

Hour: 9:55-11:10 TR

FILIPCZAK

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

An historical study of the North-American campus, primarily its educational or institutional guise, but also as found in some office and industrial "parks," concentrating upon aspects of site design, such as the fit between physiography and building location. Applying such Lynchian precepts as edge, path and node, our inquiry will be both diachronic and comparative. What happens when campuses grow, or diminish? What happens when their surrounding change, or deteriorate: What uses of space are located where, and to what extent is their spatial layout an hierarchical one? Why have some campuses few imitators (even if, as in the instance of Thomas Jefferson's "academical village," their plan has been much extolled)? Among other topics to be considered are: issues of integration within or separation from



## Art

towns, accommodations to the automobile and to field sports as spatially consumptive uses (leading to increasingly spread-out plans); design as a reflection of pedagogical agenda (or even monastic tradition?); successional uses of the same building or space, especially as increasing enrollments may bring increasing specialization (of building functions); traffic as a function of buildings; campuses pretty much created all at once and campuses more polyglot, with generational changes in design and even purpose; “dead,” or vestigial spaces, or buildings, such as through the demise of required chapel attendance. Major attention will be given to seminal designs and designers. Regional examples of a wide variety of campuses will be visited during field sessions.

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

No prerequisites.

Hour: 2:35-3:50 MR

SATTERTHWAITE

**ARTH 253 Art in the Age of the Revolution, 1760-1860 (Same as Women's and Gender Studies 253) (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/arth/arth253.html)

OCKMAN

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

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

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

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

Hour: 11:20-12:35 TR

OCKMAN

**ARTH 257 Architecture 1700-1900 (Not offered 2006-2007; to be offered 2007-2008)**

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

M. LEWIS

**ARTH 263 European Painting and Sculpture, 1900-1945 (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/arth/arth263.html)

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: 9:55-11:10 TR

M. LEWIS

**ARTH 265 Pop Art (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/arth/arth265.html)

CHAVOYA

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

Such revolutionary artistic movements as Cubo-Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth-century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth-century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western-style portraiture, and the fin-de-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.

Requirements: active class participation, two 5- to 8-page papers, and a final 10-page paper or exam.

No prerequisites. *Enrollment limit:* 16.

*Satisfies the non-Western requirement.*

Hour: 1:10-2:25 MR

GOLDSTEIN

**ARTH 267 Art in Germany: 1960 to the Present (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/arth/arth267.html)

HAXTHAUSEN

**ARTH 270 Japanese Art and Culture (Same as Japanese 270) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/arth/arth270.html)

**ARTH 274 Chinese Calligraphy: Theory and Practice (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/arth/arth274.html)

JANG

**ARTH 278 The Golden Road to Samargand** (Not offered 2006-2007; to be offered 2007-2008)\*  
(www.williams.edu/Registrar/catalog/depts/arth/arth278.html) H. EDWARDS

**ARTH 301 Methods of Art History** (Not offered 2006-2007; to be offered 2007-2008)  
(www.williams.edu/Registrar/catalog/depts/arth/arth301.html)  
The following will satisfy this requirement for the Art History major for 2006-2007: Arth 448, Arth 451, and Arth 405.

**ARTH 303T(F) Linear Perspective in Art and Science: from Sacred Conception to Secular Perception; from Brunelleschi to Galileo! (W)**

Why Western Christendom was the first civilization in the world to draw pictures according to the geometric optical laws of mirror reflection, and why other civilizations did not and the unintended consequences for modern science.

Format: tutorial. Requirements: Reading assignments and rewrites to be shared and orally discussed by each student, meeting in pairs with the monitoring professor each week. Occasional meeting of all the students together for general discussion of the evolving material, no exams or final term paper (unless students elect). Prerequisite: Arth 101 and 102. Enrollment limit: 10 (expected: 10). Preference given to Art majors.

Satisfies the pre-1800 art history requirement.

Tutorial meetings to be arranged.

EDGERTON

**ARTH 307(F) The Human Face in the Modern Imagination (Same as Comparative Literature 356, English 346 and INTR 346) (W)**  
(See under English for full description.)

**ARTH 312 Distant Encounters: East Meets West in the Art of the European Middle Ages** (Not offered 2006-2007; to be offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/arth/arth312.html)

LOW

**ARTH 330T(F) Michelangelo: Biography, Mythology, and the History of Art (W)**

One might argue that Michelangelo's enduring fame, and his preeminence in the western art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the modern notion of the visual artist as a brooding, even tortured genius of unstoppable creative force finds its roots in the Italian Renaissance. This is largely due to the singular figure of Michelangelo, whose life and career are more fully documented than those of any western artist to precede him. And Michelangelo's mythic individuality, alongside his artistic innovations and contributions, have made him a fundamental force in the shape of the history of art as we understand and study it today. Students of this tutorial will become well-acquainted with the life and work of Michelangelo through the examination of a wide variety of primary and secondary sources: contemporary Renaissance documents, letters, poetry, 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. This course is writing intensive.

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

Hour: 1:10-3:50 M

SOLUM

## SEMINARS

**ARTH 400(S) Visions and Tension of Empire: Architecture, Urban Design and the Arts in 19th and 21st Century Colonial and Post-Colonial Worlds of Asia and Africa (Same as Africana Studies 402)\***

This seminar will consider the nature of the "colonial encounter" and its relation to architecture, urban planning, photography and art traditions in former anglophone and francophone Asian and African colonies. We will also examine how traces of colonialism merged with the arts in postcolonial situations in the contexts of the construction of national identities, tourism and international health care. The course will emphasize both the European colonizers and the colonized peoples in institutional (missionary, government offices, hospitals, military, museums) and everyday contexts. Throughout the seminar we will explore several issues central to colonialism. Some of these include: To what extent can colonialism be seen as a monolithic system?; How was colonial authority maintained?; How were people's sense of themselves challenged by confronting different worlds?; and What role did material culture play in the explicit articulation of "worldviews" about the nature of humanity, civilization and history, and the more implicit process through which things "taken-for-granted" were continually redefined and remade? In order to address these issues we will examine several case studies, including: Hanoi; Phnom Penh; Antananarivo; Bône (Annaba); Rabat; Pretoria; Cape Town; New Delhi; northeastern Democratic Republic of the Congo; and southern Cameroon.

Format: Seminar. Requirements: research paper. This final project will be individual in scope and the result of the student's own research interests and needs with respect to the seminar.

## Art

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Art History majors. This course Satisfies the seminar or non-western requirements in Art History.*

Hour: 1:10-3:50 R

BIRD

### **ARTH 401(F) The Word-Made-Flesh (Same as Religion 222)**

Why did the physical presentation of Scripture change so radically during the course of the first millennium? What motivated the transformation of the earliest type of biblical books—comprising words inscribed in ink on fragile papyrus leaves or parchment rolls—into splendid codices written in gold on stained vellum, adorned with elaborated initials and charts, expanded with prologues and poetry, and embellished with icons inside and on magnificent treasure bindings? Examining such issues as the origin of the codex as the characteristic form of the Christian book, the effect of eighth/ninth-century image debates on the concept of the ornamented manuscripts, and the function(s) of the Bible in church and court, *The Word-Made-Flesh* will explore the ways in which books containing sacred scripture were figured as actual embodiments of God. Students will visit the exhibition *Bible and Book* at the Freer Gallery in Washington, which the Croghan Visiting Professor Herbert Kessler helped to organize, and they will prepare research papers based on the precious objects displayed there or available for study elsewhere.

Format: seminar.

No prerequisites. *Enrollment limit: 15 (expected: 12). Preference given to art majors.*

*Satisfies the seminar requirement in art history.*

Hour: 1:10-3:50 M

KESSLER

### **ARTH 402 Monument/Antimonument: The Art of Memorial (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/arth/arth402.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth402.html))

MCGOWAN

### **ARTH 403(F) Capturing the Buddha: Stupas in Theory and Practice\***

Stupas, pagodas, chedis, and chortens; earthen mounds, masonry towers, golden spires, and mountainous monuments—these structures are perhaps the most ubiquitous forms of Buddhist architecture. This seminar will examine not only the multifarious manifestations of stupas, but also the sources of their enduring power and popularity. From the stupas of ancient India, built to shelter the corporeal remains of the historical Buddha Shakyamuni, to the concrete “pagodas” fashioned by modern American Buddhists, how are these structures imbued with sacred authority? We will investigate not only how stupas functioned within early South Asian relic cults to capture and communicate the presence of the Buddha and other eminent monks, but also how relics and stupas are tools in the propagation of Buddhism throughout the world. We thus examine how worshippers across many countries have shaped the form of the stupa to suit local aesthetic, devotional and political concerns. Through interdisciplinary readings and fieldwork projects at local stupa sites, this course will also introduce students to several methodological approaches to the study of objects and visual culture.

Format: seminar. Requirements: This seminar will include lively student discussion. Throughout the semester, students will be expected to complete a series of short response papers, an annotated bibliography and a 10- to 15-page research paper.

No prerequisites. Preference: permission of instructor. *Enrollment limit: 15 (expected: 15).*

*Satisfies the non-western requirement.*

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

BECKER

### **ARTH 404(S) Prankster, Lover, Hero, and God: Envisioning Krishna\***

As the god Vishnu's eighth incarnation, Krishna is famous for his youthful pranks, amorous exploits, and heroic conquests. This god's intense charisma has inspired not only ardent devotion from his followers, but also a diverse array of artistic representations. This seminar will examine Krishna's many manifestations and attempt to understand the political, religious, and artistic contexts in which images of this god appear and circulate. Over the course of the semester, we will make extensive use of the collection of paintings and textiles in the William's College Museum of Art. We will thus also focus on issues of collecting, connoisseurship, and the interpretive transform of objects within the museum space.

Format: seminar. Requirements: This seminar will include lively student discussion. Throughout the semester, students will be expected to complete a series of short response papers, and a 20-page final research paper. Students will also present their research to the class at the end of the semester.

No prerequisites. *Enrollment limit: 12 (expected: 12). Permission of instructor.*

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

BECKER

### **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: ArthH 101-102 and consent of instructor. *Enrollment limit: 11 (expected: 11). Preference given to junior Art History majors. This course may be taken in lieu of ArthH 301.*

Hour: 1:10-3:50 T

M. LEWIS

**ARTH 406(S) Topics in Roman Religion and the Arts: The Age of Augustus (Same as Classics 406)**

The principate of Augustus, Rome's first emperor (27 B.C.E.-14 C.E.), marked a critical period of transition in the political, religious, social, and artistic life of the ancient Mediterranean—and one that still resonates in our study of Western civilization today. This seminar explores the ways in which the arts of the Augustan period—sculpture, architecture, painting, gems, and coins—served the political and social agenda of the new emperor and expressed his personal vision of empire. Particular attention will be paid to those monuments highlighting Augustus' commitment to Rome's religious traditions, the introduction of an imperial cult, and the special status accorded priestesses like the Vestal Virgins. Readings in Roman history and literature will complement study of individual monuments and their contexts.

Format: seminar. Requirements: two oral reports based on readings; seminar presentation; 20 pp. research paper.

Prerequisites: Arth 101-102 recommended but not required. *Enrollment limit 12 (expected: 10).*

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

Hour: 1:10-3:50 F

THOMPSON

**ARTH 412 Monsters and Narratives: Greek Architectural Sculpture (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/arth/arth412.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth412.html))

MCGOWAN

**ARTH 422 Making the Stones Speak: The Emergence and Development of the Romanesque Sculpted Portal (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arth/arth422.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth422.html))

LOW

**ARTH 432(F) Domestic Visual Culture in Renaissance Florence (Same as Women's and Gender Studies 432)**

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.*

Hour: 1:10-3:50 T

SOLUM

**ARTH 448(F,S) Art about Art: 1400-2000 (W)**

This thematic seminar will focus on depictions through which artists referred to their own profession and its products. Images to be discussed include legends of the origin of art, self-portraits and other portraits of artists, scenes of contemporary and historical artists in their studios, as well as finished art on display. While tracking the major changes in imagery from the end of the Middle Ages through the twentieth century (with some reference to earlier developments) we will analyze specific images, comparing their implications with both the social conditions and the theoretical positions then current.

Requirements: a 2-page paper, two 12-page papers, and a class presentation.

Prerequisites: Arth 101-102 or permission of instructor. *Enrollment limit: 15. Preference given to junior Art History majors.*

*This course may be taken in lieu of Arth 301 (Methods of Art History).*

Hour: 1:10-3:50 R

1:10-3:50 W

First Semester: FILIPCZAK

Second Semester: FILIPCZAK

**ARTH 449 The Meanings of Poses in Baroque Art (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arth/arth449.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth449.html))

FILIPCZAK

**ARTH 451(F) Ideal Bodies: The Modern Nude and Its Dilemmas (Same as Women's and Gender Studies 451)**

The nineteenth century is so dominated by the female nude that the very term "nude" has come to stand for the female body. And yet, the history of the nude during this period is not devoid of male bodies. 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, Gérault, Courbet, Manet, and Renoir but more popular nineteenth-century images as well as selected works by artists working today will be discussed.

Evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper.

Prerequisites: Arth 101-102. *Enrollment limited to 12. Preference given to junior Art majors, Women's and Gen-*

## Art

*der Studies majors and European History majors. Permission of instructor required. This course may be taken in lieu of Arth 301 (Methods of Art History).*

Hour: 1:10-3:50 W

OCKMAN

### **ARTH 462(S) Art of California: "Sunshine or Noir" (Same as American Studies 462 and Latina/o Studies 462)**

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).*

Hour: 1:10-3:50 W

CHAVOYA

### **ARTH 463 The Holocaust Visualized (Not offered 2006-2007; to be offered 2007-2008)** ([www.williams.edu/Registrar/catalog/depts/arth/arth463.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth463.html))

E. GRUDIN

### **ARTH 470 American Orientalism, Then and Now (Not offered 2006-2007; to be offered 2007-2008)\*** ([www.williams.edu/Registrar/catalog/depts/arth/arth470.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth470.html))

H. EDWARDS

### **ARTH 472 Forbidden Images? (Not offered 2006-2007)\*** ([www.williams.edu/Registrar/catalog/depts/arth/arth472.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth472.html))

H. EDWARDS

### **ARTH 476 Zen and Zen Art (Not offered 2006-2007; to be offered 2007-2008)\*** ([www.williams.edu/Registrar/catalog/depts/arth/arth476.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth476.html))

JANG

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

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

### **ARTH W33 Honors Independent Project**

### **ARTH 497(F), 498(S) Independent Study**

## ART STUDIO COURSES

### **ARTS 100(E,S) Drawing I**

The process of drawing develops a heightened awareness of the visual world. Your subjective experiences and your objective experiences combine to form a larger perceptual understanding of the environment in which you live. Drawing allows you an alternative use of these processes and provides a format for stating what you know about the world. Drawing is an excellent means for improving your skills in observing, seeing distinctions, and creating new meanings from your perceptions. This is an introductory course which will investigate the properties of making an image on the two-dimensional page. While drawing is an essential basis for much of the art-making process, its use is not limited to artists. Design, illustration, engineering, and science are among the many fields which incorporate drawing.

There are three to five sections of Arts 100 offered each semester. Although individual faculty members teaching beginning drawing do not follow a common syllabus, they share common goals. Syllabi for each section are available from the secretary's office in the W. L. S. Spencer Art Building.

Evaluation will be based primarily on the quality and quantity of work produced as well as some attention to the student's progress. Lab fee.

No prerequisites. *Enrollment limit: 20. Preference given to Art majors and first-year students. This course cannot be taken on a pass/fail basis.*

Hour: 9:55-12:35 TR, 10:00-12:15 W, 1:10-3:50 MR

First Semester: EPPING, TAKENAGA, GLIER

7:00-9:40 p.m. M and 10:00-12:15 F, 1:10-3:50 M, 1:10-3:50 T

Second Semester: LEVIN, ALI

### **ARTS 200(S) Post-Studio Practice**

For decades, artists have found ways of practicing their art as concepts, processes, and interjections into the world that did not require the use of the studio. Partially driven by the interest in conceptual work and in performance and engagement with the quotidian, the arenas available for art practice exploded in size and context around the 1970s. These new specialties could take different forms and appear through different means. Process-based art might call for chance methods of "making" or spending time, or giving instructions for someone else to execute; think of Sol Lewitt's wall drawings or work by Earthwork artists executed by a construction team. The project may also not result in an object, but rather strive to a non-physical outcome, such as dialogue-based problem-solving in a social issue arena. Site-based work engages with a place. Place has geographical, ethnographic, historical and contemporary use features with which to engage audiences who happen upon the projects. Issue-based work is often developed with input from groups of people to bring awareness in a public manner to a current event; think of Suzanne Lacy's work about rape, Marty Pottenger's work around money, and Critical Art Ensemble's work around genetic manipulation of food. And of course these motivations are not discrete and separate, any given project often incorporating all three. Many questions are raised: Why would an artist give up The Object? How is this art? What about all the issues out of the artist's control? Why would



someone want to give up expertise and control? What is gained and what is lost in this approach to artmaking? Format: seminar and studio, class will meet twice a week. Requirements: Readings on artists and theory; written reflections on work of others; weekly exercises; three main projects and their documentation; participation in all aspects of course.

No prerequisites. *Enrollment limit: 20 (expected : 15). Preferences: upon over enrollment the instructor will seek to balance the course by class year and experience.*

Hour: TBA

DIGGS

#### **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 visual representation of action in drawing, painting, photography, video and other art forms. How is a sculpture or an installation site transformed and informed by movement? We will examine the older connections such as ritual uses of visual art and dance, the collaboration of choreographer Martha Graham and visual artist Isamu Noguchi as well as contemporary site-specific dances of performers like Eiko and Koma and Joanna Haigood. Evaluation will be based on attendance, class participation, quality of the final project and a journal that documents the project research and process. The class will visit artist studios and performances as part of research. Classes will consist of dance technique workshops, art making, discussions with faculty and visiting artists. Labs will be used to generate material, view and discuss process, screenings and visits.

Format: seminar and studio.

Prerequisites: experience in a visual art medium or experience in dance for example modern, ballet, African, or hip-hop. Students interested in creative art, but do not have previous training in movement are encouraged to attend. *Enrollment limit: 20 (expected:15). Preference given to students with experience in art or dance.*

Hour: TBA

BURTON

#### **ARTS 204(S) Approaching Performance Studies (Same as Theatre 220 and Women's and Gender Studies 220) (W)**

(See under Theatre for full description.)

#### **ARTS 220(S) Architectural Design I**

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

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

Prerequisites: ArtS 100; ArtH 101-102 strongly suggested. *Enrollment is limited; permission of instructor is required. Registration does not guarantee admission to the course.*

Hour: 1:10-3:50 F

B. BENEDICT

#### **ARTS 230(F,S) Drawing II**

This drawing course will continue to investigate the techniques, principles of organization, and ideas which were introduced in the Drawing I course. Having become more familiar with the drawing process, students will be encouraged, through selected problems, to expand and challenge the conventions of markmaking. As with any discipline, familiarity with the rules allows the users to seek alternatives and develop definitions of how the drawing process can best be suited to their own visual vocabulary. The range of exercises could include traditional materials on paper as well as combinations of materials more commonly associated with non-art disciplines, i.e., computers, industrial materials, literature, etc.

Evaluation will be based on evidence of each student's progress, as shown in a portfolio of drawings made in class and as homework. Attendance and participation in class discussions are also considered as part of the course evaluation. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 20.*

Hour: 10:00-12:15 MW

1:10-3:50 MR

First Semester: EPPING

Second Semester: GLIER

#### **ARTS 241(F) Painting**

In this course we will begin to explore the options that painting with acrylics has to offer. The class will be focused on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also begin to consider issues of content and representation by looking at a diverse range of paintings, both in the museums that we have on campus as well as in regular slide presentations.

Evaluation will be based on fulfillment of assignment objectives, technical execution/craftsmanship, conceptual and physical investment of time, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 15.*

Hour: 9:55-11:10 TR

JUAREZ

#### **ARTS 241(S) Painting**

In this course, we will begin to explore the options that painting with oils has to offer. The class will be focused on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also begin to consider issues of content and representation by looking at a diverse range of paintings, both in the museums that we have on campus as well as in regular slide presentations.

Evaluation will be based on fulfillment of assignment objectives, technical execution/craftsmanship, conceptual and physical investment of time, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 15.*

Hour: 8:30-11:10 T

ALI

## Art

### **ARTS 255(S) Photographic Time and Space**

An introduction to the practice of photography with an emphasis on the vision that is unique to the camera: the particular manner in which three-dimensional reality is rendered on the two dimensional, light-sensitive plane. The course will concentrate on the study and creation of imagery which is dependent on the specificity of photographic vision. Students will receive instruction on the workings of a 4x5 view camera, of a 35mm camera (both provided by the department), development of black and white film and basic printing technique. Students will be asked to respond to a series of assignments. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

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

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.*

Hour: 1:10-3:50 MR

LALEIAN

### **ARTS 256(F) Fabricated and Manipulated Photography**

Based on the assumption that photography, not unlike any other art medium, is merely a tool for the artist to use. This is an introduction to the expressive qualities of the medium. While shooting will be largely preconceived, accidents will be facilitated by the alchemy inherent to chemical photography.

Students will learn to use both film and digital cameras (provided by the department), Photoshop software, basic color digital printing as well as the development b/w film and the basis of b/w printing technique. Students will be asked to respond to a series of assignments, using both chemical and digital photography. 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 256 and 255 in the past.*

Hour: 1:10-3:50 MR

LALEIAN

### **ARTS 263(S) Printmaking: Intaglio and Relief**

An introduction to printmaking through the process of intaglio and relief. Techniques will include drypoint, etching, and 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: 15.*

Hour: TBA

AMOS

### **ARTS 264(F) Printmaking: Lithography**

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

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

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

Hour: 9:55-12:35 T

TAKENAGA

### **ARTS 266 Low Tech Printmaking (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arts/arts266.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts266.html))

### **ARTS 275 Sculpture: Cardboard and Wood Plus (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/arts/arts275.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts275.html))

### **ARTS 276(F) Sculpture: Metal and Plaster Plus**

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

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

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

Hour: 1:10-3:50 W

SOUTH

### **ARTS 285(S) Directing Movies**

The art of directing narrative film. Using a variety of genres — the romantic comedy, the western, the thriller and film noir — students will shoot and edit a series of short projects and, in the process, consider issues of performance, perspective, framing, movement, juxtaposition, rhythm, compression and dialogue.

No previous filmmaking experience is required but in order to complete video assignments students will need a

working knowledge of video cameras and Final Cut Pro. Both creative and analytic writing will also be required.  
*Enrollment limit: 10 (expected: 10). Permission of the instructor required.*

Hour: TBA

COCHRAN

### **ARTS 288(F) Video**

*Video* is an introduction to the moving image as a fine arts medium. The course will involve hands-on production as well as contemporary screenings and readings that demonstrate elements of the medium. The course will look specifically at performance, sound, exhibition context, documentary, high and low production values, appropriation, writing, and analysis. The course will introduce shooting and editing skills, including preproduction skills such as storyboarding and scripting, production skills such as directing, shot composition, lighting, and sound recording, and postproduction editing skills in a range of styles.

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.*

Hour: 10:00-12:15 W, 1:10-3:50 W

L. JOHNSON

### **ARTS 310T(S) Appearance/Disappearance**

Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence. From medical research in the imaging processes of the internal body to the forensic cues offered by the "black box" in-flight recording; from the military use of camouflage to the video taped "appearances" of Osama bin Laden; from the inability of an eating disorder patient to recognize a self image to the masquerades we willingly wear-appearance and disappearance have governed the evidences of our actions, beliefs and identities.

This image-based studio examination of the subject will look at material that has been shaped by its link with our central theme. Each of five studio projects will successively build a cumulative view of how appearance and/or disappearance might shift a viewer's ability to render any point of view. While work in a variety of media will be encouraged, most of the studio exercises will be two-dimensional or low-relief in their final presentation.

Format: tutorial. Evaluation will be on the basis of the technical and conceptual strengths of the portfolio, the weekly paired-student format and full class studio discussions, and regular written analysis of work produced during this term. Lab fee.

Prerequisites: any one of the following: ArtS 230, 241, 242, 257, 263, or 264. *Enrollment limit 12 (expected 12).*

*Preference given to Art majors.*

Hour: 9:55-12:35 TR

EPPING

### **ARTS 311 Art and Justice (Same as INTR 307 and Political Science 337) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under IPECS—INTR 307 for full description.)

### **ARTS 312T(F) Fictional Realities**

This tutorial will investigate visual art that explores notions of reality in contemporary life. We live in a rapidly changing, expanding and inter-dependent world; and in a time of global cultural and economic conflict. A lot of our knowledge about and experience of this world is mediated. We will look at how visual art identifies, examines and questions the ways that information and experiences, be they personal, political or social, are packaged and presented. Many contemporary artists are creating works around these issues. Some of the artists we will look at include: Gregory Crewdson, Janet Cardiff, and Vik Munoz.

Students will be encouraged to explore their own perceptions of reality and how they are influenced through the production of independent art work. Students may execute work in any, or any combination of, media in which the student has completed an introductory course.

The course will include several sessions where the class will meet as a group to view image/video/sound presentations and for discussions of assigned readings and work critiques. In addition, pairs of students will meet weekly with the instructor to discuss work in progress.

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

Prerequisites: ArtS 200-level course in medium of proposed area of study. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

SOUTH

### **ARTS 313T Art of the Public (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arts/arts313.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts313.html))

DIGGS

### **ARTS 317T(F) The Miniature**

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



## Art

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.*

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

LEVIN

### **ARTS 319(F) Junior Seminar: Methods in Contemporary Art Practice**

Junior seminar is an in-depth exploration of contemporary theory, history, and criticism as it relates to artmaking practice. Students will be required to read historical and critical writings, study work of contemporary artists, present materials on contemporary artists, and to make three projects that grow out of issues raised by the course. Evaluation will be based on short writing assignments, studio projects, and class participation. Lab fee.

*Enrollment is limited to Studio Art majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

*Studio and History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester.*

Hour: 1:10-3:50 T

L. JOHNSON

### **ARTS 329(F) Architectural Design II**

A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. Visiting critics will discuss student work. The course is useful for students thinking of applying to graduate school in architecture.

Evaluation will be based on quality of designs during the term. Lab fee.

Prerequisites: ArtS 220; Arth 262 highly recommended.

Hour: 1:10-3:50 F

MCCALLUM

### **ARTS 350T(S) The BIG Picture**

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.*

Tutorial meetings to be arranged.

LALEIAN

### **ARTS 364T Artists' Books (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arts/arts364.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts364.html))

TAKENAGA

### **ARTS 366T(S) Printed Murals—Works on Paper**

This class is designed to introduce students to an exciting process for creating oversized and large scaled mural prints using the French seam adhesion technique while deconstructing printmaking traditions.

Our primary tools of exploration will be collagraph, woodcut, and monoprint and the combination of all these techniques. We will explore the subtle nuances of the woodcut surface, build textured paper surfaces with collagraph and layer veils of both oil and etching inks to weave the processes together into the rich mural surface. The final paper seam adhesion technique will allow students to challenge traditional printmaking concepts of size and shape.

Students will be encouraged to develop their ideas over a series of assignments which when pieced together will create a unified larger image. Each section is printed individually from woodblocks with the press or by hand with a burin in the ancient Japanese tradition. A unique language is then formed over several plates that can be either used separately or combined with other plates to form whole new prints—the possibilities are endless. Rotational printing, ghost printing and stenciling are all encouraged to build up rich and dense images on either rag or Japanese paper. Hand embellishing with a variety of drawing materials are also employed to add yet another dimensional layer to these murals. Group critiques or tutorials will also be an integral part of this class. Format: tutorial. Evaluation will be based on attendance, participation in class, and the quality of work produced. Lab fee.

Prerequisites: any one of the following courses: ArtS 263, 264, 266, 230, or 241. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged

AMOS

### **ARTS 380T Between Art and Cinema (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/arts/arts380.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts380.html))

L. JOHNSON

### **ARTS 418(S) Senior Seminar**

The primary emphasis of the senior tutorial is on strengthening the student's skill and sensitivity in using critical analysis for the creation of visual objects and/or events. At the beginning of the term, studio art majors, in consultation with the tutor, will determine the individual projects that will serve as the focus of their work for the semester. During the course, students are expected to refine their creative directions in a coherent and structured body of work which will be exhibited at the Williams College Museum of Art. Students are responsible for buying their own materials. Lab fee.

Prerequisites: completion of *all* other studio courses required for the art studio route. *Enrollment limit: 24. Senior*

*Art majors who wish to pursue a more structured course are encouraged to take a second 300-level tutorial instead of 418.*

Hour: 1:10-3:50 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*

The degree is normally awarded upon successful completion of two years of resident graduate study. To earn the degree the student must earn a grade of at least B- in each of ten courses, at least six of which must be graduate seminars (including ArtH 504). There is a geographical/chronological distribution requirement that these ten courses must fulfill (details available from the Graduate Program Office.) In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ArtH 509), to be graded pass/fail, in their fourth semester.

In addition to completing the required courses, students must participate in a group study trip to Europe during winter study period in the first year, complete a Qualifying Paper in January of the second year, and satisfy the language requirement in the manner described below (see "Language Courses").

Senior art majors may enroll in graduate seminars, space permitting, with the permission of instructor.

#### **ARTH 501(S) Museums: History and Practice**

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

Hour: 2:30-5:10 T

CONFORTI

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

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

Prerequisites: reading knowledge of French strongly encouraged. *Enrollment limit: 11.*

Hour: 1:10-3:50 R

GANZ

#### **ARTH 503 Studies in Decorative Arts, Material Culture, Design History, 1700-2000 (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arth/arth503.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth503.html))

CONFORTI

#### **ARTH 504(F) Methods of Art History and Criticism**

This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this disciplinary tradition has been challenged by recent critical theory. It will begin its study with the "founders" of the field and end with issues and problems that generated the "new art history" twenty years ago and "visual studies" in the last decade. Topics to be covered include: style, iconography/iconology, semiotics, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, feminism, Marxism, and gender studies. Resident Clark Fellows will occasionally talk to us on perspectives of their choice. Each student will write one short mid-term paper and a longer concluding essay, as well as present a couple of the readings to the class. *Limited to and required of first-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 T

HOLLY

#### **ARTH 506 The Print: History, Theory, and Practice (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/arth/arth506.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth506.html))

GANZ

#### **ARTH 508(S) Art and Conservation: An Inquiry into History, Methods, and Materials**

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Class format will include slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions. Sessions will be held at the Williamstown Art Conservation Center, Williams College, 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.

## Art

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

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

Staff of Williamstown Art Conservation Center

### **ARTH 509(S) Graduate Student Symposium**

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

Requirements: each student is required to present two or three dry runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

Hour: TBA

HAXTHAUSEN

### **ARTH 513(S) “The Other City”: The Stone and Bronze Residents of Roman Cities**

In our world, sculpture has its venues: museums, parks, cemeteries, or in front of City Hall. It is, however, problematic. Its social role is precarious, considering that much of the art elite despises its monumentalism, and the public finds most contemporary works incomprehensible or offensive. Under the Roman Empire, on the other hand, marble and bronze sculpture was universally believed to be essential to religion, culture, and political life. We will interrogate the social role of sculpture in Roman life. Did the Romans, as the Jews and Christians charged, worship statues as idols? Why were honor and memory best symbolized by works of sculpture? What were the underpinnings in aesthetic theory behind figurative sculpture? What were the messages conveyed by so-called “historical” reliefs? Did specific genres define class identities? We will ask these questions, and more. Students will participate in discussion panels and each one will deliver a report to be revised into a paper.

Hour: 2:30-5:10 W

MARVIN

### **ARTH 545(F) Antwerp, 1550-1650: Art Center of Northern Europe**

In the mid-16th century Antwerp became the art center of all Northern Europe. Despite political, religious, and economic difficulties, the city maintained this position, for much of the seventeenth century. We will study works by Pieter Bruegel the Elder, Rubens, Van Dyck, and other, less familiar Antwerp artists in their political, social, and religious context. Other topics will include working method and the implications of collaboration, size, narrative modes, and body language. Requirements: 5-minute oral report, leading discussion on a set of readings, two thematically interrelated 10-page papers, 20-min. oral report and critical commentary on another student’s oral report. *Enrollment limit: 12.*

Hour: 1:10-3:50 M

FILIPCZAK

### **ARTH 546(S) What is Genre Painting?**

Genre painting is both a firmly established and a puzzling category in Art History. In this course, we will explore some of the key aesthetic and social questions it provokes: What precisely is it and why does it matter? What social and cultural forces shaped its development? How was it defined and understood in particular countries and at particular moments? What was its relationship with other modes and genres of painting, and with wider cultural phenomena such as theater and proverbs? The course will focus on the seventeenth and eighteenth centuries in the Low Countries, France, and England, and will examine the work of Teniers, Steen, Chardin, Hogarth, and Greuze among others. The course will be assessed on the basis of oral presentation (normally focused on an individual painting or group of paintings) and one research paper per student. In addition, students will be expected to lead discussions of readings and to respond to the presentations of others in the class. *The class will be limited to 12 students, with priority given to graduate students.*

Hour: 1:10-3:50 R

LEDBURY

### **ARTH 552(S) Ingres and the Modern Nude**

How did the modern nude come to signify the female body? Although the male nude had a period of dominance in the late eighteenth century, the nineteenth century might be said to have spawned both modernism and the female nude. This seminar attempts to chart these interrelated developments in French art by exploring the ways in which the nude functioned in academic training, its relationship to French colonialism, and the complex role of the classical tradition as it morphs into orientalism and modernism later in the nineteenth century. Although the course begins in the eighteenth century and continues selectively to the present, Ingres’s influential nudes, including *Achilles Receiving the Ambassadors of Agamemnon* (1801), *Bather of Valpinçon* (1808), *Grande Odalisque* (1814), *The Source* (1856) and *The Turkish Bath* (1862), and their origins in the Napoleonic period play a central role. The course emphasizes socio-historical writings since the 1980s as well as theoretical texts on gender, race, sexuality, and ethnicity that have broadened the terms of art-historical debate.

Hour: 1:10-3:50 T

OCKMAN

### **ARTH 555(F) John Singer Sargent**

In this seminar we will consider the life and art of John Singer Sargent (1856-1925). Paintings in the collection of the Sterling and Francine Clark Art Institute will focus our discussions and provide the basis for exploring his art-making and his place within the art-culture of his day. Sargent—born in Italy, trained in France, active in England—epitomized the cosmopolitanism of American artists in the late 19th century. Consideration of his career will encourage us to think about questions of nationality; the mechanisms of fame in the modern art world of his era; the tension between artistic tradition and innovation; and the fluctuating taste for his art among critics, collectors, and historians of the past century. Students’ responsibilities will include class discussion, weekly summaries of readings, two short papers, an oral presentation (and response to someone else’s), and a final research

paper. Field trips to both Boston and New York City are likely. *Enrollment limit: 10. Preference given to graduate students in the history of art.*

Hour: 1:10-3:50 F

SIMPSON

**ARTH 557 James McNeill Whistler** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/arth/arth557.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth557.html))

SIMPSON

**ARTH 563(F) Minimalism**

A research seminar on Minimalist art and its critical reception from the sixties to the present. Focusing primarily on three-dimensional work, we will consider related interventions in painting and performance. Grading will be based on a short paper, a research paper and presentation (50 minutes).

Hour: 2:30-5:10 W

MEYER

**ARTH 568(S) Cubism and Its Interpretations**

No artistic tendency of the early twentieth century had greater international impact than Cubism, which affected the practice of artists of the most diverse orientation throughout Europe and Russia. It is equally true that no twentieth-century movement has generated a comparable mass of critical and scholarly literature. Indeed, a study of the historiography of Cubism can, arguably more than that of any other twentieth-century tendency, serve as a microcosm of the evolving concerns of art-historical discourse, from the formalism of the early to mid-twentieth century to more recent concerns with sexuality, semiotics, "primitivism," the market, and social history. This seminar will closely re-examine the objects of classic Cubism themselves (primarily Picasso, Braque, Gris) as well as the developing historiographic interpretations of this art. Requirements: students will be responsible for leading class discussion on one set of readings; an oral report, to be presented in revised, written form at semester's end; and a 10-minute critical commentary on another student's oral report.

Hour: 1:10-3:50 F

HAXTHAUSEN

**ARTH 569 Film as Art: Cinema in the Weimar Republic** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/arth/arth569.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth569.html))

HAXTHAUSEN

**ARTH 595(F), 596(S) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Director of the Graduate Program.

**ARTH 597(F), 598(S) Undergraduate Courses Taken for Graduate Credit**

## LANGUAGE COURSES

Reading proficiency in two European languages is required for the M.A. degree in Art History at Williams, and provision for attainment of this qualification is an integral part of the program of study. Of these two, German is *required*, and French is recommended. Elementary and intermediate undergraduate courses offered by the language departments are open to graduate students, and the graduate program offers advanced, one-semester courses in French and German art-history readings. A student who begins elementary language study after enrollment in the program should expect to take a sequence of courses. Details may be obtained from the Graduate Program office. Entering students with some previous language background will be asked to take a standard reading examination for purposes of placement. Students should aim to complete all language work no later than the end of the third semester.

To satisfy the requirement in each of the two required languages, a student must: (a) score 700 or better on the SAT II reading examination upon enrollment in the program or, (b) complete punctually and satisfactorily (B- or better) all assignments and tests in the advanced courses. The same standards and expectations apply to language courses as to other courses and seminars.

Second-year students who have successfully completed German 511-512 and have independently developed their German language skills during the summer may, before the commencement of their third semester of study, arrange to take a two-hour translation examination administered by the Graduate Program. Students who pass the examination are exempted from German 513.

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

**GERM 511(F)-512(S) Reading German for Beginners** (Same as German 111(F)-112(S))

This course is for students who have had no previous study of German.

**GERM 513(F) Readings in German Art History and Criticism**

Texts are selected from characteristic works of art history and criticism and from the specialized literature required in concurrent seminars.

Prerequisites: German 511-512 with a final grade of B- or above, or appropriate score on SAT II exam upon matriculation.

**RLFR 511(F) Intensive Grammar and Translation**

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history.

**RLFR 512(S) Readings in French Art History and Criticism**

An advanced translation course specializing in art history. Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.

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

Chair, Professor CORNELIUS C. KUBLER

Professors: KUBLER, YAMADA\*. Associate Professors: KAGAYA\*\*\*, YAMAMOTO. Assistant Professors: C. BOLTON\*, C. CHANG, NUGENT, YU. *Visiting Lecturers:* SAKURAI, F. WANG. *Adjunct Faculty for the Major:* Professors: CRANE, DREYFUS, JUST\*, WONG. Associate Professors: JANG\*, W. A. SHEPPARD. Assistant Professors: DE BRAUW\*, MARUKO-SINIAWER\*, A. REINHARDT. *Language Fellows:* HOSAKA, MARKOVIC, J. WANG, WU.

The Department of Asian Studies offers courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, 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 from the following courses:
  - Religion 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow
  - Religion 241 Hinduism: Construction of a Tradition
  - Religion 242 Buddhism: Concepts and Practices

- 2) four semesters of Chinese or Japanese language (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 Introduction to Classical Chinese
- c. one approved course in Chinese literature or culture in translation

#### 3C) Japanese Major

- a. four additional semesters of Japanese language
- b. one course in Japanese literature in translation
- c. one elective on Japan

#### Electives

Arth 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha  
Arth 270 Japanese Art and Culture  
Arth 274 Chinese Calligraphy: Theory and Practice  
Arth 376 Image and Anti-images: Zen Art in China and Japan  
Asian Studies/Anthropology 233/Religion 249 Spiritual Crossroads: Religious Life in Southeast Asia  
Chinese 131 Basic Cantonese  
Chinese 152 Basic Taiwanese  
Chinese 412 Introduction to Classical Chinese  
Chinese/Linguistics 431 Introduction to Chinese Linguistics  
Economics 207 China's Economic Transformation Since 1980  
Economics 366 Rural Economies of East Asia  
Economics 387 Economic Transition in East Asia  
History 118 "Ten Years of Madness": The Chinese Cultural Revolution



History 212 Transforming the “Middle Kingdom”: China, 2000 BCE-1600  
 History 213 Modern China, 1600-Present  
 History/Women’s and Gender Studies 319 Gender and the Family in Chinese History  
 History 384 Comparative Asian-American History, 1850-1965  
 History 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
 Music 126 Musics of Asia  
 Political Science 247 Political Power in Contemporary China  
 Political Science 265 The International Politics of East Asia  
 Political Science 341 The Politics of the Global Economy: Wealth and Power in East Asia  
 Religion 241 Hinduism: Construction of a Tradition  
 Religion 242 Buddhism: Concepts and Practices  
 Religion 245 Tibetan Civilization  
 Religion 304/Comparative Literature 344 From Hermeneutics to Post-Coloniality

#### STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams 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 when they register for courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494, CHIN 493-W31-494, or JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

#### THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

### COURSES IN ASIAN STUDIES (Div. II)

**ASST 117T(S) Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (W)\***  
 (See under History for full description.)

**ASST 118(F) “Ten Years of Madness”: The Chinese Cultural Revolution (Same as History 118) (W)\***  
 (See under History for full description.)

**ASST 201(F) Asia and the World (Same as International Studies 101 and Political Science 100)\***  
 (See under Political Science for full description.)  
*Satisfies one semester of the Division II distribution requirement.*

**ASST 207 China’s Economic Transformation Since 1980 (Same as Economics 207) (Not offered 2006-2007; to be offered 2007-2008)\***  
 (See under Economics for full description.)  
*Satisfies one semester of the Division II distribution requirement.*

**ASST 212(F) Transforming the “Middle Kingdom”: China, 2000 BCE-1600 (Same as History 212)\***  
 (See under History for full description.)

**ASST 213(S) Modern China, 1600-Present (Same as History 213)\***  
 (See under History for full description.)

**ASST 233 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249) (Not offered 2006-2007; to be offered 2007-2008)\***  
 (See under Anthropology for full description.)  
*Satisfies one semester of the Division II distribution requirement.*

**ASST 245(F) Nationalism in East Asia (Same as History 318 and Political Science 245)\***  
 (See under Political Science for full description.)  
*Satisfies one semester of the Division II distribution requirement.*

## Asian Studies

### **ASST 251(S) The Politics of India (Same as Political Science 251)\***

(See under Political Science for full description.)

*Satisfies one semester of the Division II distribution requirement.*

### **ASST 253(S) Japanese Politics (Same as Political Science 253)\***

(See under Political Science for full description.)

*Satisfies one semester of the Division II distribution requirement.*

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

*Satisfies one semester of the Division II distribution requirement.*

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

*Satisfies one semester of the Division II distribution requirement.*

## **COURSES IN CHINESE (Div. I)**

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 or 121, 122, to 201, 202, 301, 302, 401, and 402. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources; interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Chinese should see the Coordinator concerning placement.

The department also offers courses 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\***

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the official language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the traditional and the simplified script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Format of spoken classes: dialog performance, drills, communicative exercises. Format of written classes: oral reading, questions and discussion in Chinese, translation and explanation in English. Evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam.

No prerequisites. *Enrollment limit: 10 per section (expected: 10 per section). Preference given to first-years and sophomores.* This is a rigorous, semi-intensive introduction to listening, speaking, reading, and writing. Students who possess prior background but are not yet ready for Chinese 201 due to insufficient preparation in reading and writing should speak with the Coordinator about taking Chinese 121, 122.

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

**Hour:** 8:30-9:45 TR, 9:55-11:10 TR

**Conferences:** 9:00-9:50 MWF, 10:00-10:50 MWF, 12:00-12:50 MWF, 1:10-2 MWF

CHANG and NUGENT (*first semester*)

CHANG and F. WANG (*second semester*)

### **CHIN 121(F), 122(S) Basic Written Chinese\***

This course constitutes the written component of Chinese 101-102. For students who already possess some prior background in spoken Mandarin from high school, Chinese heritage weekend school, home, or overseas residence but are not yet ready for Chinese 201 due to insufficient preparation in reading and writing.

Evaluation is based on classroom performance, homework, quizzes, unit tests, and a final exam.

Prerequisites: permission of the instructor. *Enrollment limit 8 per section (expected: 8 per section). Not open to students who have completed Chinese 101-102.*

**Hour:** 8:30-9:45 TR, 9:55-11:10 TR

8:30-9:45 TR, 9:55-11:10 TR

First Semester: NUGENT

Second Semester: F. WANG

### **CHIN 131(S) Basic Cantonese\***

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 50 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past 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).*

Hour: 2:35-3:50 MR

KUBLER

**CHIN 152 Basic Taiwanese (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/chin/chin152.html](http://www.williams.edu/Registrar/catalog/depts/chin/chin152.html))

KUBLER

**CHIN 201(F), 202(S) Intermediate Chinese\***

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.*

Format: drill/discussion/reading. Evaluation will be based on classroom performance, homework, daily quizzes, weekly written and oral tests, a midterm, and a final exam.

Prerequisites: Chinese 102 or permission of instructor. *No enrollment limit (expected: 12 per section).*

Hour: 8:30-9:20 MTWRF, 11:00-11:50 MWF and 11:20-12:10 TR

YU and Staff

**CHIN 219 Popular Culture in Modern China (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/chin/chin219.html](http://www.williams.edu/Registrar/catalog/depts/chin/chin219.html))

YU

**CHIN 223(S) Ethnic Minorities in China: Past and Present (Same as Anthropology 223)\***

By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (*shaoshu minzu*). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; and the roles that "barbarians" have played in China's long history. All readings will be in English.

Format: lecture/discussion. Evaluation will be based on in-class participation and presentations, two short response papers, one mid-term, and one final paper.

No prerequisites. 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). Open to all. Satisfies one semester of Division II distribution requirement.*

Hour: 9:55-11:10 TR

YU

**CHIN 224(F) Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315)\***

The early history of China witnessed many of humankind's most influential accomplishments, from the development of a civil bureaucracy to the invention of printing, the compass, and gunpowder. It also saw the composition and spread of literary works and styles that continue to be both read and emulated up to the present day not only in China but throughout the world. The acute awareness of early history and literature that runs through modern Chinese culture, in its many manifestations and locales, is arguably unrivaled in the modern world. To understand modern China, one must understand the past that continues to shape it today. The traditional view in China was that "literature, history and philosophy cannot be separated." Accordingly, this course will look at both the history and literature of China from the 2nd millennium B.C. to the late 13th century A.D. 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. *All readings in English.*

Format: lecture/discussion. Requirements: three short papers (5-7 pages), and final exam. Participation in class discussions expected.

No prerequisites. *No enrollment limit (expected: 15). Open to all.*

Hour: 1:10-2:25 MR

NUGENT

**CHIN 235 China on Screen (Same as Comparative Literature 235) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/chin/chin235.html](http://www.williams.edu/Registrar/catalog/depts/chin/chin235.html))

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)\***

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



## Asian Studies

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. 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\*

Although the oral skills will continue to receive attention, there is at this level increased emphasis on reading and writing. A major goal of the course will be developing students' reading proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from the colloquial written Chinese which was introduced during the first two years of instruction. About half of the course will be devoted to newspaper reading, with the remainder consisting of several modules that may include short selections from modern Chinese fiction, films, or other types of performance literature. Both simplified and traditional character texts will be used. *Conducted in Mandarin.*

Requirements: three 50-minute classes plus a conversation session; primarily reading and discussion; 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.

Hour: 11:00-11:50 MWF

F. WANG

### CHIN 401(F), 402(S) Advanced Chinese\*

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

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

Prerequisites: Chinese 302 *or* permission of instructor.

Hour: 1:10-2:25 TF

F. WANG

### CHIN 412(S) Introduction to Classical Chinese\*

Classical or "Literary" Chinese was the standard written language of China from around the seventh century BC until the 1920s and served for many centuries as an important written language in Japan, Korea, and Vietnam as well. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper, road signs and academic writing) and speech (e.g., proverbs and aphorisms). This course will serve as an introduction to the basic grammar and vocabulary of Classical Chinese. We will focus on 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 301 *or* permission of instructor. *No enrollment limit (expected: 12).*

Hour: 1:10-2:25 MR

NUGENT

### CHIN 431(F) Introduction to Chinese Linguistics (Same as Linguistics 403)\*

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

Hour: 1:10-3:50 W

KUBLER

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

*Satisfies one semester of the Division I distribution requirement.*

**CHIN 497(F), 498(S) Independent Study\***

Consult Professor Nugent before registering for this course.

**COURSES IN JAPANESE (Div. I)**

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses on Japanese literature in translation and film are also offered. The course numbering system for Japanese is sequential. Students move from Japanese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Japanese 497, 498) may be offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing independent study must contact the Coordinator of the Japanese Program one semester in advance and present a proposal to the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Japanese should see the Coordinator concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I unless otherwise noted.

**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\***

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.

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

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

Hour: 9:55-11:10 TR

Conferences: 9-9:50 MWF, 10-10:50 MWF

First Semester: KAGAYA and YAMAMOTO

9:55-11:10 TR

Conferences: 9-9:50 MWF, 10-10:50 MWF

Second Semester: SAKURAI and YAMAMOTO

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

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

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

Prerequisites: Japanese 101-102 or permission of instructor.

Hour: 1:10-2:25 TR

Conference: TBA

First Semester: KAGAYA and SAKURAI

1:10-2:25 TR

Conference: 11-11:50 MWF Second Semester: SAKURAI and YAMAMOTO

**JAPN 218 Modern Japan (Same as History 218) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under History for full description.)

*Satisfies one semester of the Division II distribution requirement.*

**JAPN 260 Japanese Theatre and its Contemporary Context (Same as Comparative Literature 261)**

(Not offered 2006-2007; to be offered 2007-2008)\*

(www.williams.edu/Registrar/catalog/depts/japn/japn260.html)

KAGAYA

**JAPN 266 On the Outside Looking In (Same as Comparative Literature 254) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/japn/japn266.html)

KAGAYA

**JAPN 270 Japanese Art and Culture (Same as ArthH 270) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Art—ArthH for full description.)

**JAPN 301(F), 302(S) Third-Year Japanese\***

This course is a continuation of Japanese 201, 202, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose of intermediate difficulty will also receive some attention.

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

Prerequisites: Japanese 202 or permission of instructor.

Hour: TBA

Conference: TBA

First Semester: SAKURAI

11:00-12:15 MWF

Second Semester: KAGAYA

## Asian Studies, Astronomy, Astrophysics

**JAPN 321 History of U.S.-Japan Relations (Same as History 321)** (Not offered 2006-2007; to be offered 2007-2008)\*

(See under History for full description.)

Satisfies one semester of the Division II distribution requirement.

**JAPN 401(F), 402(S) Fourth-Year Japanese\***

A continuation of Japanese 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in current Japan. Topics may vary according to the level of the students.

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

Prerequisites: Japanese 302 or permission of instructor.

Hour: 9:00-9:50 MWF

TBA

First Semester: YAMAMOTO

Second Semester: SAKURAI

**JAPN 403 Advanced Japanese** (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/japn/japn403.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn403.html))

**JAPN 486T Historical Memory of the Pacific War (Same as History 486T)** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

(See under History for full description.)

Satisfies one semester of the Division II distribution requirement.

**JAPN 493(F)-W31-494(S) Senior Thesis\***

Satisfies one semester of the Division I distribution requirement.

**JAPN 497(F), 498(S) Independent Study\***

This course is for those students who have completed Japanese 402 or the equivalent.

## ASTRONOMY (Div. III)

Chair, Professor JAY M. PASACHOFF

Professors: KWITTER, J. PASACHOFF. Observatory Supervisor/Instructor: SOUZA.

How long will the Sun shine? Are there planets like Earth among the many circling other stars? How did the universe begin and how has it evolved over its 14 billion-year history? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major, administered jointly with the Physics Department, and the Astronomy major, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors, and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a corequisite of Mathematics 104 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24" computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department homepage can be found at <http://www.williams.edu/Astronomy>.

### ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route to and through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 104 or 105 or 106 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 104 may choose to take Physics 201 and Mathematics 105 or 106 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics. Students who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

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

**MAJOR REQUIREMENTS FOR ASTROPHYSICS**

- Astronomy 111 Introduction to Astrophysics
- or* Astronomy 101 Stars: From Suns to Black Holes  
*and either* Astronomy 102 The Solar System—Our Planetary Home  
*or* Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Three 400-level astronomy courses
- or* Two 400-level astronomy courses *and* one of the following:  
Astronomy 211 Observing and Data Reduction Techniques in Astronomy  
Physics 302 Statistical Physics  
Physics 402T Applications of Quantum Mechanics  
Physics 405T Electromagnetic Theory  
Physics 411T Classical Mechanics  
Physics 418 Gravity
- Physics 131 Particles and Waves
- or* Physics 141 Particles and Waves—Enriched
- or* equivalent placement
- Physics 142 Foundations of Modern Physics
- or* Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism  
Physics 202 Waves and Optics  
Physics/Mathematics 210 Mathematical Methods for Scientists  
Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus
- or* Mathematics 106 Multivariable Calculus

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 104 and/or 105 or 106 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

**THE DEGREE WITH HONORS IN ASTROPHYSICS**

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

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

## *Astronomy, Astrophysics*

understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

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

### MAJOR REQUIREMENTS FOR ASTRONOMY

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes  
and either Astronomy 102 The Solar System—Our Planetary Home  
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses

Two 400-level Astronomy courses

- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar on Modern Physics
- Mathematics 104 Calculus II
- Mathematics 105 Multivariable Calculus
- or Mathematics 106 Multivariable Calculus
- or equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 105 or 106 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

### THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

## ASTRONOMY COURSES

### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

#### **ASTR 101(F) Stars: From Suns to Black Holes**

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Spitzer Space Telescope, the Chandra X-ray Observatory, the new generation of 8- and 10-meter mountaintop telescopes, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and

black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. This course is independent of and on the same level as Astronomy 102 and 104, though students who have taken those courses are welcome.

Observing sessions will include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (four times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 40). Non-major course.*

Hour: 9:55-11:10 TR

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

J. PASACHOFF

**ASTR 102 The Solar System—Our Planetary Home** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/astr/astr102.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr102.html))

J. PASACHOFF

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

It has been only about 85 years since the Sun was discovered not to be at the center of the Milky Way Galaxy, and only 80 years since our 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 Spitzer Space Telescope, and the Chandra X-ray Observatory bring clearer images and cover a wider range of the spectrum than have ever been obtainable before; they are speeding up progress on determining the past and future of the Universe. 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. They are confirming and enlarging our understanding of the Big Bang. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, 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? This course is independent of, and on the same level as Astronomy 101 and 102, though students who have taken those courses are welcome.

Observing sessions will include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lectures (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (four times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

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

J. PASACHOFF

**ASTR 330(S) The Nature of the Universe**

A journey through space and time from the first  $10^{-43}$  seconds to the ultimate fate of the Universe billions of years in the future. Topics include conditions during the first three minutes, creation of the elements, stellar and giant black holes, the Big Bang and its remnant 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 exciting new results on the acceleration of the Universe's expansion, and the precise determination of its age and fate.

Format: lecture/discussion, three hours per week. Evaluation will be based on two hour tests, occasional homework, and a final exam.

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

Hour: 1:10-2:25 MR

KWITTER

**ASTR 336 Science, Pseudoscience, and the Two Cultures (Same as History of Science 336)** (*Not offered 2006-2007*) (W)

([www.williams.edu/Registrar/catalog/depts/astr/astr336.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr336.html))

J. 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 2006-2007*) (W)

([www.williams.edu/Registrar/catalog/depts/astr/astr338.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr338.html))

J. PASACHOFF

**COURSES WITH PREREQUISITES**

**ASTR 111(F) Introduction to Astrophysics (Q)**

A survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars, this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include astronomical instrumentation, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, stellar formation and evolution, nucleosynthesis, white dwarfs, pulsars and neutron stars, and black holes. Observing sessions include use of the 24" and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.

Format: lecture/discussion, observing sessions, and five labs per semester. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio.



## Astronomy, Astrophysics

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and Mathematics 104 or equivalent. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

KWITTER

**ASTR 207T Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (Not offered 2006-2007) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr207.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr207.html))

KWITTER

**ASTR 211 Observations and Data Reduction Techniques in Astronomy (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/astr/astr211.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr211.html))

KWITTER

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

(See under Geosciences for full description.)

**ASTR 219T/419T(F) Observational Cosmology (W)**

The past decade has seen the birth of "precision cosmology," based on combined results from Hubble Space Telescope key projects, cosmic microwave background satellites and ground-based surveys. According to the derived "concordance model" the universe is 13.7 billion years old and is currently expanding at a rate of 72 km/sec/megaparsec. The model also describes a flat, accelerating big-bang universe that underwent very early inflation and is now dominated by dark energy and cold dark matter. In this course students will explore the observations and interpretations that have led to our current understanding of the universe's history and structure. Topics will include galaxy structure and evolution, the cosmic microwave background (e.g., Cosmic Background Observer and Wilkinson Microwave Anisotropy Probe) distant supernova searches (e.g., High-Z Supernova Team and Supernova Cosmology Project), galaxy surveys (e.g., Sloan Digital Sky Survey and 2dF (two-degree field)) as well as theoretical and supercomputing efforts.

Students will read portions of current texts as well as some more detailed research papers. Astronomy 419T students will complete additional reading and present papers covering more advanced topics.

Format: tutorial. Evaluation will be based on five 5-page papers; presentation, response and discussion in the tutorial session; and evidence of growth in understanding over the semester.

Prerequisites: Astronomy 111 and for 219T: Physics 142/151; for 419T: Physics 202. *Enrollment limit: 10 (expected: 6). Preference given to Astrophysics/Astronomy majors.*

Tutorial meetings to be arranged.

KWITTER

**ASTR 402 Between the Stars: The Interstellar Medium (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr402.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr402.html))

KWITTER

**ASTR 408T The Solar Corona (Not offered 2006-2007) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr408.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr408.html))

J. PASACHOFF

**ASTR 412T(S) Solar Physics (W)**

We study all aspects of the Sun, our nearest star. We discuss the interior, including the neutrino experiment and helioseismology, the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO) 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).*

Tutorial meetings to be arranged

J. PASACHOFF

**ASTR 493(F)-W31, W31-494(S) Senior Research in Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Prerequisites: permission of the department.

Members of the Astronomy Department

**ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of the department.

Members of the Astronomy and Physics Departments

**ASTR 497(F), 498(S) Independent Study in Astronomy**

**ASPH 497(F), 498(S) Independent Study in Astrophysics**

## BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Associate Professor ROBERT SAVAGE

*Advisory Committee:* Professors: ALTSCHULER, DEWITT\*\*\*, KAPLAN\*, LOVETT, D. LYNCH. Associate Professors: BANTA\*\*\*, RAYMOND, ROSEMAN, SAVAGE, SWOAP. Assistant Professors: GEHRING\*\*, HUTSON\*, 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 322 is a new requirement and applies to 2007 graduates and beyond. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

### **BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321) (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 enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

LOVETT

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

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, an oral presentation, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *No enrollment limit (expected: 36).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

D. LYNCH



## Biochemistry and Molecular Biology, Bioinformatics, Genomics, and Proteomics

### **BIMO 401(F) 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

ALTSCHULER

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take one elective not within the student's major from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

#### *Required Courses*

Biology 101 The Cell  
Biology 102 The Organism  
Chemistry 151 or 153 or 155 Concepts of Chemistry  
Chemistry 156 Organic Chemistry: Introductory Level  
Chemistry 251 Organic Chemistry: Intermediate Level  
Chemistry 256 Foundations of Physical and Inorganic Chemistry  
(Chemistry 256 is not required if Chemistry 155 was taken.)  
Biology 202 Genetics  
Biochemistry and Molecular Biology 321 Biochemistry I-Structure and Function of Biological Molecules  
Biochemistry and Molecular Biology 322 Biochemistry II-Metabolism  
Biochemistry and Molecular Biology 401 Topics in Biochemistry and Molecular Biology

#### *Elective Courses*

Biology 301 Developmental Biology  
Biology 306 Cellular Regulatory Mechanisms  
Biology 308 Integrative Plant Biology: Fundamentals and New Frontiers  
Biology 310 Neural Development  
Biology 315 Microbiology, Diversity, Cellular Physiology, and Interactions  
Chemistry/Biology 319 Bioinformatics, Genomics, and Proteomics Laboratory  
Biology 409 Molecular Physiology  
Biology 413 Molecular Basis of Biological Clocks  
Biology 414 Life at Extremes: Molecular Mechanisms  
Chemistry 324 Enzyme Kinetics and Reaction Mechanisms  
Chemistry 341 Toxicology and Cancer  
Chemistry 364 Instrumental Methods of Analysis  
Chemistry 366 Physical Chemistry: Thermodynamics  
Chemistry 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\*, LENHART, LOVETT, D. LYNCH, H. WILLIAMS. Associate Professors: AALBERTS, BANTA\*\*\*, RAYMOND, SAVAGE, SWOAP. Senior Lecturer: D. C. SMITH. Assistant Professors: FREUND, GEHRING\*\*, HUTSON\*, KLINGENBERG, TERESCO, TING\*, WILDER.

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,

### *Bioinformatics, Genomics, and Proteomics, Biology*

proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

#### *Core course:*

Biology/Chemistry/Computer Science/Mathematics/Physics 319 Bioinformatics, Genomics, and Proteomics Laboratory

Computer Science/Biology 106 Life as an Algorithm

#### *Recommended courses (in addition to the core course):*

Biology 202 Genetics

Biology 206T Genomes, Transcriptomes and Proteomes

Biology 305 Evolution

Computer Science 134 Introduction to Computer Science

Computer Science 136 Data Structures and Advanced Programming

Computer Science 256 Algorithm Design and Analysis

Computer Science/INTR/Physics 315 Computational Biology

Statistics 101 or 201 Statistics

#### *Related courses:*

Biology 322 Biochemistry II—Metabolism

Chemistry 111 Fighting Disease: The Evolution and Operation of Human Medicine

Chemistry 321 Biochemistry I—Structure and Function of Biological Molecules

Philosophy 334 Philosophy of Biology

Physics 302 Statistical Physics

Statistics 231 Statistical Design of Experiments

### **BIOLOGY (Div. III)**

*Chair, Professor MARSHA ALTSCHULER*

Professors: ALTSCHULER, ART, DEWITT\*\*\*, J. EDWARDS, D. LYNCH, ROSEMAN, H. WILLIAMS, ZOTTOLI\*. Associate Professors: BANTA\*\*\*, RAYMOND, SAVAGE, SWOAP. Senior Lecturer: D. C. SMITH. Assistant Professors: HUTSON\*, MORALES, TING\*, WILDER. Professor of Marine Science for the Williams-Mystic Program: CARLTON. Instructors: DEAN, MACINTIRE.

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all subdisciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

#### **MAJOR REQUIREMENTS**

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell

Biology 102 The Organism

Biology 202 Genetics

Any two 300-level courses, each of which must have a laboratory associated with it.

Any one 400-level course other than 493-494.

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

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

#### *Distribution Requirement*

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

## Biology

### COURSE SELECTION AND PLACEMENT

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

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 *Ecology*, Biology 204 *Animal Behavior*, Biology 220 *Field Botany* and Biology 225 *Natural History of the Berkshires* without prerequisite. Other biology courses designed specifically for students who do not intend to take additional upper-level courses in biology include Biology 134 *The Tropics: Biology and Social Issues* and Biology 133 *Biology of Exercise and Nutrition*. All of these courses satisfy the Division III distribution requirement; in addition, Biology 134 satisfies the Peoples and Cultures distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

### COURSES RELATED TO THE BIOLOGY MAJOR

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

### BIOCHEMISTRY AND MOLECULAR BIOLOGY

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

### BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in *Life as an Algorithm* (Computer Science 106/Biology 106) and Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

### NEUROSCIENCE

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

### ENVIRONMENTAL STUDIES

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

### THE DEGREE WITH HONORS IN BIOLOGY

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

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry).

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

### 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 distribu-

tion 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 quizzes, hour tests, a final exam, and weekly lab reports.

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

Hour: 10:00-10:50, 9:00-9:50 MWF, 9:55-11:10, 8:30-9:45 TR

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

RAYMOND, DEWITT

#### **BIOL 102(S) The Organism**

This course uses an evolutionary approach to introduce organismal biology. The course stresses interrelatedness of different levels of biological organization from the cell to the organism. Topics include the cell cycle, animal and plant development, evolutionary mechanisms, speciation, and biodiversity. Examples are drawn from a broad range of animal, fungal, and plant groups. In addition to textbook assignments, articles from recent biological literature are assigned and discussed.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on hour tests, a final exam, weekly lab reports, and short discussion papers.

Prerequisites: Biology 101. *No enrollment limit (expected: 2 sections of 90).*

Hour: 11:00-11:50 MWF, 9:55-11:10 TR Lab: 1-4 M,T,W,R

J. EDWARDS, MORALES

#### **BIOL 106(F) Life as an Algorithm (Same as Computer Science 106) (Q)**

(See under Computer Science for full description.)

*Does not count for major credit in Biology.*

#### **BIOL 133 Biology of Exercise and Nutrition (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/biol/biol133.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol133.html))

SWOAP

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

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The 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: 100 (expected: 80). Preference given to seniors, juniors, sophomores, and first-year students—in that order. Does not count for major credit in Biology.*

Hour: 10:00-10:50 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 about aspects of biology ranging from embryonic development to aging. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Format: lecture/laboratory, six hours per week. Evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and three examinations; 90% of the final grade is determined by performance on written exercises and exams.

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

Hour: 11:00-11:50 MWF

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

WILDER

## Biology

### **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

MORALES

### **BIOL 204 Animal Behavior (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/biol/biol204.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol204.html))

H. WILLIAMS

### **BIOL 205(S) Physiology**

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Evaluation will be based on hour exams, laboratory practicals, laboratory reports, and a final exam.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 60).*

*Satisfies distribution requirement in major.*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,T,W

SWOAP

### **BIOL 206T Genomes, Transcriptomes and Proteomes (Not offered 2006-2007) (W)**

([www.williams.edu/Registrar/catalog/depts/biol/biol206.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol206.html))

D. LYNCH

### **BIOL 210T(S) Evo-Devo: The Evolution of Animal Design (W)**

What makes a bird a bird and a frog a frog? The key to understanding the mechanisms that generate biological form and diversity lies in a new and rapidly growing field, termed "evo-devo," that represents a synthesis of evolution and development. This course, designed specifically for sophomores, aims to explore evo-devo in detail by building on material introduced in Biology 102. Using readings from the primary literature, the course will consider topics such as how the modification of developmental mechanisms can create novel traits, why some traits are resistant to change, how the determination of shared ancestral traits differs from those that rise independently, and how ecological considerations impact development to modulate evolutionary change.

Format: tutorial. Requirements: after an initial group meeting, students meet weekly with a tutorial partner and the instructor for an hour each week. Each student will write and present orally a 5-page paper every other week on the readings assigned for that week. In alternate weeks the students will question and critique the work of their colleague. Evaluation will be based on five 5-page papers, tutorial presentations, and the student's effectiveness as a critic.

Prerequisites: Biology 202. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Tutorial meetings to be arranged

SAVAGE

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

(See under Geosciences for full description.)

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

### **BIOL 212(F) Neuroscience (Same as Neuroscience 201 and Psychology 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours per week; laboratory, every other week. Evaluation will be based on laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 72). Preference given to Biology and Psychology majors. Open to first-year students who satisfy the prerequisites.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

P. SOLOMON and H. WILLIAMS

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

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the sudden appearance and explosive speciation of the flowering plants, and characteristics of our native plant families and species. The labs cover field identification, natural history, and ecology of local species.

No prerequisites. *Enrollment limit: 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 W,R

ART

**BIOL 225(F) Natural History of the Berkshires (Same as Environmental Studies 225 and INTR 225)**

This field-lecture course examines the rich diversity of upland and wetland communities within a 20-mile radius of the Williams College campus. Lectures/discussions focus on the biological, geological, climatological, and historical underpinnings needed to observe, interpret, and analyze the biological communities in the region. The Field/lab sections will engage students in reading the landscape, field identification of indicator species, natural history, and using historical documents and materials ranging from photographic images, tax data, newspaper articles, and other resources. Students will undertake a series of field projects such as using historical materials to interpret changes in the landscape and creating interpretive guides for specific sites. Format: lecture/laboratory, six hours per week. Evaluation will be based on field quizzes, reading responses, hour exam, and a final project report.

No prerequisites. *Enrollment limit: 18 (expected: 18).*

*Satisfies distribution requirement in Biology major. Satisfies natural world requirement for Environmental concentrators.*

Hour: 11:20-12:35 TR

Lab: 1-4 T

ART

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

(See under Maritime Studies for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

**BIOL 235T(F) Biological Modeling with Differential Equations (Same as Environmental Studies 235T and Mathematics 335T) (Q)**

(See under Mathematics for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

**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).*

Hour: 11:20-12:35 TR

Lab: 1-4 T,W

SAVAGE

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

An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology and ecosystem ecology. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis-oriented experiments; field trips introduce the diversity of natural communities and ecosystems in New England.

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

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

Hour: 9:55-11:10 TR

Lab: 1-4 T

D. C. SMITH

**BIOL 303(S) Sensory Biology**

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

Format: lecture/discussion/laboratory. Evaluation will be based on examinations, and a paper.

Prerequisites: Biology 212 and permission of instructor, or Biology 205. *Enrollment limit: 24 (expected: 24). Preference given to seniors, then to Biology majors.*

Hour: 8:30-9:45 TR

Lab: 1-4 M,T

H. WILLIAMS

**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 two examinations, prob-



## Biology

lem sets and laboratory assignments, including independent research project using phylogenetic inference. 85% of the final grade is determined by performance on written exercises and examinations. 15% on participation in discussions.

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

*Satisfies distribution requirement in major.*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,W

WILDER

### **BIOL 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, and organellar and cytoskeletal dynamics. 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 to investigate unanswered questions in eukaryotic cell biology using yeast as a model organism.

Format: lecture/discussion/laboratory. Evaluation will be based on three take-home tests, in-class discussion of papers, the laboratory notebook, and a grant proposal.

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 15). Preference given to Biology majors.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,W

RAYMOND

### **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: 8:30-9:45 TR

Lab: 1-4 R

D. LYNCH

### **BIOL 310 Neural Development (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/biol/biol310.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol310.html))

HUTSON

### **BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)**

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and recombinant DNA techniques to reconstruct the evolution of the RAS gene family by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in various signal transduction pathways, students will identify pathways that are aberrantly activated in mammalian cell lines carrying a mutant, constantly active Ras protein. This functional genomic strategy will be coupled with microscopic examination of tissue sections from a variety of human colon tumors, using phosphorylation-state specific antisera, to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches to identify specific amino acids involved in protein-protein contacts. Phage display and mass spectrometry will be used to study networks of interacting proteins in normal colon and colon tumor tissue. Format: lab, with one-hour of lecture per week. Evaluation will be based on lab participation and several short papers/lab reports.

Prerequisite: Biology 202, or Biology 101/AP biology and Computer Science 315 or Physics 315 or Computer Science 106, or permission of instructor. *Enrollment: 12 (expected 12). Preference given to seniors, then juniors/sophomores.*

Hour: 12:25-1:10 W

Lab: 1:15-4 W and R

BANTA

### **BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Chemistry 321 and Biochemistry and Molecular 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 enzyme kinetics, mechanism and catalysis and regulation; the molecular organization

## Biology

of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF Lab: 1-5 M,W LOVETT

### **BIOL 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Chemistry 322) (Q)**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy 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.*

Hour: 10:00-10:50 MWF Lab: 1-4 M,W D. LYNCH

### **BIOL 402T Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (Not offered 2006-2007) (W)**

([www.williams.edu/Registrar/catalog/depts/biol/biol402.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol402.html)) ART

### **BIOL 409(F) Molecular Physiology**

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

Format: discussion. Evaluation will be based on class participation and four papers (four pages each).

Prerequisites: Biology 202, Biology 205, or permission of instructor. *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.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR SWOAP

### **BIOL 413 Molecular Basis of Biological Clocks (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/biol/biol413.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol413.html)) 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 sophomores, 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 ALTSCHULER

### **BIOL 424T(F) Conservation Biology (Same as Environmental Studies 424T) (W)**

This tutorial examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science-based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, and conservation strategies.

Format: tutorial meeting each week between instructor and 2-3 students. Evaluation will be based on 5 (4-5-page) papers, tutorial presentations, and the student's effectiveness as a critic.

Prerequisites: Biology 203 or 302 or 305 or permission of instructor. *Enrollment limit: 10 (expected: 10). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 1:10-3:50 W J. EDWARDS



## *Biology, Chemistry*

### RESEARCH AND THESIS COURSES

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

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

#### **BIOL 297(F), 298(S) Independent Study**

Each student carries out independent field or laboratory research under the supervision of a member of the department.

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

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

Hour: 2:35-3:50 F

Staff

## **CHEMISTRY (Div. III)**

*Chair, Professor ENRIQUÉ PEACOCK-LÓPEZ*

Professors: KAPLAN\*, LOVETT, L. PARK, PEACOCK-LÓPEZ, RICHARDSON, THOMAN\*. Associate Professor: T. SMITH\*. Assistant Professors: BINGEMANN, GEHRING\*\*, GOH, HANAYAN. Visiting Professor: RICHARD. Professor Emeritus: R. CHANG, MARKGRAF. Senior Lecturer: A. SKINNER. Lecturer: 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 Physical and Inorganic Chemistry

### *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

- 332 Materials Science: The Chemistry and Physics of Materials
- 335 Inorganic/Organometallic Chemistry
- 336 Materials Chemistry
- 341 Toxicology and Cancer
- 342 Synthetic Organic Chemistry
- 344 Physical Organic 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 344, Chemistry 364, Chemistry 361, Chemistry 366. Students interested in organic chemistry should consult with Professors Goh, Richardson, or Smith.

Physical and Inorganic Chemistry: Chemistry 332, Chemistry 335, 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 Professors Hasanayn or Park. Students interested in materials science should consult with Professors 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, 344, 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 stu-

## Chemistry

dent 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 pre-requisites 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 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/chem/chem111.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem111.html))

**CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/chem/chem113.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem113.html))

**CHEM 115(S) AIDS: The Disease and Search for a Cure**

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 40 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We discuss the origin, epidemiology and modes of transmission of HIV-1 and HIV-2, and look at how HIV-1 interacts with the human immune system. We also discuss both old and new methods of vaccine development and the prospects for making an effective AIDS vaccine. This course is designed for the non-science major who does not intend to pursue a career in the natural sciences. Format: lecture, three hours per week. Evaluation will be based on problem sets, a midterm, quizzes, a final exam, and class participation.

No prerequisites. *No enrollment limit (expected: 50).*

Hour: 11:00-12:15 MWF

GEHRING

**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

**CHEM 292(S) What is Life? (Same as INTR 292 and Religion 292)**  
(See under INTR for full description)

#### INTRODUCTORY- AND INTERMEDIATE-LEVEL COURSES

##### **CHEM 151(F) Concepts of Chemistry (Q)**

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

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

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

Prerequisites: basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100/101/102—see under Mathematics. Chemistry 151 or its equivalent is prerequisite to Chemistry 156. Those students with a strong background in chemistry from high school are encouraged to consider Chemistry 153 or 155. *No enrollment limit (expected: 100).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T; 7-11 p.m. M

L. PARK

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

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

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

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

Prerequisites: placement exam administered during First Days and permission of instructor are required. *No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

RICHARD

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

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

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

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

Prerequisites: placement exam administered during First Days and permission of instructor. *No enrollment limit (expected: 20).*

Hour: 8:00-8:50 MWF

Lab: 1-5 W,R

BINGEMANN

##### **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; 8-12 T; 7-11 p.m. M

RICHARDSON

## Chemistry

### **CHEM 251(F) Organic Chemistry: Intermediate Level**

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, problem sets, laboratory performance, including written lab reports, and a final exam.

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

Hour: 10:00-10:50 MWF

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

GOH

### **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 Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions.

*Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.*

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

RICHARDSON

### **CHEM 256(S) Foundations of Physical and Inorganic Chemistry**

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: Chemistry 251/255, or permission of instructor. *No enrollment limit (expected: 50).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R

L. PARK

## UPPER-LEVEL COURSES

### **CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)**

(See under Biology for full description.)

### **CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Biochemistry and Molecular Biology 321) (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 enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

LOVETT

### **CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Biology 322) (Q)**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic,

anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

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

Prerequisites: Biology 101 and Chemistry 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,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: 9:00-9:50 MWF

GEHRING

#### **CHEM 332 Materials Science: The Chemistry and Physics of Materials (Same as Physics 332) (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/chem/chem332.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem332.html))

#### **CHEM 335(F) Inorganic/Organometallic Chemistry**

This course addresses fundamental issues in the chemistry of the transition metal and main group elements that are relevant to a variety of important applications including catalysis, medicine, and photo-devices. The first part of the course introduces symmetry and group theory concepts and applies them in a systematic approach to study the structure, bonding, and spectroscopy of coordination and organometallic compounds. The second part covers selected inorganic reactions and their mechanisms, and uses primary and review articles to discuss recent developments and applications in the field. The course is supported by a laboratory which involves experiments closely tied to the lectures, and introduces techniques for handling of air-sensitive chemicals.

Format: lecture, three hours per week; laboratory, four hours per week.

Evaluation will be based on problem sets, laboratory work, two hour exams, and a final exam. Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 T

HASANAYN

#### **CHEM 336(S) Materials Chemistry**

Materials Science is a very broad term which describes the study of bulk physical properties of substances, such as hardness, electrical conductivity, optical properties, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties and molecular structure. Many areas of chemistry are grouped under the heading of materials chemistry including polymer chemistry, solid state chemistry, liquid crystals, conducting polymers, superconductors, and buckyballs. Materials science holds the promise for the design of new technologies and devices; in this course, we examine some of the latest developments in materials chemistry, as well as some potential applications of emerging technologies.

Format: lecture, three hours per week. Evaluation is based on weekly problem sets, reviews of research articles, one hour exam, and a final exam.

Prerequisites: Chemistry 251/255. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 TR

RICHARD

#### **CHEM 341 Toxicology and Cancer (Same as Environmental Studies 341) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/chem/chem341.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem341.html))

#### **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



## Chemistry

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. May be taken concurrently with Chemistry 256 with permission of instructor.

*Enrollment limit: 19 (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

RICHARDSON

### **CHEM 344(S) Physical Organic Chemistry**

This course extends the background derived from previous courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. Solvolysis reactions, pericyclic reactions, and molecular and cationic rearrangements are treated in detail.

Format: lecture/laboratory. Evaluation will be based on problem sets, two hour tests, class participation, laboratory work, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 15).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

GOH

### **CHEM 361(F) Physical Chemistry: Structure and Dynamics**

This course integrates a number of physical chemistry topics. An introduction to quantum mechanics provides students with the basis for understanding molecular structure. Statistical mechanics is then used to demonstrate the formal and quantitative link between the properties of single molecules and the thermodynamic and kinetic behavior of macroscopic collections of molecules. Rate laws, molecular dynamics, and transport properties are discussed. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two exams, and an independent project.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

Lab: 1-5 M,W

PEACOCK-LÓPEZ

### **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, and an independent project.

Prerequisites: Chemistry 155 or 256 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 19 (expected: 15).*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 11:00-11:50 MWF

Lab: 1-5 W,R

HASANAYN

### **CHEM 366(S) Physical Chemistry: Thermodynamics**

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature (and absolute zero), heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science.

Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256, a basic knowledge of applied integral and differential calculus such as provided by Mathematics 104, 105, and some basic mechanics such as provided by Physics 131 or 141. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

PEACOCK-LÓPEZ

### **CHEM 367(S) Biophysical Chemistry**

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are 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

## Chemistry, Classics

and/or quizzes, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255, and Mathematics 104 or equivalent. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

LOVETT

### CHEM 368T(S) Quantum Chemistry and Molecular Spectroscopy

This course provides an introduction to the basic principles of quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon developing an understanding of the quantum mechanical basis for classical chemical concepts and introducing students to current research applications. The laboratory provides an opportunity to utilize quantum mechanics in the interpretation of optical and magnetic resonance spectroscopy measured on the modern instruments available in the department. Several seminar sessions give the student direct experience with computational techniques in modern quantum chemistry.

Format: tutorial, one hour per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, and tutorial work.

Prerequisites: Chemistry 361 or equivalent background in Physics. *No enrollment limit (expected: 5).*

Hour: 12:00-12:50 MWF

Lab: 1-5 R

BINGEMANN

## 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. Harry C. Payne Visiting Professor of Liberal Arts: PORTER. Assistant Professors: DEKEL, WILCOX.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives: art, archaeology, philosophy, religion, and especially literature and history. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; the 400-level language courses explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both introductory surveys and opportunities for more specialized study of the ancient Greco-Roman world from earliest historical times through late antiquity.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments which would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: *Classics* and *Classical Civilization*.

*Classics*: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments.

*Classical Civilization*: (1) Either Classics 101, 102, 105, or 224, and either Classics 222, 223, or 323; (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.



## Classics

In addition to the courses in *Classical Civilization*, appropriate courses from other departments or from approved study abroad programs may be elected for the major. Examples of such courses, which may vary from year to year, are Arth 412 (*Monsters and Narrative: Greek Architectural Sculpture*), Arth 511 (*Dionysos in Greek Art, Poetry, and Ritual*), Political Science/Philosophy 231 (*Ancient Political Theory*), and appropriate courses at the Intercollegiate Center for Classical Studies in Rome or at another approved overseas program.

**Senior Colloquium:** In lieu of a semester-long major seminar, majors will participate in the Senior Colloquium, a student-faculty discussion group that meets several times each semester during the senior year. Each meeting features a short presentation by a senior major followed by discussion, all in an informal setting.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

**Language Courses:** The numbering of courses through the 200 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 202, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

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

### 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 in which to engage 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 the course will be devoted to the Homeric *Iliad* and *Odyssey*, after which we will read brief selections from lyric poetry (e.g. Sappho of Lesbos) and then several tragedies (e.g. Aeschylus' *Oresteia*, Sophocles' *Ajax*, and Euripides' *Trojan Women*). Depending on time and on the particular interests of the class, 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*, *Zorba the Greek*.

Format: discussion with short lectures. Evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions to class discussion.

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

## Classics

and to majors in Classics and Comparative Literature. Not open to students who have taken Classics 101/Comparative Literature 107, Greek Literature, or Classics 224/Women's and Gender Studies 224/Comparative Literature 244, *Helen, Desire and Language*.

Hour: 11:20-12:35 TR

HOPPIN

**CLAS 102 Roman Literature (Same as Comparative Literature 108) (Not offered 2006-2007)**  
([www.williams.edu/Registrar/catalog/depts/clas/clas102.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas102.html))

**CLAS 103 Greek and Roman Drama: Renewal and Transformation (Same as Comparative Literature 109 and Theatre 311) (Not offered 2006-2007; to be offered 2007-2008)**  
([www.williams.edu/Registrar/catalog/depts/clas/clas103.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas103.html))

PORTER

**CLAS 105(F) The Ancient Novel (Same as Comparative Literature 113)**

The "rise of the novel" is often linked to the Industrial Revolution, but a number of fictional prose narratives most aptly described as novels were composed and widely read under the Roman empire. While the Roman novels of Petronius (*Satyricon* or *Satyricon*) and Apuleius (*Metamorphoses*, or *The Golden Ass*) are better known today, Greek romances recounting the tribulations of unfortunate young lovers, such as Longus' *Daphnis and Chloe* and *An Ethiopian Story* by Heliodorus, enjoyed enormous popular success in their own time. In this course we will read a good number (seven or so) of the ancient novels that are extant today. To situate these works in their original cultural context, we will consider the historical evidence for their production, circulation, and readership. We will also study these works as precursors of the modern novel, examining, for example, their concern or disregard for realism, and their treatment of the grotesque, miraculous, and fantastic. We will give equal attention to the relationship these novels bear to other ancient genres, such as satire, pastoral, epic, and "Lives," including those of saints.

Format: Discussion, with occasional short lectures. Evaluation will be based on contributions to class, a midterm, several short papers and one longer, final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference will be given to majors and prospective majors in Classics and Comparative Literature, and to sophomores and first-years.*

Hour: 1:10-2:25 MR

WILCOX

**CLAS 201 The Hebrew Bible (Same as Comparative Literature 201, Jewish Studies 201 and Religion 201) (Not offered 2006-2007; to be offered 2007-2008)**  
(See under Religion for full description.)

DEKEL

**CLAS 205(S) Ancient Wisdom Literature (Same as Comparative Literature 217, Jewish Studies 205 and Religion 205)**  
(See under Religion for full description.)

DEKEL

**CLAS 206 The Book of Job and Joban Literature (Same as Comparative Literature 206, Jewish Studies 206 and Religion 206) (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(See under Religion 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 and Religion 207)**  
(See under Religion for full description.)

DEKEL

**CLAS 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210) (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(See under Religion for full description.)

**CLAS 214(S) The Art of Classical Greece (Same as Art History 209)**  
(See under Art—Arth for full description.)

**CLAS 218(F) Hellenistic Art: From Alexander to Cleopatra (Same as Art History 210)**  
(See under Art—Arth for full description.)

**CLAS 220(S) Art as a Tool of Empire (Same as Art History 208)**  
(See under Art—Arth for full description.)

**CLAS 222 (formerly 216) Greek History (Same as History 222) (Not offered 2006-2007)**  
(See under History for full description.)

CHRISTENSEN

**CLAS 223 (formerly 218) Roman History (Same as History 223) (Not offered 2006-2007)**  
(See under History for full description.)

CHRISTENSEN

**CLAS 224 Helen, Desire and Language (Same as Comparative Literature 244 and Women's and Gender Studies 224) (Not offered 2006-2007) (W)**  
([www.williams.edu/Registrar/catalog/depts/clas/clas224.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas224.html))

HOPPIN

**CLAS 239 The Construction of Gender in Ancient Greece and Rome (Same as History 322 and Women's and Gender Studies 239) (Not offered 2006-2007)**  
([www.williams.edu/Registrar/catalog/depts/clas/clas239.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas239.html))

CHRISTENSEN

## Classics

**CLAS 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (W)**  
(See under History for full description.)

CHRISTENSEN

**CLAS 333 Aristotle's Ethics (Same as Philosophy 333) (Not offered 2006-2007; to be offered 2007-2008)**  
(See under Philosophy for full description.)

**CLAS 406(S) Topics in Roman Religion and the Arts: The Age of Augustus (Same as Art History 406)**  
(See under Art—ArH for full description.)

## GREEK

### **CLGR 101(F)-102(S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides). This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)*  
Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, and a final exam.  
*Enrollment limit: 15 (expected: 8-10).*

Hour: 11:00-12:15 MWF  
11:00-12:15 MWF

First Semester: PORTER  
Second Semester: CHRISTENSEN

### **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: 2:35-3:50 MR

HOPPIN

**CLGR 402 Homer: The Iliad (Not offered 2006-2007; to be offered 2007-2008)**  
(www.williams.edu/Registrar/catalog/depts/clgr/clgr402.html)

PORTER

**CLGR 403 Poetry and Revolution in Archaic Greece (Not offered 2006-2007; to be offered 2007-2008)**  
(www.williams.edu/Registrar/catalog/depts/clgr/clgr403.html)

CHRISTENSEN

### **CLGR 404(S) Tragedy**

Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which 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 mid-term exam, a final exam, and a final paper.

Prerequisites: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 4-5).*  
Hour: 2:35-3:50 TF

HOPPIN

**CLGR 406T Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (Not offered 2006-2007) (W)**  
(www.williams.edu/Registrar/catalog/depts/clgr/clgr406.html)

HOPPIN

### **CLGR 407(F) The Sophists**

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

Socrates and the sophists. We will also read, in translation, one or two other plays of Aristophanes (e.g., *Birds*, *Frogs*).

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

Prerequisites: Greek 202 or permission of instructor. *Enrollment limit: 10 (expected: 7).*

Hour: 2:35-3:50 MR

PORTER

## LATIN

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

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (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: 18 (expected: 10-12).*

Hour: 9:00-9:50 MWF

10:00-10:50 MWF

First Semester: HOPPIN

Second Semester: WILCOX

### CLLA 201(F) Intermediate Latin I: The Late Republic

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Format: recitation/discussion. Evaluation will be based on classroom performance, quizzes, a midterm, and a final exam. Occasional oral presentations or short essays may be required as well.

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

WILCOX

### CLLA 202(S) Intermediate Latin II: The Early Empire

Like Latin 201, this course pairs poetry and prose and aims to develop students' fluency in reading Latin while acquainting them with a vitally important period in Roman history. More than Latin 201, however, this course attends to the development of students' analytic and interpretive skills. We will read selections from Ovid's *Metamorphoses* and from such early imperial prose as Livy's account of the early republic or Petronius' *Satyricon*.

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom performance, quizzes, a midterm and a final exam. Several oral presentations and short essays may be required as well.

Prerequisites: Latin 201 or permission of instructor; some first-year students may be advised to enroll in Latin 202 rather than Latin 201: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 1:10-2:25 MR

DEKEL

### CLLA 402 Roman Letters (Not offered 2006-2007)

([www.williams.edu/Registrar/catalog/depts/clla/clla402.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla402.html))

WILCOX

### CLLA 403(F) The Invention of Love: Catullus and the Roman Elegists

This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

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

Prerequisites: Latin 202 or permission of the instructor. *Enrollment limit: 12 (expected: 10-12). Preference given to Classics majors.*

Hour: 2:35-3:50 TF

DEKEL

### CLLA 404 Vergil's Aeneid (Not offered 2006-2007; to be offered 2008-2009)

([www.williams.edu/Registrar/catalog/depts/clla/clla404.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla404.html))

DEKEL

### CLLA 405 Myth, Scandal, and Morality in Ancient Rome (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/clla/clla405.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla405.html))

CHRISTENSEN

### CLLA 406 Horace Odes 1-3 (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/clla/clla406.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla406.html))

HOPPIN

### CLLA 407 The Rhetoric of Cruelty (Not offered 2006-2007)

([www.williams.edu/Registrar/catalog/depts/clla/clla407.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla407.html))

## Classics, Cognitive Science

### CLLA 408(S) Roman Comedy

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 202 or permission of the instructor. *Enrollment limit: 12 (expected: 8-10).*

Hour: 1:10-2:25 MR

WILCOX

## CLASSICS

### CLAS 493(F)-W31, W31-494(S) Senior Thesis

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

### CLAS 497(F), 498(S) Independent Study

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

## COGNITIVE SCIENCE (Div. II)

*Chair*, Associate Professor JOSEPH CRUZ

*Advisory Committee*: Professors: DANYLUK, KIRBY, H. WILLIAMS. Associate Professors: CRUZ, ZAKI. Visiting Assistant Professor: SUNDERMEIER.

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 research project.

*Minds, Brains, and Intelligent Behavior* (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will conduct interdisciplinary *Research in Cognitive Science* (COGS 493), supervised by members of the advisory committee from at least two departments.

### REQUIRED COURSES

Cognitive Science 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science  
Cognitive Science 493 Research in Cognitive Science

### ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

Computer Science 108 Artificial Intelligence: Image and Reality  
Computer Science 361 Theory of Computation  
Computer Science 373 Artificial Intelligence  
Computer Science 374 Machine Learning  
Linguistics 100 Introduction to Linguistics  
Linguistics 220 The Syntactic Structure of English  
Neuroscience 201 Neuroscience  
Philosophy 202 Analytic Philosophy—Language and the Mind  
Philosophy 331 Epistemology  
Philosophy 388T Consciousness  
Psychology 221 Cognitive Psychology  
Psychology 322 Concepts: Mind, Brain, and Culture  
Psychology 325 Psychology of Language  
Psychology 326 Decision Making



## *Cognitive Science, Comparative Literature*

### RECOMMENDED

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

Biology 204 Animal Behavior  
Biology 305 Evolution  
Linguistics 230 Introduction to Logic and Semantics  
Mathematics 433 Mathematical Modeling and Control Theory  
Philosophy 209 Philosophy of Science  
Psychology 201 or Statistics 101, 201, 231, or 331

### THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

### 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(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, information theory, symbolic and connectionist architectures, the neural basis of cognition, perception, learning and memory, language, action, reasoning, expert systems, and artificial intelligence.

Format: lecture/discussion. Requirements: several short papers and self-paced weekly computer lab exercises. Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134 or permission of instructors. Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25). Preference given to first- and second-year students.*

*Satisfies one semester of the Division II requirement.*

*Hour: 9:55-11:10 TR*

KIRBY and DANYLUK

### **COGS 493(F) Research in Cognitive Science**

Independent empirical or theoretical research for one semester, under the guidance of two Cognitive Science faculty from different departments. Research must be interdisciplinary, but may consist of a scholarly paper, empirical research, computer or mathematical modeling, or any combination of the above. Students will meet bi-weekly to discuss their projects, and give oral presentations of their projects at the end of the fall semester. Prerequisite: permission of program chair.

### **COGS W31-494(S) Senior Thesis**

The senior concentrator, having completed the fall research project and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

## **COMPARATIVE LITERATURE (Div. I)**

*Chair, Professor GAIL M. NEWMAN*

Professors: CASSIDAY, DRUXES, GOLDSTEIN, B. KIEFFER, KLEINER\*, LIMON\*\*, NEWMAN, ROUHI, SWANN. Associate Professors: KAGAYA. Assistant Professors: C. BOLTON\*, S. FOX, FRENCH, MARTIN, NUGENT, PIEPRZAK\*, VAN DE STADT, VARGAS.

Students motivated by a desire to study literature in the broadest terms, as well as those interested in particular examples of literary comparison, will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature in its international and multicultural context. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. The rubrics of the Program's core courses—Literary Genres, Literary Movements, Literature and Theory, and Cultural Studies—introduce the student to a variety of critical methods. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the English Department allows students to count one course with a COMP prefix as an elective within the English major.

## *Comparative Literature*

The Program supports two distinct majors in *Comparative Literature* and *Literary Studies*. The major in Comparative Literature requires advanced work in at least one language other than English and is strongly recommended for students contemplating graduate study in the discipline. Both majors provide a strong basis for any career demanding analytical, interpretive, and evaluative skills and allow the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

### MAJORS

#### *Comparative Literature*

The Comparative Literature major combines the focused study of a single national-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

*Eleven* courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any three 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 (frequently offered examples include Comparative Literature 232, European Modernism, and Comparative Literature 340, Literature and Psychoanalysis) 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. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 117, 126, 202, 216, 219, 220, 341, 342, 345, 361, 371, 372

Linguistics 101, 121

Religion 210, 401

Theatre 210, 211, 330, 331

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Comparative Literature should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. They should also complete core course requirements by the end of their junior year. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 402 offered in their senior year, even if they have previously taken 402.

#### *Literary Studies*

The Literary Studies major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Unlike the major in Comparative Literature, the Literary Studies major does not require the student to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student will be paired with a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

*Eleven* courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any four 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 (frequently offered examples include Comparative Literature 232, European Modernism, and Comparative Literature 340, Literature and Psychoanalysis) 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

## Comparative Literature

include courses in a foreign language among these five. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 117, 126, 202, 216, 219, 220, 341, 342, 345, 372

Linguistics 101, 121

Religion 210, 401T

Theatre 210, 211, 330, 331

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Literary Studies should aim to complete core course requirements by the end of their sophomore year. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 402 offered in their senior year, even if they have previously taken 402.

### THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

#### *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 107(S) The Trojan War (Same as Classics 101) (W)**

(See under Classics for full description.)

**COMP 108 Roman Literature (Same as Classics 102) (Not offered 2006-2007)**

(See under Classics for full description.)

**COMP 109 Greek and Roman Drama: Renewal and Transformation (Same as Classics 103**

**and Theatre 311) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Classics for full description.)

**COMP 111(F) The Nature of Narrative (Same as English 120) (W)\***

How does narration work in the various traditions of storytelling? And what do stories do for us? The Nature of Narrative explores the structures and functions of narrative across time and across cultures. Literary readings



## Comparative Literature

may include works by Homer, Cervantes, Goethe, Dostoevsky, Kafka, Lispector, Cortazar, el Saadawi, and Morrison. We will also discuss popular, improvisatory, and other non-traditional forms of narration, such as TV shows, slam poetry, and blogs. Throughout, we will also engage with some of the most interesting theories of narrative, from Aristotle to Žizek and beyond.

Format: seminar. Requirements: active and consistent class participation, two 5- to 7-page papers plus revisions, final 8- to 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies and who have studied a foreign language.*

Hour: 1:10-2:25 MR

NEWMAN

### **COMP 111(S) The Nature of Narrative (Same as English 120) (W)\***

In this course we will examine texts from a variety of periods and traditions that will help us to explore the dynamics and effects of different narrative techniques. We will analyze different narrative approaches that are used in the telling of a story. What role do different narrators play in different texts? What influence does narrative technique have on the text and on its appreciation? Our primary readings may include works from Antiquity and selections from *One Thousand and One Nights*, along with texts by al-Jahiz, Goethe, Cervantes, Clarice Lispector, Julio Cortazar, Tayyib Salih and Mariama Ba. Our theoretical texts will be comprised of early commentaries on narrative from Aristotle and Plato, but will also include material from more contemporary theorists such as Roland Barthes and Gerard Genette. *All readings are in English.*

Format: lecture/discussion. Requirements: active and consistent class participation, two short papers that will be re-written 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 and who have studied a foreign language.*

Hour: 1:10-2:25 MR

VARGAS

### **COMP 113(F) The Ancient Novel (Same as Classics 105)**

(See under Classics for full description.)

### **COMP 117(F) Introduction to Cultural Theory (Same as English 117) (W)**

(See under English for full description.) (Literature and Theory)

### **COMP 201 The Hebrew Bible (Same as Classics 201, Jewish Studies 201 and Religion 201) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Religion for full description.)

### **COMP 202(S) Modern Drama (Same as English 202 and Theatre 229)**

(See under English for full description.) (Literary Genres)

### **COMP 203 Nineteenth-Century Russian Literature in Translation (Same as Russian 203) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Russian for full description.)

### **COMP 204(S) Twentieth-Century Russian Literature in Translation (Same as Russian 204) (W)**

(See under Russian for full description.)

### **COMP 205(S) The Latin-American Novel in Translation (Same as Spanish 205)\***

(See under Romance Languages—Spanish for full description.)

### **COMP 206 The Book of Job and Joban Literature (Same as Classics 206, Jewish Studies 206 and Religion 206) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under Religion for full description.)

### **COMP 208 Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as French 208) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Romance Languages—French for full description.)

### **COMP 210 The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Latina/o Studies 240 and Linguistics 254) (Not offered 2006-2007; to be offered 2007-2008)\***

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

### **COMP 211(S) From Voltaire to Nietzsche (Same as German 210)**

(See under German for full description.)

### **COMP 214(S) Defining the African Diaspora (Same as Africana Studies 160 and English 251)\***

(See under Africana Studies for full description.)

### **COMP 215(F) Reading Contemporary Drama or Turn of This Century Drama (Same as Theater 215)**

(See under Theatre for full description.)

### **COMP 217(S) Ancient Wisdom Literature (Same as Classics 205, Jewish Studies 205 and Religion 205)**

(See under Religion for full description.)

### **COMP 218(F) Revolutionary African Literature (Same as Africana Studies 140 and English 250)\***

(See under Africana Studies for full description.)

## Comparative Literature

**COMP 220(F) Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and History 315)\***

(See under Chinese for full description.)

**COMP 222 The Russian Short Story (Same as Russian 222) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under Russian for full description.)

**COMP 223 Reading Films (Same as English 203) (Not offered 2006-2007; to be offered 2007-2008)**

(See under English for full description.) (Literary Genres)

**COMP 224(F) The Feature Film (Same as English 204)**

(See under English for full description.) (Literary Genres)

**COMP 226 Comparative Drama: The Anti-Realist Impulse (Same as English 206 and Theatre 226) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Theatre for full description.) (Literary Genres)

**COMP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America (Same as Spanish 230T) (W)\***

(See under Romance Languages-Spanish for full description.)

**COMP 232 European Modernism (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/comp/comp232.html)

B. KIEFFER

**COMP 235 China on Screen (Same as Chinese 235) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Chinese for full description.)

**COMP 237(S) Gender and Desire 1200-1600 (Same as English 237 and Women's and Gender Studies 237) (W)**

(See under English for full description.)

**COMP 240(F,S) Introduction to Literary Theory (Same as English 230) (W)**

(See under English for full description.)

**COMP 244 Helen, Desire and Language (Same as Classics 224 and Women's and Gender Studies 224) (Not offered 2006-2007) (W)**

(See under Classics for full description.)

**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 Religion for full description.)

**COMP 251T War in Modern Literature (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/comp/comp251.html)

FRENCH

**COMP 253 Literature and the Body (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/comp/comp253.html)

VAN DE STADT

**COMP 254 On the Outside Looking In (Same as Japanese 266) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Japanese for full description.)

**COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (W)\***

(See under Chinese for full description.)

**COMP 257 Baghdad (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/comp/comp257.html)

VARGAS

**COMP 258(S) South African and American Intersections (Same as Africana Studies 260 and English 252)\***

(See under Africana Studies for full description.)

**COMP 260(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230) (W)\***

(See under Religion for full description.)

**COMP 261 Japanese Theatre and its Contemporary Context (Same as Japanese 260) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Japanese for full description.)

**COMP 302T Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(See under Romance Languages-Spanish for full description.)

**COMP 305(F) Dostoevsky and His Age (Same as Russian 305)**

(See under Russian for full description.)

## Comparative Literature

**COMP 306 Tolstoy and His Age (Same as Russian 306)** (Not offered 2006-2007; to be offered 2007-2008)

(See under Russian for full description.)

**COMP 311 Freud and Kafka (Same as German 311)** (Not offered 2006-2007; to be offered 2007-2008)

(See under German for full description.)

**COMP 312T Writing Islands (Same as French 312T)** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

(www.williams.edu/Registrar/catalog/depts/comp/comp312.html)

PIEPRZAK

**COMP 322(F) Performance Criticism (Same as Theatre 322)** (W)

(See under Theatre for full description.)

**COMP 324(F) Auteur Cinema and the Very Long Film (Same as English 404)**

(See under English for full description.)

**COMP 329(S) Contemporary World Novel (Same as English 379)**

(See under English for full description.) (Literary Genres)

**COMP 338 Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday (Same as Latina/o Studies 338)** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

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

**COMP 340 Literature and Psychoanalysis** (Not offered 2006-2007; to be offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/comp/comp340.html)

NEWMAN

**COMP 342(S) Psychoanalysis, Gender, and Sexuality (Same as English 386 and Women's and Gender Studies 388)**

(See under English for full description.)

**COMP 344(F) From Hermeneutics to Post-Coloniality (Same as Religion 304)\***

(See under Religion for full description.) (Literature and Theory)

**COMP 345(S) Culture, Criticism and Praxis (Same as English 408)**

(See under English for full description.)

**COMP 356(F) The Human Face in the Modern Imagination (Same as Arth 307, English 346 and INTR 346)** (W)

(See under English for full description.)

**COMP 358(S) Fantastic Spaces and Imaginary Places: Literary Texts and Images in Medieval and Early Modern French Literature (Same as French 408)**

(See under Romance Languages—French for full description.)

**COMP 359(S) Latinos in/and the Media: From Production to Consumption (Same as Latina/o Studies 346)\***

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

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

**COMP 402(F) Senior Seminar: The Cultures of Poetry**

To study poetry in a comparative light is to travel inside cultures and languages in ways that connect the universal and the particular, the personal and the political, the traditional and the groundbreaking. This course provides the opportunity to read poetry from a wide range of traditions, eras, and styles. We will study the poets' own mission, the culture in which they produced their verse, their language of composition, and the poetic traditions of their language. Questions of identity, beauty, history, place, technique, and creativity will go hand in hand with explorations of individual themes in each poet's work. Our comparative focus will also help us formulate useful questions about the puzzling act of reading poetry in translation. We will also perform translation exercises according to student skills. Our syllabus will include the study of certain key examples from Persian, Arabic, Spanish, French, Russian, Polish, Greek, and English traditions, with possible ventures into other languages. Poets studied will include Omar Khayyam, Hafez, Rumi, Saint John of the Cross, Lorca, Akhmatova, Szyborska, Adonis, Sappho, Cavafy, Carson, Neruda, Senghor, to name some. Selections from music and theory will lend support to our investigations.

Conducted in English.

Format: seminar. Evaluation will be based on meaningful participation, short papers, and one final research paper of 15 pages.

Prerequisites: any 200-level literature course at Williams, or permission of the instructor. *No enrollment limit (expected: 10). Preference given to majors in Comparative Literature and students with knowledge of a foreign language.*

Hour: 1:10-3:50 W

ROUHI

**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 ANDREA DANYLUK

Professors: BAILEY, DANYLUK, LENHART, MURTAGH. Assistant Professors: FREUND, HEERINGA, MCGUIRE, TERESCO.

Computers play an enormously important role in our society. General-purpose computers are used widely in business and industry and are found in an increasing number of homes. Special-purpose computers are found in everything from automobile engines to microwave ovens. Understanding and exploiting the great potential of computers is the goal of research in computer science. Among the many fascinating research projects in computer science today are investigations of: ways to focus more computational power on a problem through the simultaneous use of many processors in parallel; revolutionary computer languages designed to simplify the process of constructing complex programs for computers; the use of computer-generated graphic images in the arts and as a tool for visualization in the natural sciences; and the use of digital methods in global communications. The Computer Science Department at Williams seeks to provide students with an understanding of the principles underlying computer science that will enable them to understand and participate in these exciting developments.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) its major; (2) a selection of courses intended primarily for those who are interested in a brief introduction to computer science or who seek to develop some specific expertise in computing for application in some other discipline; and (3) recommendations for possible sequences of courses for the non-major who wants a more extensive introduction to computer science. These offerings are discussed in detail below.

### MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas of computer science including graphics, artificial intelligence, computer networks, software engineering, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to take advantage of a wide variety of career opportunities. Thus the major can be used as preparation for a career in computing, for graduate school, or simply to provide an in-depth study of computer science for the student whose future career will only tangentially be related to computer science.

### MAJOR REQUIREMENTS

#### *Required Courses in Computer Science*

A minimum of 8 courses is required in Computer Science, including the following:

#### *Introductory Courses*

Computer Science 134	Digital Computation and Communication
Computer Science 136	Data Structures and Advanced Programming

#### *Core Courses*

Computer Science 237	Computer Organization
Computer Science 256	Algorithm Design and Analysis
Computer Science 334	Principles of Programming Languages
Computer Science 361	Theory of Computation

#### *Electives*

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

#### *Required Courses in Mathematics*

Mathematics 251 Discrete Mathematics  
and any other Mathematics course at the 200-level or higher

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 105, 106, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Sci-

## Computer Science

ence 373 as their second elective, Computer Science 315 may not be used as a second elective in conjunction with Computer Science 106 and Computer Science 336T may not be used as a second elective in conjunction with Computer Science 105. Computer Science 105, 106, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to look at the latest copy of the *Informal Guide to Courses in 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. The workstations in these laboratories also support student and faculty research in computer science.

### THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work. The written work often includes a major computer program, depending on the nature of the honors work. All honors candidates are required to give an oral presentation of their work in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

### INTRODUCTORY COURSES

The department offers a choice of five introductory courses—Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 106: *Life as an Algorithm*, Computer Science 108: *Artificial Intelligence: Image and Reality*, Computer Science 109: *The Art and Science of Computer Graphics*, and Computer Science 134: *Digital Computation and Communication*.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take Computer Science 134 early.

Those students interested in learning more about important new ideas and developments in Computer Science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 106: *Life as an Algorithm*, Computer Science 108: *Artificial Intelligence: Image and Reality*, or Computer Science 109: *The Art and Science of Computer Graphics*. Computer Science 105 explores the computing technology that underlies the internet. Computer Science 106 explores models and theories shared between computer science and biology. Computer Science 108 discusses the techniques used to construct computer systems that exhibit intelligent behavior from learning to planning and problem solving. Computer Science 109 introduces students to the techniques of computer graphics used for the creation of artistic images. In addition, all four of these courses provide an introduction to the techniques of computer programming.

Although none of our introductory courses assume prior programming skills, some students planning to take Computer Science 134 who have no prior programming experience may find it useful to gain some programming experience together with a broader understanding of our field by taking one of the department's other introductory courses before enrolling in Computer Science 134. On the other hand, students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below). Students in either of these categories are encouraged to contact a member of the department for guidance in selecting a first course.

#### 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 in any department should discuss their plans in detail with a member of the faculty. We welcome such inquiries from students. To assist students making such plans, however, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five computer science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by Computer Science 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Computer Science 223 provides valuable exposure to the techniques and tools needed for the development and maintenance of large software systems. Students of the Bioinformatics program are encouraged to take Computer Science 106 and 134 at a minimum, and should consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

#### GENERAL REMARKS

##### *Divisional Requirements*

All Computer Science courses listed may be used to satisfy the Division III distribution requirement.

##### *Alternate Year Courses*

Computer Science 106, 108, 109, 315, 323, 336T, 337T, 338T, 371, 373, 374T, 432, and 434 are each normally offered every other year. All other Computer Science courses are normally offered every year.

##### *Course Numbering*

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

##### *Course Descriptions*

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Courses in Computer Science*.

## Computer Science

### *Courses Open on a Pass-Fail Basis*

Students taking a computer science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass-fail basis. Courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

### COURSES INTENDED PRIMARILY FOR NON-MAJORS

**CSCI 105 Understanding the Web: Technologies and Techniques** (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/csci/csci105.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci105.html))

MURTAGH

**CSCI 106(F) Life as an Algorithm (Same as Biology 106)** (Q)

Can computers reproduce? Can DNA compute? Can evolution give us hints on solving big problems? Is life's blueprint inefficient? This course looks at the way computers are shaped by biological thinking, and the way that biologists make use of computational theories. Topics range from artificial life to identification of genes to the susceptibility of machines to viruses. Lectures investigate new and novel ways of thinking about computers and biology. Labs experiment with parameters of problems of common interest to computer scientists and biologists. Students will learn to use common programming tools to aid in the manipulation and analysis of basic biological data.

Format: lecture/laboratory. Evaluation will be based on performance on problem sets, laboratory assignments, and examinations.

No prerequisites. No programming or biology skills are assumed. This course is not open to students who have completed Computer Science 136 or above. *Enrollment limit: 50 (expected: 30).*

Hour: 8:30-9:45 TR

Lab: 1:10-2:25 R, 2:35-3:50 R

BAILEY

**CSCI 108(F) Artificial Intelligence: Image and Reality** (Q)

Over 50 years ago, scientists began to envision a world where computers and humans could converse. In 1956 the field of "Artificial Intelligence" was officially born, and the work on "AI" began in earnest. Walking and talking robots are still mostly the stuff of science fiction, but AI is close to making them reality. In this course, we will explore the field of Artificial Intelligence. We will try to answer the question "what makes a machine intelligent?" Among the systems we will explore in lecture will be game-playing systems, systems that learn from their environments, and systems that create plans for complex tasks. Underlying all the topics addressed in this course will be two fundamental issues: How can information be represented in a computer so that the machine is able to make use of it? How can the system manipulate that information so that it is able to perform a task that requires intelligence? This course will emphasize hands-on laboratory experience. Laboratory projects will focus on the building and programming of simple robots.

Format: lecture/laboratory. Evaluation will be based on weekly laboratory programming assignments, four problem sets, short papers, and a final examination having similar format to the problem sets.

This course does not assume any programming experience, but assumes that the student is comfortable working with a computer. This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 18 (expected: 18). Preference given to first-year students and sophomores.*

Hour: 11:00-11:50 MWF

Lab: 1:10-2:25 R

DANYLUK

**CSCI 109(S) The Art and Science of Computer Graphics** (Q)

This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Format: lecture/lab. Evaluation will be based on progress in the quality of project work. For the highly successful student, this course may serve as an alternate to Mathematics 211 as a prerequisite for the upper division Computer Graphics course, Computer Science 371. Fulfills the Quantitative Reasoning requirement.

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).*

Hour: 8:30-9:45 TR

Lab: 1:10-2:25 R,F; 2:35-3:50 R

BAILEY

### COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS

**CSCI 134(F,S) Digital Computation and Communication** (Q)

The personal computer, the Internet, DVDs, and HDTV are just a few examples of advances in digital computing and communication technology that have transformed the mechanism we use to process and communicate information. This course explores the principles that underlie digital computation and communication. All digital information processing systems are driven by precise rules or algorithms expressed in computer programming languages. Students will develop an appreciation for the nature and limitations of such algorithms by exploring abstract algorithms for complex processes and by learning the basics of computer programming in Java. Programming topics covered will include objects, classes, methods, conditional and iterative control structures, and simple data structures using arrays or lists. The representation of information in discrete, symbolic form is ulti-



mately what makes a system digital. We will examine digital techniques for representing information from the encoding of 0's and 1's on an optical fiber to the compression techniques that made digital video possible, always examining the tradeoffs involved in the design of such representation schemes.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, written problem sets, one test program, and midterm and final examinations.

Prerequisites: Mathematics 100/101/102 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). Previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *No enrollment limit (expected: 18 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T  
9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

First Semester: MURTAGH, MCGUIRE

Second Semester: MURTAGH, HEERINGA

### CSCI 136(F,S) Data Structures and Advanced Programming (Q)

This course builds on the programming skills acquired in Computer Science 134, and 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: 10:00-10:50 MWF Lab: 1-4 W  
9:00-9:50 MWF Lab: 1-4 W

First Semester: FREUND

Second Semester: FREUND

### CSCI 223 Software Development (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/csci/csci223.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci223.html))

### CSCI 237(F) Computer Organization (Q)

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating of higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 9:00-9:50 MWF Lab: 1:10-2:25 M,T

TERESCO

### 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, including induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics of study include graph theory, computational geometry, string processing, approximation algorithms, and advanced data structures. In addition, an introduction to complexity theory and the complexity classes P and NP will be provided.

Format: lecture. Evaluation will be based on problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Discrete Mathematics. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

HEERINGA

### CSCI 315 Computational Biology (Same as INTR 315 and Physics 315) (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/csci/csci315.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci315.html))

AALBERTS

### CSCI 318T(F) Numerical Problem Solving (Same as Mathematics 318T) (Q)

(See under Mathematics for full description.)

### CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Mathematics 319 and Physics 319) (Q)

(See under Biology for full description.)

### CSCI 323 Software Engineering (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/csci/csci323.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci323.html))

### CSCI 334(S) Principles of Programming Languages (Q)

This course examines concepts and structures governing the design and implementation of programming languages. It presents an introduction to concepts of compilers and run-time representations of programming languages; features of programming languages supporting abstraction; and programming language paradigms including procedural programming, functional programming, object-oriented programming, polymorphism, and concurrency. Programs will be required in languages illustrating each of these paradigms.



## Computer Science

Format: lecture. Evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination.

Prerequisites: Computer Science 136. *Enrollment limit: 50 (expected: 25).*

Hour: 11:20-12:35 TR

FREUND

### **CSCI 336T(F) Computer Networks (Q)**

In this course, we study the principles underlying the design of computer networks. We will examine techniques for transmitting information efficiently and reliably over a variety of communication media. We will look at the addressing and routing problems that must be solved to ensure that transmitted data gets to the desired destination. We will come to understand the impact that the distributed nature of all network problems has on their difficulty. We will examine the ways in which these issues are addressed by current networking protocols such as TCP/IP and Ethernet. This course will be taught in the tutorial format. Students will meet weekly with the instructor in pairs to present solutions to problem sets and reports evaluating the technical merit of current solutions to various networking problems. In addition, students will be asked to complete several programming assignments involving the implementation of simple communication protocols. There will be a midterm and a final examination.

Format: tutorial. Evaluation will be based on problem sets, programming assignments, and examinations; 60% of a student's final grade will be based on examinations, 40% on problem sets and programming assignments.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference given to seniors, followed by juniors.*

Tutorial meetings to be arranged

MURTAGH

### **CSCI 337T(S) Digital Design and Modern Architecture (Q)**

This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALU's. Final group projects will develop custom logic demonstrating concepts learned in course meetings.

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.*

Tutorial meetings to be arranged

BAILEY

### **CSCI 338T Parallel Processing (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci338.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci338.html))

TERESCO

### **CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)**

This course introduces formal models of computation including finite state automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability—the study of what problems can be solved and what problems cannot be solved. Applications to compiler design and program verification will also be covered.

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: 12:00-12:50 MWF

HEERINGA

### **CSCI 371(S) Computer Graphics (Q)**

In this course, we explore the fundamental techniques for creating and manipulating digital images. These are the techniques underlying PhotoShop, PowerPoint, medical imaging, video games, and movie special effects. Course material covers a broad range of topics including 3D graphics data structures and algorithms, programmable graphics hardware, image processing, and animation. Students will complete a series of programming projects culminating in a realistic renderer for 3D scenes.

Format: lecture/lab. Evaluation will be based on programming assignments and examinations.

Prerequisites: Computer Science 136 (Data Structures) or equivalent programming experience, and Mathematics 211 (Linear Algebra), or permission of the instructor. *No enrollment limit (expected: 18).*

PROJECT COURSE

Hour: 10:00-10:50 MWF

Lab: TBA

MCGUIRE

### **CSCI 373 Artificial Intelligence (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci373.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci373.html))

DANYLUK

### **CSCI 374T Machine Learning (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci374.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci374.html))

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(F) Operating Systems (Q)**

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, and distributed operating systems. The Unix operating system is used as a model to help understand oper-

## Computer Science, Contract Major

ating system concepts.

Format: lecture/laboratory. Evaluation will be based on weekly laboratory assignments that will include significant programming, two written examinations, and a final project that will include programming, written and oral presentation components.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 30 (expected: 20).*

PROJECT COURSE

Hour: 9:55-11:10 TR

TERESCO

**CSCI 434 Compiler Design** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/csci/csci434.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci434.html))

MURTAGH

**CSCI 493(F) Research in Computer Science**

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

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.*

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 a double major, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, *it cannot be pursued in conjunction with another major.*

Students who wish to explore or propose a Contract Major should consult with the Contract Major advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean's Office) which should contain:

- a 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.).
- 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.
- a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

### *Contract Major, Critical Languages*

2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., Africana Studies, area studies programs, Environmental Studies, Women's and Gender Studies, etc.), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will report the decision to the Contract Major Advisor, who will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may postpone notification to students and permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

#### THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

**CMAJ 493(F)-W31, W31-494(S) Senior Thesis**

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

### **CRITICAL LANGUAGES (Div. I)**

*Coordinator, JANE CANOVA*

The Critical Languages Program enables students to study important foreign languages not taught in regular courses at Williams. Hebrew, Hindi, Korean, and Swahili can be studied for one year at the elementary level, and Arabic can be studied at the intermediate level during the spring semester.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP). Students work independently with standard language textbooks and individual cassette tapes for roughly ten hours per week and attend two one-hour group review sessions per week with native-speaking tutors. Language faculty from other institutions conduct the midterm and final exams and determine the final grades.

To be eligible for a 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 Weston Hall. Students must meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

## Critical Languages, Economics

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A Critical Languages course will be scheduled only if and when at least two students are accepted into the course. Students planning to register for the course must attend an organizational meeting the first week of each semester.

*Note: Elementary Arabic and Intermediate Arabic I are offered as regular courses. Please refer to AR-ABIC listing on page 64.*

**CRHE 201(F)-202(S) Hebrew\***

*This course is part of the Jewish Studies concentration.*

**CRHI 201(F)-202(S) Hindi\***

**CRKO 201(F)-202(S) Korean\***

**CRSW 201(F)-202(S) Swahili\***

**CRAB 302(S) Intermediate Arabic II (Same as ARAB 104)\***

*For those students who would like to continue their study of the language, Intermediate Arabic II will be offered as an independent study Spring 2007.*

Prerequisites: ARAB 101-102 and ARAB 103, or demonstrated equivalent and permission of the program coordinator.

## ECONOMICS (Div. II)

Chair, Professor RALPH BRADBURD

Professors: BRADBURD, CAPRIO, HUSBANDS FEALING\*, MONTIEL\*, SCHAPIRO, S. SHEPPARD, ZIMMERMAN\*\*\*. Associate Professors: BAKIJA\*\*\*, BRAINERD, GENTRY, D. GOLLIN, P. PEDRONI\*\*, SHORE-SHEPPARD, A. V. SWAMY\*\*\*. Assistant Professors: CARBONE, DE BRAUW\*, GAZZALE, LOVE, MANI, NAFZIGER, OAK, RAI\*, ROLLEIGH, SAVASER, SCHMIDT\*, WATSON. Senior Lecturer: SAMSON§§. Visiting Professor: FORTUNATO. Visiting Associate Professor: BATTISTI§§. Visiting Assistant Professor: MEARDON. Visiting Lecturer: HONDERICH§.

### 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 253 or 255 Empirical Methods

*Students in the classes of 2007 and 2008: you may satisfy your empirical methods major requirement with either Economics 253 or 255, or Statistics 201 and 346. (The statistical methods course should be taken before any course numbered 400 or above.)*

*Students in the class of 2009 and succeeding classes: you must complete Economics 255 or the equivalent to satisfy your empirical methods major requirement. Please note that Statistics 101 or 201 is a prerequisite from Economics 255. Students in the class of 2009 or later 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 can not be substituted for Economics 255.*

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 prerequisites for Economics Senior Seminars, at least one of which is required for the major. Senior seminars are typically taken during senior year (or in some cases 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.

### 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: With permission of the Chair of the Department of Economics, 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.)

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student to analyze economic issues of social policy. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two

## *Economics*

required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the price system in allocating economics resources and by examining the aggregate processes which determine employment, inflation, and growth. A course in statistical methods, either Economics 255 or alternatively, Statistics 201 plus Statistics 346 (students graduating prior to 2009 may also use Economics 253 to satisfy the statistical methods requirement) equips the major to understand and apply the basic tools of quantitative empirical analysis. Majors must take four electives, in at least three of which they apply parts of the theory learned in the required intermediate theory courses. At least one of the four electives, typically taken in the senior year, must be a "Senior Seminar," an Economics course numbered 450-475. Students must have completed Economics 251 and 252 and have completed the statistical methods requirement before taking a senior seminar.

### *Should I Major in Economics to Prepare for a Career in Business?*

Economics is the study of the allocation of scarce resources among competing ends. As a social science, it is devoted to developing a better understanding of many kinds of human interaction. It is important to stress that training in economics is not the same as training in business management. Businesses have specific goals of their own, including the making of profits, and professional training in business is about learning how to pursue those goals more effectively. This requires learning quite specialized techniques and skills that are not the proper focus of an undergraduate liberal arts education. Our undergraduate economics courses do not focus on these specialized business skills and techniques; therefore, students who major in economics or take many courses in it solely because they believe that it is the subject that is "closest to business" are likely to be frustrated and unhappy in their economics courses. We advise students to acquire a broad exposure to the arts, social sciences and natural sciences, and to major in the subject that most excites them and engages their interest rather than attempt to acquire extensive pre-professional training while undergraduates.

### *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 B.

Prospective majors please note that instructors in all sections of Economics 251, 252, 253, 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 interested in graduate study in economics will need to study more advanced mathematics; see your advisor for specific suggestions. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

Graduate training in economics requires more mathematical sophistication than does undergraduate economics. We encourage students who are considering pursuing a Ph.D. in Economics to take Economics 255, Mathematics 105 (or 106), Mathematics 209, Mathematics 211 and Mathematics 301. As graduate schools also look for evidence of research experience and promise, we strongly encourage interested students to write a senior honors thesis in Economics.

### **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 253 or 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 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 African-American or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

*Note on course numbers:* Courses 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.

**ECON 110(E,S) Principles of Microeconomics (Q)**

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics majors and highly recommended for those non-majors interested in Environmental Studies, Women's and Gender Studies and Political Economy. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam.

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

**Hour:** 8:30-9:45 TR, 9:55-11:10 TR, 2:35-3:50 MR, 1:10-2:25 TF, 2:35-3:50 TF

First Semester: **GAZZALE, BRADBURY, ROLLEIGH**  
Second Semester: **BRAINERD**

8:30-9:45 MWF, 11:00-12:15 MWF

**ECON 120(E,S) Principles of Macroeconomics (Q)**

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international finance. Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

Prerequisite: Economics 110. *Enrollment limit:* 40 (*expected:* 40).

**Hour:** 8:30-9:45 MWF, 8:30-9:45 TR

First Semester: **LOVE, NAFZIGER**

8:30-9:45 TR, 1:10-2:25 TF, 2:35-3:50 TF, 1:10-2:25 MR, 2:35-3:50 MR

Second Semester: **NAFZIGER, MEARDON, SAMSON**



## Economics

### **ECON 203 Gender and Economics (Same as Women's and Gender Studies 203) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/econ/econ203.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ203.html))

SCHMIDT

### **ECON 204(F) Economic Development in Poor Countries (Same as Environmental Studies 234)\***

This is an introduction to the economics and development problems of the poorer countries in Africa, Asia, and Latin America. We shall discover both the roots and the extent of these problems, and explore possible solutions. The course begins by investigating how different socio-historical environments have shaped various third world economies. Then, keeping this in context, it attempts to get an idea of the best feasible policies to tackle a whole range of critical development issues. These issues include poverty and its alleviation, the population explosion, employment and migration patterns, raising education and health standards, and making agriculture and industry more efficient. Finally, we will consider some broader international issues—like patterns of trade, foreign aid, and the international debt crisis.

Each student will be expected to study these issues for an individual country or region, attempting to get an idea of the socio-economic context from reading examples of relevant third world literature.

Format: lecture. Requirements: exams.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 35).*

Hour: 2:35-3:50 TF

A. V. SWAMY

### **ECON 205(F) Public Economics**

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; students who have completed Economics 251 must have the permission of instructor. *Enrollment limit: 40 (expected: 30).*

Hour: 11:00-12:15 MW

BRAINERD

### **ECON 207 China's Economic Transformation Since 1980 (Same as Asian Studies 207) (Not offered 2006-2007)\***

([www.williams.edu/Registrar/catalog/depts/econ/econ207.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ207.html))

DE BRAUW

### **ECON 209 Labor Economics (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ209.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ209.html))

BRAINERD

### **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 difference. Then we will discuss a series of interlinked issues including: 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; migration and reproductive labor; 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: Midterm exam, research paper. Participation in class discussion will count for part of the grade.

Prerequisite: Economics 110.

Hour: 9:55-11:10 TR

HONDERICH

### **ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213) (Not offered 2006-2007) (Q)**

([www.williams.edu/Registrar/catalog/depts/econ/econ213.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ213.html))

### **ECON 215(S) 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.

Prerequisite: Economics 110. *Students who have completed Economics 251 must have permission of the instructor. Enrollment limit: 35 Expected enrollment: 35.*

Hour: 8:30-9:45 MWF

SAVASER

### **ECON 220(F) 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 empirical methods to address key questions in U.S. history. Topics include population growth, agricultural development, industrialization, slavery, government regulation, the Great Depression, and the post-World War II economy. Comparisons will be made to European and non-European experiences. 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: 11:20-12:35 TR

NAFZIGER

**ECON 221(S) Economics of the Environment (Same as Environmental Studies 221) (Q)**

This course provides an introduction to the study of environmental economics. The goal is to convey an understanding of theoretical concepts as they apply to real-world environmental problems. Particular attention is given to situations where the free market fails to provide optimal outcomes. The theory includes externalities, public goods, common property resources, taxes, standards, tradable pollution permits, and inter-temporal discounting. Topics include benefit-cost analysis, non-market valuation, choice of different policy instruments (i.e., command-and-control versus market-based), renewable and non-renewable resource management, economic growth and the environment, and international environmental treaties.

Format: lecture/discussion. Requirements: written problem sets, short essays, midterm and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors.*

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

Hour: 9:55-11:10 TR

CARBONE

**ECON 222(S) Economics of the Arts and Culture**

This course uses the perspectives and tools of economics to analyze questions arising in connection with culture and the arts. 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? If so, why do art museums require donations and public support? 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?

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.*

Hour: 11:20-12:35 TR

S. SHEPPARD

**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, a research paper, and a final exam.

Prerequisite: Economics 110. *Enrollment limited to 19 (expected: 19).*

Hour: 2:35-3:50 TF

SHORE-SHEPPARD

**ECON 235 Urban Centers and Urban Systems (Not offered 2006-2007) (Q)**

([www.williams.edu/Registrar/catalog/depts/econ/econ235.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ235.html))

S. SHEPPARD

**ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2006-2007) (W)\***

([www.williams.edu/Registrar/catalog/depts/econ/econ240.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ240.html))

A. V. SWAMY

**ECON 251(F,S) Price and Allocation Theory (Q)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, one or two midterms, and a final exam.

Prerequisites: Economics 110 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 1:10-2:25 MR, 2:35-3:50 MR, 8:30-9:45 MW

First Semester: CARBONE, BRAINERD

1:10-2:25 MR, 2:35-3:50 MR, 11:00-12:15 MWF

Second Semester: OAK, GENTRY

**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. (*Note: Economics 251 is a prerequisite for Professor Gollin's sections.*) *Expected enrollment: 30.*

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

First Semester: SAVASAR,

8:30-9:45 TR, 9:55-11:10 TR, 11:20-12:35 TR

Second Semester: LOVE, GOLLIN



## Economics

### **ECON 253(F,S) Empirical Economic Methods (Q)**

(Note: For students graduating after 2008, this course will not satisfy the econometrics requirement for the major in Economics. Students in the Class of 2009 and succeeding classes will need to complete Economics 255 or the equivalent.)

An introduction to applied quantitative economic analysis. The course will acquaint students with the empirical dimension in economic research by familiarizing them with the basic empirical methods used by economists and with their strengths and limitations. Emphasis throughout will be on the practical application of the principles being developed. Computer work will be part of the course, but no previous training in computers is expected. Instructors may use elementary calculus in assigned readings, exams, and lectures. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Mathematics 103 or its equivalent and one course in Economics. *Enrollment limit: 35 (expected: 30).*

Hour: 11:00-12:15 MW  
1:10-2:25 TF

First Semester: SHORE-SHEPPARD  
Second Semester: BATTISTI

### **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: 1:10-2:25 TF  
9:55-11:10 TR, 11:20-12:35 TR

First Semester: ZIMMERMAN  
Second Semester: WATSON

### **ECON 299(F) Economic Liberalism and Its Critics (Same as Political Economy 301 and Political Science 333)**

(See under Political Economy for full description.)

## ADVANCED ELECTIVES

### **ECON 351(F) Tax Policy (Q) (W)**

The tax system is a major element of public policy. In addition to raising revenue for government expenditure programs, policymakers use the tax system to redistribute resources and to promote a variety of economic policies. For example, the United States tax system has specific rules to encourage savings, education, and investment. Inherently, many tax policy choices involve trade-offs between equity and efficiency. The purpose of this course is to clarify the goals and possibilities of tax policy, mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), 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.*

Hour: 11:20-12:35 TR

GENTRY

### **ECON 353(F) Decision Theory (Q)**

Studies of decision-making suggest that most people substantially violate even undemanding models of rationality. Are people truly irrational, and, if so, can anything be done about it? This course focuses on normative decision-making (how we should make decisions under general conditions), descriptive decision-making (how we do make decisions under actual conditions), and the contrast between the two. We proceed to a view of prescriptive decision-making, or how we might combine normative and descriptive insights to improve decision-making and judgment. Topics include decision-analytic methods for improving decision-making rigor (e.g., decision trees); microeconomic concepts and tools for optimization problems; game theory as appropriate; insights from cognitive psychology on heuristics (short cuts) that sometimes help, but often distort, decision-making; integrated models of judgment that call for both analysis and intuition; insights from the newly-emerging studies of judgment and wisdom. Until a few years ago, this topic was given normative treatment in departments of engineering, statistics and economics, and was separately taught as a descriptive science in departments of psychology. The apparent value of combining the two into a single, prescriptive analysis of decision-making and judgment has led to a recent wave of interdisciplinary approaches such as the one adopted in this course.

Requirements: multiple problems and case analyses, one project, final exam.

Prerequisites: Economics 251 and Mathematics 104 or higher or permission of instructor. Statistics 101 or 201 helpful but not required. *Enrollment limit: 25 (expected: 25).*

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

FORTUNATO

### **ECON 357T(S) The Strange Economics of College (W)**

This tutorial applies economic theory and econometric techniques in analyzing selected topics relating to the economics of higher education. The intent is not to try to expose you to all aspects of higher education econom-

ics. Instead, we will focus on issues of college access and choice, pricing policy, productivity, economic and non-economic educational returns, academic tenure, selective admission, peer effects, and merit aid.

Format: tutorial; will meet in groups of 3. Evaluation will be based on the economic substance and writing effectiveness of revised drafts of four 8-page papers along with eight 4-page critiques, as well as the quality of the oral presentations and the contribution to tutorial discussions.

Prerequisites: Economics 251. *Enrollment limit: 6 (expected: 6). Preference given to juniors and seniors.*

Tutorial meetings to be arranged.

SCHAPIRO

**ECON 358 International Economics (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ358.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ358.html))

**ECON 359 The Economics of Higher Education (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ359.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ359.html))

**ECON 360(S) International Monetary Economics**

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the “asset market approach” to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements: two hour tests and a choice between a 10-page paper or a comprehensive final.

Prerequisites: Economics 251 and 252. *Enrollment limit: 25 (expected: 25).*

Hour: 1:10-2:25 MR

P. PEDRONI

**ECON 362(S) Global Competitive Strategies**

This course examines the ways in which a country’s factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 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 consists of three broad areas of study. First, we will explore the role of money and its interaction with other economic variables. Second, we will study the role of the central bank and the conduct of monetary policy. Although special attention will be given to the organization and the operation of the Federal Reserve System, other monetary policy regimes will also be considered. Finally, we will look at the role of financial intermediaries (especially banks) in the flow of funds between savers and investors.

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

Prerequisites: Economics 252. *Enrollment limit: 25 (expected: 25).*

Hour: 11:00-12:15 MW

CAPRIO

**ECON 364 Incentives and Information (Not offered 2006-2007) (Q)**

([www.williams.edu/Registrar/catalog/depts/econ/econ364.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ364.html))

RAI

**ECON 366 Rural Economies of East Asia (Not offered 2006-2007)\***

([www.williams.edu/Registrar/catalog/depts/econ/econ366.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ366.html))

DE BRAUW

**ECON 368(F) The Economics of HIV/AIDS**

Peter Piot, Executive Director of UNAIDS, describes the AIDS pandemic as an ‘earthquake in slow motion’ —as big a threat to world peace as terrorism. It is also widely understood as the biggest challenge to economic development in sub-Saharan Africa, as well as presenting a potential disaster for China, India, Ukraine and Russia. Fully understanding the roots, longterm effects, and solutions to this pandemic requires economic analysis; it also challenges many of our existing economic models and pushes us to new understanding.

In this class we will consider the roots of the AIDS pandemic in poverty, ‘unhealthy’ economies, and gender structures. We will discuss competing models predicting the economic impact of the disease, on levels ranging from rural households through corporations to national macroeconomies. We will look at the significance of intellectual property rights in determining the development of, and subsequent access to, different treatments. And we will consider the economics of treatment rollout, including deeply embedded gender issues and debates around the cost effectiveness of different interventions—how should governments and international agencies choose how many resources to allocate to treatment as compared to different kinds of prevention?

Format: seminar. Requirements are a short paper, a research paper, and participation in class discussion, including presenting research in class.

Prerequisites: Economics 251 and 252. *Enrollment limit: 25 (expected: 25). Preference given to Economics majors.*

Hour: 1:10-2:25 TF

HONDERICH

**ECON 369 Agriculture and Development Strategy (Same as Economics 512) (Not offered 2006-2007)**

(See under Economics 512 for full description.)

## Economics

### **ECON 371 Economic Justice (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ371.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ371.html))

ZIMMERMAN

### **ECON 372(F) Public Choice (Q)**

Public Choice is a discipline right at the intersection of economics and political science. In this course we use the basic postulates of rational, utility maximizing behavior to analyze the process of political decision making in a democracy. The course covers topics such as the behavior of voters and politicians in elections, the analysis of legislative policymaking process, the role of the bureaucrats in government, the role of interest groups and money in politics, etc. After having developed a perspective on the way a government “actually” functions (rather than the way it “ought to” function), we will go on to reevaluate the role of the government in the lives of its citizens.

Format: lecture/discussion. Requirements: problem sets, a midterm and a final exam.

Prerequisites: Economics 251, or permission of instructor. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors, then junior Economics majors.*

Hour: 9:55-11:10 TR

OAK

### **ECON 374T(S) Poverty and Public Policy (W)**

Since 1965, the annual poverty rate in the United States has hovered between 10 and 15 percent, though far more than 15 percent of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Food Stamps, Medicaid, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Format: tutorial. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference given to majors if overenrolled.*

Tutorial meetings to be arranged.

SHORE-SHEPPARD

### **ECON 375T Speculative Attacks and Currency Crises (Not offered 2006-2007) (W)**

([www.williams.edu/Registrar/catalog/depts/econ/econ375.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ375.html))

MONTIEL

### **ECON 376 The Economics of Labor (Not offered 2006-2007) (W)**

([www.williams.edu/Registrar/catalog/depts/econ/econ376.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ376.html))

BRAINERD

### **ECON 382(S) Industrial Organization**

This course examines the interaction of firms and consumers in monopoly and imperfectly competitive markets. We begin with an investigation of how firms acquire market power. Using game theoretic models, we then analyze the strategic interaction between firms to study their ability to protect and exploit market power. Aspects of strategic decision-making that we shall study include: price discrimination, product selection, firm reputation, bundling and collusion. We conclude with a discussion of the role of anti-trust policy. Theoretical models will be supplemented with case studies and empirical papers.

Format: lecture/discussion. Requirements: There will be several problem sets as well as a midterm and final examination. A group paper and presentation will also be required.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 25 (expected: 25). Preference given to senior majors.*

Hour: 8:30-9:45 MWF

GAZZALE

### **ECON 383 Cities, Regions and the Economy (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ383.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ383.html))

S. SHEPPARD

### **ECON 384(F) Corporate Finance (Q)**

This course is similar to Economics 317, but it is at a more advanced level and is especially designed for economics and political economy majors. While 317 focuses on financial markets, 384 is a managerial perspective of how managers operate in these markets. This course analyzes the major financial decisions facing firms. Topics include capital budgeting, links between real and financial investments, capital structure choice, dividend policy, and firm valuation. Additional topics may include issues in corporate governance, managerial incentives and compensation, and corporate restructuring, such as mergers and acquisitions.

Format: lecture/discussion. Requirements: problem sets, short projects such as case write ups, midterm, and a final exam.

Prerequisites: Economics 251, 252, and some familiarity with statistics (e.g., Economics 253 or 255). *Enrollment limit: 20 (expected: 20). Preference given to senior Economics majors.*

Hour: 2:35-3:50 MR

GENTRY

### **ECON 385(F) Games and Information (Q)**

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life. Applications include auctions, labor contracts, debt relief, and corruption.

## Economics

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). (Note: this is a math-intensive course. Students must be proficient in calculus and linear algebra in order to understand the course material. )

*Enrollment limit: 25 (expected: 25).*

*Hour: 1:10-2:25 MR*

OAK

### **ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515 and Environmental Studies 386)**

This course considers environmental protection and natural resource management as an element of development policy and planning. Economic concepts are applied to environmental and natural resource problems as they relate to developing countries. Questions to be covered include the following: How do institutions affect patterns of resource use? What is the relationship between economic growth and demand for environmental quality? How does trade affect environmental quality and resource exploitation? What are the tradeoffs between efficiency and equity when it comes to environmental protection and natural resource management? What are strategies for measuring and implementing sustainable development? Course subject matter consists of a combination of analytical models and country-specific studies.

Format: lecture/discussion. Requirements: written problem sets, research paper, midterm and final exam.

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25)*

*Hour: 2:35-3:50 MR*

CARBONE

### **ECON 387 Economic Transition in East Asia (Same as Economics 517) (Not offered 2006-2007)\***

(See under Economics 517 for full description.)

### **ECON 388(S) Urbanization and Development (Same as Economics 521)**

(See under Economics 521 for full description.)

### **ECON 392(S) Finance and Capital Markets**

This course gives a survey of international financial markets and exchange rates. 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 foreign currency 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.

Evaluation will be based on problem sets, midterm, final, a project and class participation.

Prerequisites: Economics 251 and either Statistics 101 or 201 or Economic 253 or Economics 255. *Preference to majors. Enrollment limit: 25 (expected: 25).*

*Hour: 11:00-12:15 MWF*

SAVASER

### **ECON 394(S) European Economic History**

What makes some nations rich and others poor? This course will explore this theme historically by examining European economic growth and development from the early modern period through World War II. Topics include the role of institutional change, government policies, trade and imperialism, agricultural improvements, and industrialization. The perspective 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 some familiarity with statistical methods. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

*Hour: 11:20-12:35 TR*

NAFZIGER

### **ECON 395 Development Finance (Same as Economics 508) (Not offered 2006-2007) (Q)**

(See under Economics 508 for full description.)

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

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Members of the Department

### **ECON 451(F) The Macroeconomics of National Saving**

This seminar provides a detailed examination of topics related to the macroeconomics of national saving (which is the sum of household, corporate, and government saving). Topics include theoretical and empirical analyses of the effects of budget deficits on economic growth; general -equilibrium effects of taxation and government spending; the efficacy of tax-favored saving vehicles, such as 401(k) plans, in promoting national saving and welfare; the effects of national saving on capital accumulation and labor supply; and the intergenerational consequences of deficits and debt. The emphasis in this seminar will be on quantifying the importance of these topics using a combination of econometrics and numerical models. 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: 11:00-12:15 MWF*

LOVE

## Economics

### **ECON 452T(F) Economics of Community Development**

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.*

Tutorial meetings to be arranged.

S. SHEPPARD

### **ECON 456(F) Poverty and Place**

This course explores poverty and inequality in the U.S., with a particular emphasis on the role of places in shaping the experience of poverty and the public response to it. Topics may include residential choice across and within metropolitan areas, residential segregation by race and income, urban labor markets, peer and neighborhood effects, crime and incarceration, local public finance, and the interactions of poverty with public health, family structure, and education. Some time will be spent thinking about how to assess empirical evidence and developing a working knowledge of econometric techniques used in the readings.

Format: seminar/Discussion. Requirements: frequent short writing assignments, oral presentations, computer lab exercises, active participation in class discussion, and a final research paper.

Prerequisites: Economics 251 and Economics 253 or 255 or equivalent. *Enrollment limit: 19 (expected: 19).*

*Preference will be given to senior Economics majors.*

Hour: 9:55-11:10 TR

WATSON

### **ECON 457(F) Public Economics Research Seminar**

In this class, students will learn how to read, critically evaluate, and begin to produce economic research on important and interesting public policy questions. Applications will be drawn 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, taxation, social security, saving behavior, labor supply, anti-poverty policy, health, fiscal policy, political economy, and the economics of crime and corruption. The course will especially emphasize the critical analysis of empirical evidence on public policy questions. There will be a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models.

Format: seminar. Requirements will include a 15- to 20-page research paper (written in stages), a small number of other short written assignments, and a midterm.

Prerequisites: Economics 253 or 255 or the equivalent. Economics 251, and Economics 120. *Enrollment limit: 19 (expected: 19).* *Preference will be given to senior Economics majors.*

Hour: 11:00-12:15 MWF

BAKIJA

### **ECON 459(F) Economics of Institutions**

Why are some countries rich and others poor? There are numerous candidate explanations emphasizing factors ranging from demography to technological innovation to unequal international relations. However, some economists like Douglass North and Mancur Olson have argued that beneath the profusion of proximate causes the quality of a country's "institutions" fundamentally determines its economic prospects. The word "institutions" is used broadly; it can refer to micro-structures like households or macro-structures like the state. The course will survey the literature on institutions and economic development, discussing both developed and developing countries. Readings will largely consist of published journal articles and unpublished work of similar quality. Students should expect to use microeconomic theory and econometrics learned in previous courses. Evaluation will be based on four short papers of 7-10 pages each.

Format: seminar.

Pre-requisites: Economics 251, Economics 253 or 255 or the equivalent. *Enrollment limit: 19 (expected: 19).*

*Preference will be given to senior Economics majors. Students who have already taken Economics 502 will not be admitted.*

Hour: 9:55-11:10 TR

A. V. SWAMY

### **ECON 461(S) Computable General Equilibrium (CGE) Modeling**

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 at least one programming language 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.



## Economics

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: 2:35-3:50 TF

ROLLEIGH

### **ECON 463(S) Financial History**

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 stock market, real estate, canal, railroad, and even tulip 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. 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. Implications and lessons for current financial issues will be discussed throughout. Format: seminar. Evaluation will consist of three short papers, one draft and the final research paper, at least one oral presentation and contributions to class discussions.

Prerequisites: Economics 363, 384 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 1:10-2:25 MR

CAPRIO

### **ECON 464(S) (formerly 367) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)**

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis and forecasting, sources of exchange rate volatility and determinants of long run economic growth. Computer work and programming will be an integral part of the course, but no previous training is expected.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 251, Economics 255 or equivalent, and Economics 360. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 9:55-11:10 TR

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, one short 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: 11:00-12:15 MWF

GAZZALE

### **ECON 466(S) Economic Growth: Theories and Evidence**

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.*

Hour: 8:30-9:45 TR

GOLLIN

### **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.

## Economics

### GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Juniors and seniors majoring in Economics or Political Economy may, with the permission of instructor, enroll in graduate courses given by the Center for Development Economics (described below). A Center course may substitute for an advanced elective in the major with permission of the *chair of the department*.

#### **ECON 501(F) Development Economics I\***

The course examines concepts, tools, and models in contemporary economic theory that have proved relevant to development problems, and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality.

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

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 TR

D. GOLLIN

#### **ECON 502 Development Economics II (Not offered 2006-2007)\***

([www.williams.edu/Registrar/catalog/depts/econ/econ502.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ502.html))

A. V. SWAMY

#### **ECON 503(F) Public Economics**

Public economics is the branch of economics concerned with government expenditure and taxation, focusing primarily on microeconomic aspects of these activities. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what is a good policy?" This seminar will present the basic principles for public economics, and apply them to topics of particular importance in developing countries. The course will begin by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, and equity. Applications include education, health care, aid to the poor, and infrastructure. We then move on to the economics of taxation, considering what kinds of taxes are used in developing countries and how they are designed, the economic and distributional effects of taxation, questions of administration and evasion, and options for reform. Time permitting, we will also address topics such as public enterprises, political economy, and decentralization.

Format: lecture/discussion. Requirements: problem sets, one 5- to 7-page paper, a 15-page final paper, midterm, and a final exam.

Prerequisites: Economics 251. In addition, an empirical methods course (Economics 253, 255, 510 or 511, or Statistics 346) must be taken before or concurrently with this class. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 2:35-3:50 MR

BAKJIA

#### **ECON 505(F) Finance and Development**

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

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

Prerequisites: Economics 251 and 252. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 MW

CAPRIO

#### **ECON 507(S) International Trade and Development**

This course explores foreign exchange problems of developing countries and possible means to deal with them; evolving theories of comparative advantage and their relevance to trade policy; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, external debt, IMF stabilization programs, and the world financial system.

Format: lecture/discussion. Requirements: problem sets, two midterms, and a final.

Prerequisites: Economics 251 and 252; not open to students who have taken Economics 358. *Undergraduate enrollment limited and requires instructor's permission.*

Hour: 1:10-2:25 TF

ROLLEIGH

#### **ECON 508 Development Finance (Same as Economics 395) (Not offered 2006-2007) (Q)**

([www.williams.edu/Registrar/catalog/depts/econ/econ508.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ508.html))

RAI

#### **ECON 509(S) 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

## Economics

independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:00-12:15 MWF

SAMSON

### **ECON 510(F) Statistics/Econometrics**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Admission to 510 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: Problem sets, two hour exams, and a final.

*Enrollment limited to CDE students.*

Hour: 1:10-2:25 MR

WATSON

### **ECON 511(F) Statistics/Econometrics: Advanced Section**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Admission to 511 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 9:55-11:10 TR

SHORE-SHEPPARD

### **ECON 512 Agriculture and Development Strategy (Same as Economics 369) (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ512.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ512.html))

D. GOLLIN

### **ECON 513 Open-Economy Macroeconomics (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/econ/econ513.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ513.html))

### **ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)**

(See under Economics 464 for full description.)

### **ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386)**

(See under Economics 386 for full description.)

### **ECON 516T(S) Customs, Laws and Corruption**

The scope for corruption and the extent to which it is prevalent in a country is a result of the interplay between several factors. These include the legal structure, the specifications of official responsibilities, the effectiveness of enforcement, customs and norms of the specific society, and the resulting social and economic incentives facing personnel in corruptible office. This tutorial will study these factors—both generally and in the context of specific developing economies. Our objective is to understand principles according to which efficient rules can be constructed that optimize economic performance.

Tutorial participants will meet once a week in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a detailed critique of the paper based on concepts and evidence from the readings. The professor will join the discussion after each participant has presented and ask questions that highlight or illustrate critical points. During a semester, each participant will write and present 5 or 6 policy papers and a like number of critiques.

*Enrollment will be limited to 10 students who will meet weekly in five groups of 2. Course is intended for CDE Fellows, undergraduate enrollment limited, and only with permission of the instructor.*

Tutorial meetings to be arranged.

BOSE

### **ECON 517 Economic Transition in East Asia (Same as Economics 387) (Not offered 2006-2007)\***

([www.williams.edu/Registrar/catalog/depts/econ/econ517.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ517.html))

DE BRAUW

### **ECON 518T(S) Child Labor, Education and Development**

This tutorial will explore the phenomenon of child labor, which is disturbingly widespread in developing countries. Child labor is troublesome for at least two reasons: it is inherently abhorrent, and it prevents children from acquiring the education necessary to develop into productive and empowered adults. We will study the process by which adults decide (or are forced) to send children to work, and analyze the effectiveness and sustainability of various policy measures to reduce child labor and improve the welfare of children.

Tutorial participants will meet once a week in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a detailed critique of the paper based on concepts and evidence from the readings. The professor will join the discussion after each participant has presented and ask questions that highlight or illustrate critical points. During a semester, each participant will write and present 5 or 6 policy papers and a like number of critiques.



## *Economics, English*

*Enrollment will be limited to 10 students who will meet weekly in five groups of 2. Course is intended for CDE Fellows, undergraduate enrollment limited, and only with permission of the instructor.*

Tutorial meetings to be arranged.

BOSE

### **ECON 521(S) Urbanization and Development (Same as Economics 388)**

If current rates of growth persist, 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. 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 housing, transportation, fiscal and development policies affected by urbanization? What policy choices are available, and which are likely to be most successful in dealing with the challenges of urban growth?

Format: lecture/discussion. Requirements: a midterm and a final exam, plus two short papers that evaluate specific problems, policy alternatives, and provide some analysis of relevant data.

Prerequisites: Economics 251, 253, 255 or 510 or 511. *Expected enrollment 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 TR

S. SHEPPARD

### **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 KAREN SWANN*

Professors: I. BELL, R. BELL\*\*, BUNDTZEN, CASE\*\*, FIX, KLEINER\*, KNOPP, LIMON\*\*, MURPHY, PYE, RAAB, ROSENHEIM\*\*\*, J. SHEPARD, D. L. SMITH, SOKOLSKY, SWANN, TIFFT. Associate Professor: KENT\*\*. Assistant Professors: CHAKKALAKAL\*, T. DAVIS, MCWEENEY, RHIE, THORNE. Visiting Associate Professors: PETHICA, PAUL. Senior Lecturer: CLEGHORN. Lecturers: BARRETT§, DE GOOYER§§, K. SHEPARD§. Visiting Lecturer: P. PARK. Margaret Bundy Scott Visiting Professor: TUCKER. Bernhard Emeritus Faculty Fellow: GRAVER. Mellon Fellow: WINGARD.

### **COURSES AND COURSE-NUMBERING**

The course offerings in English enable students, whether majors or non-majors, to explore literature in a variety of ways, and to satisfy their interests in particular authors, literary periods, and genres. They emphasize interpretive skills, systematic and critical thinking, and careful attention to the generic, cultural, and historical contexts of literature written in English.

#### **100-LEVEL COURSES**

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills—techniques of reading—as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on 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. Completion of a Gateway course is a requirement for the major.*

#### **300-LEVEL COURSES**

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. They are normally not open to first-year students, although in exceptional cases first-year students may enroll in a 300-level course with consent of the instructor.

#### **400-LEVEL COURSES**

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized

around individual or group presentations on different aspects of a topic. Or a class might be oriented around a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work.

#### ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

#### MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from both the American and British traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

#### Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.
- 2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).
- 3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).
- 4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).
- 5) At least *one* "criticism" course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.
- 6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Period or Criticism requirement *as well as* a Gateway requirement.)

The department will now give one *elective* course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's historical distribution, criticism, or gateway requirements.

#### THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three different routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. The requirements of each are described below. Candidates for the program should normally have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors by April of the junior year. For the Class of 2006, the Director of Honors is Professor John Kleiner.

*All routes require honors students to take a minimum of TEN regular-semester courses (rather than the nine otherwise required for the major), and to devote their senior year winter study course to their honors projects. More specifically:*

Students doing a *creative writing thesis* must, by graduation, take at least *nine* regular-semester courses, and, in addition, take English 497 (Honors Independent Study, fall) and English 031 (Honors Thesis, winter study) during senior year.

Students writing a *critical thesis* must, by graduation, take at least *eight* regular-semester courses, and, in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 031 (Senior Thesis, winter study) during senior year.

Students pursuing a *critical specialization* must, by graduation, take at least *eight* regular-semester courses, and in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 030 (Honors Colloquium: Specialization Route, winter study) during senior year.

A student who is highly-qualified to pursue honors, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a critical thesis or critical specialization over one semester and the winter study term. Since the norm for these projects is a full year, such

## English

permission will be granted only in exceptional circumstances. If granted, the standards for admission and for evaluating the final project would be identical to those that apply to year-long honors projects.

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor, as well as with the director of honors, before April of the junior year. In April, candidates submit a 1-page preliminary proposal that provides as specific a description as possible of the proposed project. The director of honors reviews proposals with the faculty advisor, and then makes a recommendation to the whole department. Students whose proposals are accepted receive provisional admission to the program at this time. Students not admitted to the honors program are advised, when appropriate, about other possible ways of pursuing their interests (e.g., independent studies, regular departmental courses).

Admitted students must consult with their advisors before the end of the spring semester of junior year to discuss reading or work pertinent to writing the formal honors prospectus. This prospectus is a decisive factor in final admission to the program. The prospectus must be submitted to the Director of Honors and the advisor (two copies) by July 30 before the fall of senior year. After reviewing the prospectuses and consulting with advisors, the department's honors committee determines final admission to the program. Applicants are notified during the first week of the fall term.

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do the equivalent of at least B+ work to continue in the program. Should the student's work in the fall semester not meet this minimal standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English 030 or 031) to enroll in English 498 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit to their advisor, on the due dates specified below, three final copies of their written work. While letter grades for honors courses are assigned by the faculty advisor, the recommendation about honors is made by two other faculty members, who serve as readers of the student's work. These readers, after consulting with the faculty advisor, report their recommendation to the whole department, which awards either *Highest Honors*, *Honors*, or no honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the spring semester of the senior year. Highest honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional. All students who are awarded honors participate in a series of informal presentations at the end of the spring term in senior year.

### *Creative Writing Thesis*

The creative writing thesis involves the completion of a significant body of fiction or poetry during the fall semester and winter study of the senior year. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Since a student will most likely include in the thesis writing done in earlier semesters, a creative writing thesis usually involves only the fall semester and the winter study period, rather than the full year allotted to complete the critical essay.

Requirements for admission include outstanding work in an introductory and an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis advisor), a brief preliminary proposal, and the approval of the departmental honors committee. No formal prospectus is necessary. A creative writing thesis begun in the fall is due on the last day of winter study. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

### *Critical Thesis*

The critical thesis involves writing a substantial scholarly and/or critical essay during both semesters as well as the winter study period of the senior year. The formal prospectus, a 2- to 3-page description of the thesis project, should present a coherent proposal indicating the range of the thesis, the questions to be investigated, the methods to be used, and the arguments likely to be considered, along with a brief bibliography.

Significant progress on the thesis, including a substantial amount of writing (to be determined by student and advisor), is required by the end of the fall semester. A first draft of the thesis must be completed by the end of the winter study period. The spring semester is to be devoted to revising and refining the work and to shaping its several chapters into a unified argument. Ideally, the length of the honors essay will be about 15,000 words (roughly 45 pages). In no case should the thesis be longer than 25,000 words, including notes. The finished thesis is due on the second Friday following spring break.

### *Critical Specialization*

The critical specialization route is intended to provide students with an opportunity for making a series of forays into an area of interest that is both broad in scope and related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The critical specialization must be united by a common area of interest, such as a given literary form or historical period, a topic that cuts across several periods, an issue in literary theory, a topic that connects literary and cultural issues, a comparative literature or interdisciplinary topic. Students are encouraged to propose specialization topics of their own devising. The following examples are meant only to suggest the kinds of topics appropriate to a critical specialization: lyric traditions, postmodern narrative, magic realism, Dante and modern literature, Freud and literature, the poet as citizen, new historicist approaches to literature, feminist film criticism.

In addition to reading primary works, the student is expected to read secondary sources, which describe or define issues critical to the area of specialization. The formal prospectus, a 2- to 3-page description of the project, should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. This prospectus should also describe the relation between previous course work and the proposed specialization, and include a brief bibliography of secondary works. The pursuit of the specialization route requires the following: (1) writing a set of three essays, each about 10 pages long (a page being approximately 250 words), which together advance a flexibly-related set of arguments. The first two essays are due by the end of the fall semester, and the third by the end of winter study; (2) developing an extended annotated bibliography (about 4-5 pages long) of selected secondary sources, explaining their importance to the area of specialization (due mid-February); (3) meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) writing a fourth essay of 10-12 pages, the purpose of which is to consider matters that arose during the faculty-student discussion and to reflect on the evolution and outcome of the intellectual journey undertaken by the student. This final essay is due on the second Friday after spring break.

The same three faculty members are involved throughout the assessment process, and the standards and methods of evaluation are the same as for other kinds of honors projects, with the following exception: For the specialization route, the evaluation will also include the student's performance in the discussion with the three faculty readers, and that discussion will include not only the student's writing but also secondary sources.

## COURSES

### 100-LEVEL COURSES (except English 150)

Through small class discussions (limited in size to 19 students per section) and frequent writing assignments, 100-level English courses ask students to develop their skills as readers and as analytical writers. Each course assigns 20 pages of writing in various forms. These courses are prerequisites for taking most other English courses. Students who receive a 5 on the AP English Literature exam may take upper-level courses without first taking a 100-level. *All 100-level English courses are writing intensive.*

#### **ENGL 105 Poetry and Magic (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/engl/engl105.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl105.html))

KNOPP

#### **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.

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

Hour: 10:00-10:50 MWF, 9:00-9:50 MWF, 11:20-12:35 TR, 1:10-2:25 TF

CASE, PETHICA, I. BELL, BUNDITZEN

#### **ENGL 114(F) Literary Speakers (W)**

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how—and with what effects—poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

Format: discussion/seminar. Requirements: a discussion class with emphasis on close reading and frequent, careful writing (about 20 pages, in the form of short papers).

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

Hour: 10:00-10:50 MWF

FIX

#### **ENGL 115(E,S) Narrative and Narrative Experience (W)**

Forming and sharing and thinking about stories is our primary way of organizing experience: through them we make life and the world understandable and open to mastery. In this course we will read narratives across time, from antiquity to the present day, and across their wide diversity of forms, from poetry to novels to comic books, from plays to film and television. We will investigate the ways in which narrative has been put to use as an organizer of experience, and the ways in which it has been put to use in specific historical and political situations. Possible authors and works include Homer, *Sir Gawain and the Green Knight*, Conan Doyle, Joyce, Nabokov, and Shakespeare, among others.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of short papers. No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 11:00-12:15 MWF  
2:35-3:50 TF

First Semester: MURPHY  
Second Semester: MURPHY

#### **ENGL 116(E,S) 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

## English

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 likely read are: James Baldwin, Wayne Booth, J.M. Coetzee, Fyodor Dostoevsky, George Eliot, Henry James, Doris Lessing, Iris Murdoch, Martha Nussbaum, Tim O'Brien, and Jean-Paul Sartre.

Format: discussion/seminar. Requirements: active class participation and five papers totaling 20 pages.

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

Hour: 9:55-11:10 TR

First Semester: RHIE

Second Semester: 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 per section (expected: 19 per section). Preference given to first-year students.* Two sections.

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

THORNE

### **ENGL 120(F,S) The Nature of Narrative (Same as Comparative Literature 111) (W)\***

(See under Comparative Literature for full description.)

### **ENGL 123(F) Borrowing and Stealing: Originality in Literature and Culture (W)**

Someone once said that bad poets borrow and good poets steal, thus suggesting that acts of theft, as well as their subsequent cover-ups, may lie behind some of the best and seemingly most original works of art in history. And it's not just the poets. More recently, an exhibition of artworks that employ copyrighted material, called "Illegal Art," has directly challenged current U.S. copyright law. Given the ubiquity of visual, electronic, and audio sampling in contemporary art, one might wonder if anyone even bothers to create alibis for today's artistic thefts.

This course will investigate ideas about artistic and intellectual influence, inspiration, borrowing, revision, appropriation, and outright stealing. We'll ask a series of questions as we look at a variety of material, mostly literary, but also visual and musical, that troubles ideas about novel and derivative art. What's so original about original art? Where does influence stop and plagiarism begin? What must be forgotten, or remembered, about earlier works of art for a new one to appear to be just that—new? What becomes of our image of the artist as a lone figure of genius in works that make ample use of others' material? The course will consider these questions in part by reading various theories of originality and imitation, as well as recent re-workings of older literary texts, such as a contemporary re-writing of Oscar Wilde's *The Picture of Dorian Gray* by novelist Will Self (in a book sub-titled "An Imitation"). We'll listen to music that relies heavily on the sampling of other works, as well as look at collage art in various forms. In addition we will read new considerations of copyright law by legal scholars to gain some sense of originality's shifting legal status. Throughout, we'll refine our sense of the relations among fiction, art, originality, and imitation by studying some of the best acts of artistic and intellectual theft of the recent past. Possible authors and works to be studied include Wordsworth and Coleridge, Oscar Wilde, Sigmund Freud, Vladimir Nabokov, Andy Warhol, Will Self, and essays on copyright law.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of frequent short papers, active class participation, and the possibility of a final creative project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first year students. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 11:00-12:15 MWF

MCWEENY

### **ENGL 125 After The Tempest (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/engl/engl125.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl125.html))

DE GOOYER

### **ENGL 126(S) Stupidity and Intelligence (W)**

Stupidity fascinates authors, and they do not merely despise it—they feel it and make us feel it. Why? Around the same time that psychologists began measuring and ranking intelligence—and stupidity, under various names, of course occupied the space below (average) intelligence—literary authors were finding types of stupidity within intelligence. What is stupidity? Why can't it stay sequestered from intelligence? Is there such a thing as literary stupidity? (Can one be specifically a bad reader not only of books but of life?) What are the problems of intelli-

## English

gence? We shall be reading stories, novellas, novels, and plays by Melville, Poe, Henry James, Kafka, Borges, Stoppard, Faulkner, Flaubert, and others.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

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

Hour: 8:30-9:45 TR

LIMON

### **ENGL 128 Documentary Film (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/engl/engl128.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl128.html))

ROSENHEIM

### **ENGL 129(F) Twentieth-Century Black Poets (W)\***

From Langston Hughes to contemporary poets such as Amiri Baraka and Angela Jackson, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Format: discussion/seminar. Requirements: twenty pages of writing in the form of a journal on the readings and several short papers.

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

Hour: 11:00-11:50 MWF

D. L. SMITH

### **ENGL 134(F) New American Fiction (W)**

An exploration and examination of the very recent (last ten to twenty years) development of American fiction. A discussion class in which we will examine short stories and/or novels by such writers as Tobias Wolff, Annie Proulx, Lorrie Moore, Rick Moody, Junot Diaz, Jhumpa Lahiri, and Tim O'Brien.

Format: discussion/seminar. Evaluation will be based on class participation, four short papers, and a final paper.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students. Two sections.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

K. SHEPARD

### **ENGL 137 Shakespeare's Warriors and Politicians (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/engl/engl137.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl137.html))

BUNDTZEN

### **ENGL 141(F) John Keats (W)**

An easeful concentration distinguishes John Keats's superlative poetic gift. Something like it also animates the letters he wrote to family and friends: an unpretentious readiness to chat about this or that will suddenly flare up into insights that last an hour, a week, a lifetime. Even the poet's career fits this model. Nothing to write home about when he got started in his late teens, the poetry of Keats rose, within the few years he had left, to the highest lyric order, thing after thing of that beauty which, a Grecian urn whispered, was also truth. A focussed semester will let us read just about everything Keats wrote in prose and verse, together with a recent biography to help us place what we read within the developing arc of a career pursued under mortal pressure, and with a grace that we'll look for in the man as well as the words.

Format: discussion/seminar. Requirements: several short papers, one longer one, a little poetry-writing on the side.

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

Hour: 8:30-9:45 TR

TUCKER

### **ENGL 145(S) Reading and Writing Science Fiction (W)**

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both forms of writing—the disciplined articulation of brainy thoughts and mighty feelings—are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together—a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and a critical essay. Assigned readings will include stories and essays by Terry Bisson, Octavia Butler, Rachel Pollack, Samuel R. Delaney, Karen Joy Fowler, Carol Emshwiller, and John Crowley.

Format: discussion/seminar. Requirements: active participation in class and a minimum of 20 pages of writing, both critical and creative.

No prerequisites. *Enrollment limit: 19 (expected 19). Preference given to first-year students. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 8:30-9:45 TR

P. PARK

### **ENGL 146(F) Defining Forms: Genre and Interpretation (W)**

A writer or artist or filmmaker who decides to create something inevitably has to choose what kind of thing he or she is going to make. And that choice of form—whether it be a sonnet or a slasher film—affects the artist's rendering of reality. What is more, our understanding of a work of art is often informed by what kind of work we think it is; in order to interpret a work of art we often group it with other works by content, form, or style. Genre, then, is significant in both the creation and understanding of any work of art. This of course raises all kinds of questions: How do genres shape the ways we understand our experience? How do different imaginative forms



## English

relate to reality—in other words, how do they reflect and/or frame reality for us? How is our understanding of experience mediated by literary and artistic forms? In what ways do different genres serve as barometers of social and cultural concerns? Do certain genres promote certain values or ideological assumptions? Does a writer's taking up a particular genre constrain creativity or enable it? To try to answer some of these questions we will read from a number of poetic genres (love sonnets, dramatic monologues, etc.) and then examine several revenge tragedies; we will also look at some painting (particularly Dutch genre painting), and several film genres (including westerns and gangster films).

Format: discussion/seminar. Requirements: three short papers (5-7) pages and several shorter writing assignments, as well as active class participation.

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

Hour: 11:00-11:50 MWF

DE GOOYER

### **ENGL 147 Asian American Literature (Same as American Studies 147) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

([www.williams.edu/Registrar/catalog/depts/engl/engl147.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl147.html))

RHIE

### **ENGL 148(F) Life as Fact and Fantasy (W)**

"We tell ourselves stories in order to live," writes Joan Didion, suggesting that the urge to create narrative is basic to our understanding of ourselves, more basic, perhaps, than the need to understand our existence completely and accurately. This class will examine the meaning of truth when it is applied to the way we understand our lives. We'll look at the philosophical foundations of the idea that life may be examined objectively and at the ways in which various authors have responded to the impulse to make stories of their lives. Is identity necessarily a mystery? Is "creative nonfiction" a contradiction in terms? Reading will include literature—factual and fictional—by Plato, Hume, Defoe, Chekhov, Tolstoy, Capote, Didion, Frey and others.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

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

Hour: 2:35-3:50 TF

J. PAUL

### **ENGL 150(F) Expository Writing (W)**

This is a course in the basic challenges of expository writing. It is not designed for students interested in writing prose fiction or in simply polishing their style. Its goal is to teach students how to write a clear, well-argued, intelligible and interesting analytical paper. Readings will be taken from a writing handbook and a collection of essays.

Format: discussion/workshop. Requirements: a substantial amount of writing will be assigned in the form of short essays. As part of the Critical Reasoning and Analytical Skills initiative, this course will also ask students to actively engage in a variety of techniques to improve their reasoning and analytical skills.

Prerequisites: First-year students interested in taking this course should take the English Placement Exam given during First Days. All other students should contact the instructor prior to the first day of classes and be prepared to submit a writing sample. Priority given to First-year students. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-2:25 MR

K. SHEPARD

### **ENGL 150(S) Expository Writing (W)**

This is the same course as English 150(F), except that admission to the course in the spring semester is determined not by diagnostic examination, but by the permission of instructor.

No prerequisites. *Enrollment limit: 12 (expected: 12).*

Hour: 9:55-11:10 TR

P. PARK

## **200-LEVEL COURSES**

### **ENGL 201(F,S) Shakespeare's Major Plays**

A consideration of about eight to ten of Shakespeare's major plays, with particular attention to his uses of language, his developing powers as a dramatist and poet, and the critical and theatrical possibilities of his works. Requirements: vary by section, but usually include two papers, sometimes a midterm exam, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 per section (expected: 35 per section).*

Three sections.

(Pre-1700)

Hour: 9:55-11:10 TR

First Semester: RAAB

2:35-3:50 MR

Second Semester: PYE

### **ENGL 202(S) 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, *Arcadia*; and McDonagh, *A Skull in Connemara*.

Format: lecture/discussion. Requirements: two 5-page papers, regular journal entries or postings, a final exam, and active participation in class discussions.

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

(Post-1900)

Hour: 11:00-11:50 MWF

PETHICA



**ENGL 203 Reading Films (Same as Comparative Literature 223)** (Not offered 2006-2007; to be offered 2007-2008)  
([www.williams.edu/Registrar/catalog/depts/engl/engl203.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl203.html))

KLEINER and ROSENHEIM

**ENGL 204(F) The Feature Film (Same as Comparative Literature 224)**

An introduction to film narrative. The major emphasis will be on the formal properties of film as a medium for telling stories, but attention will also be given to theoretical accounts of the nature of cinema, to genre, and to significant developments in the history of cinema. Students will view films by such directors as Keaton, Welles, Kurosawa, Hitchcock, Sirk, Polanski, Scorsese and Spielberg. Critical readings will be assigned.

Format: lecture/discussion. Requirements: one short written exercise; one 6-page paper; a midterm and a final exam.

No prerequisites. Enrollment limit: 90 (expected: 90). Preference given as follows: (1) English and Comparative Literature majors; (2) sophomores; (3) junior non-majors; (4) senior non-majors; (5) first-year students.

(Post-1900)

Hour: 11:00-12:15 MWF

ROSENHEIM and J. SHEPARD

**ENGL 206 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and Theatre 226)** (Not offered 2006-2007; to be offered 2007-2008)

(See under Theatre for full description.)

**ENGL 209(F) American Literature: Origins to 1865 (Same as American Studies 209)**

What is American literature? This course will examine the variety of answers that have been made to this question, and the way that those answers differently articulate both what counts as "America" and what counts as literature. One tradition will be at the center of the story: from Puritans (such as the poets Edward Taylor and Anne Bradstreet, and the theologian Jonathan Edwards) through the major writers of the American Renaissance (Emerson, Hawthorne, Thoreau). Along the way, we will consider other American traditions as well: Native American trickster stories, conquistador literature. In the eighteenth century, we will take up such Enlightenment writers as Jefferson and Franklin; in the nineteenth, such abolitionist writers as Douglass and Jacobs. Working through the differences among different figures, eras, and genres we will be asking what makes a literary *tradition*: temporal progression, thematic consistency, national identity, etc.? And consider, too, what the way we construct American literature means for our understanding of the nation today.

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

Prerequisites: a 100-level English course, except 150. Enrollment limit: 40 (expected: 40).

(1700-1900)

Hour: 2:35-3:50 MR

D. L. SMITH

**ENGL 210(S) American Literature: 1865-Present (Same as American Studies 210)**

This course is designed to provide an introduction to American literature from the post-Civil War period to the present. Beginning with Walt Whitman and Emily Dickinson, we will read a series of influential American texts—both fiction and poetry. We will situate these works not only within the literary movements of the time (e.g., realism, modernism, and postmodernism), but also within other important historical and cultural occurrences (e.g., immigration and migration, civil rights, commodity culture). Throughout, the emphasis will be on the diverse, sometimes conflicting traditions that make up the American literary canon. Readings may include works by such authors as Twain, Chopin, Chesnutt, Hemingway, Hughes, Hurston, Faulkner, Ellison, Ginsberg, Pynchon, Morrison, and Cisneros.

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

Prerequisites: a 100-level English course, except 150. Enrollment limit: 40 (expected: 40).

(Post-1900)

Hour: 1:10-2:25 MR

CLEGHORN

**ENGL 211(F) British Literature: Middle Ages Through the Renaissance**

This course is a survey of English literature from the tenth to the mid-seventeenth century. Readings will include works by the major figures of the period—Chaucer, Marlowe, Shakespeare, Spenser, Donne—and examples of the major genres—plays, romances, sonnet sequences and dirty stories.

Format: lecture/discussion. Requirements: frequent short exercises, two 5- to 7-page papers, midterm and a final exam.

Prerequisites: a 100-level English course, except 150. Enrollment limit: 25 (expected: 20). Preference given to sophomores and to first-year students who have placed out of 100-level courses.

(Pre-1700)

Hour: 11:00-12:15 MWF

KNOPP

**ENGL 212(S) British Literature: Restoration Through the Nineteenth Century**

A survey of the major movements and figures of English literature from the mid-seventeenth century through the nineteenth century: Neo-classicism, Romanticism, and Victorianism; and such authors as Milton, Pope, Swift, Johnson, Wordsworth, Shelley, Byron, Keats, Tennyson, Arnold, and the Brownings. The course looks at how artistic forms and strategies change over time and also at how the language and style of the text engage political and social concerns along with inward, individual life.

Format: lecture/discussion. Requirements: class participation, weekly email responses, two 4- to 6-page papers, an hour test, and a final exam.

Prerequisites: a 100-level English course, except 150. Enrollment limit: 25 (expected: 25).

(1700-1900)

Hour: 2:35-3:50 TF

BUNDTZEN

## English

### ENGL 214(F) Writing for the Theatre (Same as Theatre 214)

(See under Theatre for full description.)

### ENGL 216(S) Introduction to the Novel

A team-taught lecture course on the development of the novel as a literary form. Texts include: Henry Fielding's *Tom Jones*; Jane Austen's *Emma*; Charles Dickens' *Great Expectations*; James Joyce's *A Portrait of the Artist as a Young Man*; William Faulkner's *The Sound and the Fury*; Vladimir Nabokov's *Lolita*; and Toni Morrison's *Song of Solomon*. Occasional sessions will be scheduled during the term for informal discussions and questions.

Format: lecture. Requirements: midterm and final exams, and occasional short writing exercises. .

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 100 (expected: 100).*

Hour: 10:00-10:50 MWF

R. BELL and FIX

### ENGL 220(S) Introduction to African-American Writing (Same as American Studies 220)\*

This course will examine texts by some of the most influential African-American writers, analyzing the common themes and narrative strategies that constitute what may be defined as an African-American literary tradition. Authors to be considered may include Phillis Wheatley, Frederick Douglass, W. E. B. DuBois, Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Toni Morrison, and Ishmael Reed.

Format: discussion/seminar. Requirements: a series of quizzes, three short papers, and possibly a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 (expected: 35).*

(Post-1900)

Hour: 2:35-3:50 MR

D. L. SMITH

### ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)

(See under Maritime Studies for full description.)

### ENGL 243 Words and Music in the 60s and 70s (Same as INTR 165 and Music 112) (Not offered 2006-2007; to be offered 2007-2008)

(See under IPECS—INTR 165 for full description.)

R. BELL and W. A. SHEPPARD

### ENGL 244T Kids (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/engl/engl244.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl244.html))

K. SHEPARD

### ENGL 248T(S) Bearing Witness (W)

"And I only am escaped alone to tell thee," says the messenger who reports back to Job the disaster he has witnessed. This course will focus on the figure of the "sole survivor," the one who alone returns from a harrowing ordeal to tell the world the story of what happened. We will ask: what motives and pressures propel the lone survivor to narrate the experience s/he has undergone? how do these pressures influence the shaping of the story? In what ways do the stories of "sole survivors" become part of a collective, social account? In the first section of the course, students will read a number of pre-20th-century narratives of "sole survival," including the books of *Job* and *Ezekiel* from the *Old Testament*, Dante's *Inferno*, and Blake's *Marriage of Heaven and Hell*. The final two sections of the course will each focus on a 20th-century historical event in which survivor testimony has played an important role: the Holocaust (here, materials will include Lanzmann's documentary film *Shoah*, Primo Levi's *Survival in Auschwitz*, the poetry of Paul Celan, and Art Spiegelman's *Maus*); and the proceedings of South Africa's Truth and Reconciliation Commission following the dismantling of apartheid (here, materials will include transcripts of testimony, the Handspring Theater's *Ubu and the Truth Commission*, and Antjie Krog's *Country of my Skull*).

Format: tutorial. Students will meet in pairs with the instructor once a week; one student will present a short analytical paper on the texts covered that week, and the other will write a response paper and join the instructor in a discussion of both papers. Evaluation will be based on the quality of written work, discussions and oral presentations.

Prerequisite: 100-level English course, except 150. *Enrollment limit: 10 (Expected: 10). Preference given to sophomores.*

(Post-1900)

Tutorial meetings to be arranged.

SWANN

### ENGL 249T(F) Hitchcock and Psychoanalytic Theory (W)

While Alfred Hitchcock is best known as the creator of many of Hollywood's most entertaining and enduringly popular movies, his films have also inspired a large body of impressively searching theoretical and critical work, particularly in the field of psychoanalytic film criticism. In this tutorial course, intended primarily for sophomores who have already taken an introductory course in cinema, we will use several of Hitchcock's films as the staging ground for explorations of psychoanalytic theory and its applicability to popular culture. We will not be concerned with applying psychoanalytic ideas to Hitchcock's life, as if they constituted the hidden key to the significance of his filmmaking. Rather, we will explore the ways in which psychoanalytic paradigms might illuminate the psychology and behavior of his characters, the narrative structures of his films, and the nature and dynamics of a spectator's engagement with the films. Topics to be discussed will include sadism and masochism, voyeurism, the uncanny, fetishism, incest and oedipal conflict, repression, and the strange itineraries of desire. No prior knowledge of psychoanalytic theory is assumed; indeed, this course is meant to serve in part as a brief introduction to Freudian theory, which will provide the focus of the opening weeks of the course. After this basic foundation has been laid, readings in psychoanalysis will focus on particular psychoanalytic concepts and phenomena which have special relevance to a given film. Assignments will include theoretical writing by Freud above all, but also contemporary feminist, queer, and film theory and criticism by such authors as John Berger,

## English

Eve Kosofsky Sedgwick, Laura Mulvey, Tania Modleski, Christian Metz, Mary Ann Doane, and Stephen Heath. Films to be studied will include *Rebecca*, *Strangers on a Train*, *Notorious*, *Spellbound*, *Shadow of a Doubt*, *Rear Window*, *Vertigo*, and *Psycho*. A week's assignment, apart from writing, will normally comprise one film screening and one to three essays on psychoanalytic theory and/or film criticism.

Format: tutorial. Requirements: After two weeks in which we will meet as a group to discuss Freudian theory, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading, viewing, and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisites: a 100-level English course (except English 150), and English 203 or English 204 or equivalent basic training in film analysis. *Enrollment limit: 10 (expected: 10). Preference given to sophomores; first-year students who have placed out of the 100-level prerequisite and taken English 204 may also be admitted, as may upperclassmen if space permits.*

(Post-1900)

Tutorial meetings to be arranged.

TIFFT

### **ENGL 250(F) Revolutionary African Literature (Same as Africana Studies 140 and Comparative Literature 218)\***

(See under Africana Studies for full description.)

### **ENGL 251(S) Defining the African Diaspora (Same as Africana Studies 160 and Comparative Literature 214)\***

(See under Africana Studies for full description.)

### **ENGL 252(S) South African and American Intersections (Same as Africana Studies 260 and Comparative Literature 258)\***

(See under Africana Studies for full description.)

### **ENGL 253(F) Contemporary African American Literature (Same as Africana Studies 240)\***

(See under Africana Studies for full description.)

### **ENGL 257(S) The Personal Essay (W)**

The personal essay as a literary form has been the site of some of the most inventive and beautiful writing of recent decades; it is also a form with a long history. This is a course in creative writing, but much of our time will be given over to literary analysis and imitation. We will trace the history of the form—beginning with essays by Michel de Montaigne, continuing through the eighteenth, nineteenth and twentieth centuries (Samuel Johnson, Henry David Thoreau, Virginia Woolf, George Orwell, James Baldwin, James Agee, Truman Capote, Hunter S. Thompson), and moving into the present. Of contemporary work we will focus primarily on American essayists: including Joan Didion, Annie Dillard, Harry Crews, Nicholson Baker, John Edgar Wideman, Alice Walker, David Foster Wallace, Geoff Dyer, Anne Carson. As this list of names suggests, we will explore the wide range of writing described by the term “personal essay” including literary journalism, creative nonfiction, memoir and the lyric essay. Throughout the semester we will consider the particular challenges of this form in respect to point of view, tone, truth-telling and narrative structure.

Format: seminar. Evaluation will be based upon class participation (seminar and writing workshop format) and writing (critical and creative essays).

Prerequisites: 100-level English course or AP equivalent. *Enrollment limit: 15.*

Hour: 11:00-12:15 MWF

CLEGHORN

### **ENGL 260(F) Games, Play and Virtual Worlds (Same as INTR 260)**

(See under IPECS—INTR 260 for full description.)

### **ENGL 284 Adaptation: Words into Images (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/engl/engl284.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl284.html))

COCHRAN

### **ENGL 285(S) Religion in Black Film, Media, and Literature (Same as Africana Studies 285 and Religion 229)\***

(See under Africana Studies for full description.)

### **ENGL 286(F) Constructing Black Lives in Film and Literature (Same as Africana Studies 286)\***

(See under Africana Studies for full description.)

### **ENGL 287(F) Topics in Asian American Literature\* (Same as American Studies 283)\***

(See under American Studies for full description.)

## **GATEWAY COURSES**

200-level “Gateway” courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. (*Note: a Gateway course can fulfill a Period or Criticism requirement as well as a Gateway requirement. Students contemplating the English major are strongly urged to take a Gateway course by the end of Sophomore year.*)

### **ENGL 222(F) Studies in the Lyric (Gateway) (W)**

This discussion course is designed to introduce students considering the major to the study of lyric poetry by raising three fundamental questions: How does one read a lyric? How does one talk about a lyric? How does one

## English

write about a lyric? In the first half of the course we will read groups of poems from a range of historical periods in order to examine the various elements that make up a poem (line breaks, tone, image, versification, form, lyric audience). In the second half of the course we will focus on two writers, John Donne and Robert Frost, to see how an individual poet uses and adapts lyric conventions to develop a distinctive style and vision.

Format: discussion/seminar. Requirements: active class participation and frequent short writing assignments. Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

(Pre-1700 or Post-1900)

Hour: 2:35-3:50 MR

I. BELL

**ENGL 225 Romanticism and Modernism (Gateway)** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/engl/engl225.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl225.html))

MURPHY

**ENGL 230(F,S) Introduction to Literary Theory (Gateway)** (Same as Comparative Literature 240) (W)

In this course we will engage with the major arguments in the field of literary theory. Yet it is important that this is not a catch-all survey class; rather, we will be conducting a continuing debate about the nature of literary meaning and the relationship of such meaning to political and moral problems. Thus we will ask, What determines the meaning of a text? How can an interpretation of a literary work be deemed true or false? Is the relationship of literature to politics foundational or peripheral? Is criticism a moral practice? Readings include W. K. Wimsatt and Monroe Beardsley, Paul De Man, Stanley Fish, Judith Butler, Anthony Appiah, Richard Rorty, and Martha Nussbaum.

Format: discussion/seminar. Requirements: several short papers amounting to 20 pages of writing and an in-class presentation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

(Criticism)

Hour: 1:10-2:25 TF

9:55-11:10 TR

First Semester: T. DAVIS  
Second Semester: T. DAVIS

**ENGL 235 Comedy/Tragedy (Gateway)** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/engl/engl235.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl235.html))

KLEINER

**ENGL 236 Witnessing: Slavery and Its Aftermath** (Same as Africana Studies 236) (*Not offered 2006-2007; to be offered 2007-2008*) (Gateway) (W)\*

([www.williams.edu/Registrar/catalog/depts/engl/engl236.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl236.html))

CHAKKALAKAL

**ENGL 237(S) Gender and Desire 1200-1600** (Same as Comparative Literature 237 and Women's and Gender Studies 237) (Gateway) (W)

The Middle Ages invented—and the Renaissance refined—the notion of “courtly love”—the humble devotion of an adoring knight to a beautiful but distant lady. In both its medieval and early modern versions, courtly love institutionalized the notion of the desiring male subject and the desired female object that continues to reverberate in contemporary culture. But medieval and Renaissance works do not always, or even usually, endorse these positions uncritically, and even works that elevate heterosexual love open up surprisingly large spaces for other kinds of desire. What does it mean, for example, that the fountain of Narcissus occupies the center of the garden of courtly love in the *Romance of the Rose*? That despite the Lover's proclaimed desire to “possess” the Rose, it is the male God of Love he kisses on the mouth? Shakespeare's comedies end famously with triple and quadruple marriages, but how should we read the cross-dressing and gender confusion that occupy so much of the plots beforehand? As we explore these and other issues, we will supplement our literary readings with theoretical texts drawn from medieval and Renaissance treatises as well as contemporary feminist, psychoanalytic, and queer theory. The goal of the course is to sharpen critical reading and writing skills across a broad range of literary forms and historical, cultural and aesthetic values.

Format: discussion/seminar. Requirements: class participation, four or five papers of varying lengths including one revision, and occasional oral reports.

Prerequisite: a 100-level course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

(Pre-1700)

Hour: 11:00-12:15 MWF

KNOPP

**ENGL 245(F) Arts of Detection (Gateway) (W)**

In this course, we'll consider detective fiction in the largest sense of that designation, works from *Oedipus Rex* to Hitchcock's *Rear Window*, from Freud's Case Histories to Faulkner's small town Gothics, from potboilers to *Othello*. What can these works tell us about interpretive method? (In literature, as in life, we're all detectives, of course.) And what can these works tell us about the precise grounds of readerly pleasure? (What propels us when we don't know? what propels us when we already know too much?)

Format: discussion/seminar. Requirements: lively participation, twenty pages of writing in the form of short critical papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

Hour: 11:20-12:35 TR

PYE

**ENGL 246 The Novel and Globalization (Gateway) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/engl/engl246.html)

THORNE

**ENGL 256(S) Culture and Colonialism: 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 Kanuk's *The Fast Runner*, an Inuit feature released in 2001.

Requirements: three papers with revisions.

Prerequisite: a 100-level English course (except 150). *Enrollment limit 19 (expected: 19). Preference given to sophomores.*

(Criticism)

Hour: 1:10-2:25 TF

THORNE

**ENGL 258(S) Poetry and the City (Gateway) (W)**

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Arnold, Yeats, Crane, Moore, Auden, Hughes, Bishop, Ginsberg, Baraka, and Ashbery. We will also draw on essays by Simmel, Benjamin, Williams, Canetti, and Davis; photographs by Hines, Weegee, and Abbott; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Vertigo*, *Breathless*, and *Collateral*.

Format: discussion/ seminar. Requirements: four or five short essays, including at least one revision.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to sophomores and English majors who have yet to take a Gateway.*

(1700-1900 or Post-1900)

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

SOKOLSKY, MCWEENY

**300-LEVEL COURSES****ENGL 302 Philosophy and Poetry: Ancient Quarrels and Modern Questions (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/engl/engl302.html)

RHIE

**ENGL 305(S) Chaucer**

A study of the *Canterbury Tales* in their literary, linguistic, and historical contexts. The goals of the course are to make students comfortable and confident with Middle English, and to give them a strong critical grasp of the qualities that make Chaucer one of the undisputed "giants" of the English literary tradition and perhaps its greatest comic writer. Combination lecture and discussion.

Requirements: Frequent quizzes and practice in reading aloud. Evaluation will be based on the quizzes, one or two 5- to 7-page papers, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15-20). Preference given to English majors.*

(Pre-1700)

Hour: 2:35-3:50 MR

KNOPP

**ENGL 307(F) Arthurian Literature**

A study of the origins of the Arthurian story in Welsh history and folklore and a survey of its development and transformations in the romance literature of England and the Continent, from Chrétien de Troyes to Thomas Malory, circa 1100-1500. We will pay special attention to the ways in which British/English nationalism, Celtic magic, French courtly values (those connected with love and chivalry in particular), and Christian morality combine and recombine to produce ever new meaning in familiar elements of the plot: Arthur's birth and establishment as king, the fellowship and adventures of his followers, the adulterous love triangle, the Quest for the Holy Grail, and, finally, Arthur's death.



## English

Requirements: several short papers or journal postings, two 5-7 page papers, and a final exam.  
Prerequisite: a 100-level English course, except 150. *Enrollment limited to 25 (expected: 20). Preference given to English majors.*

(Pre-1700)

Hour: 1:10-2:25 MR

KNOPP

**ENGL 312T Early Modern Women Writers and the Art of Renaissance Self-Fashioning (Same as Women's and Gender Studies 312) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/engl/engl312.html)

I. BELL

**ENGL 313(S) Interpretation and Doubt: Shakespeare's Poems and Plays**

This course begins with Shakespeare's Sonnets, some of the most mysterious, haunting, and widely debated poems in the English language. Much of what happens in the sonnets is so intimate, so fraught with desire and potential scandal, that Shakespeare only hints at what cannot be said. Brilliantly crafted sonnets exist in tension with the unstable, distraught speaker in the poems, who, like characters in the plays, is embroiled in events and relationships he only partially comprehends. The interpretive crisis precipitated by the sonnets is reenacted over and over again in "A Lover's Complaint," *Much Ado about Nothing*, *All's Well that Ends Well*, *Hamlet*, *Othello*, *Antony and Cleopatra*, and *A Winter's Tale*. We will explore questions of interpretation and cause for doubt in all these texts. How do interior thought and external circumstance, self-representation and rhetorical persuasion, truth and deception interact? To what extent do the love affairs in the comedies, tragedies, and romances, like the lovers' triangle between the sonnet speaker, the young man, and the dark lady, inscribe or expose sexual stereotypes? How can judgment and interpretation proceed when doubt continually complicates and unravels "simple truth"?

Format: discussion/seminar. Requirements: weekly journal entries, two short papers, and a final 8- to 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(Pre-1700)

Hour: 1:10-2:25 MR

I. BELL

**ENGL 314(F) Renaissance Drama (Same as Theatre 315)**

A consideration of some of the major playwrights of the English Renaissance, and some of the most lurid and ravishing literary material you're likely to find anywhere. Among the readings will be Kyd's *The Spanish Tragedy*, Marlowe's *Doctor Faustus*, Middleton's *The Changeling*, Marston's *The Malcontent*, Webster's *The Duchess of Malfi*, and Jonson's *Volpone*.

Requirements: active class participation and 15-20 pages of writing.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(Pre-1700)

Hour: 9:55-11:10 TR

PYE

**ENGL 315(F) Milton**

A study of several of Milton's major works, emphasizing his development as a poet. Readings will include "On the Morning of Christ's Nativity," "L'Allegro," "Il Penseroso," "Lycidas," *Paradise Lost*, some sonnets, and some passages from "Areopagitica."

Format: discussion/seminar. Requirements: two 5-page essays, and a 10-page final essay.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(Pre-1700)

Hour: 2:35-3:50 MR

DE GOOYER

**ENGL 316 The Art of Courtship (Same as Women's and Gender Studies 316) (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/engl/engl316.html)

I. BELL

**ENGL 320T Marlowe and Shakespeare (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/engl/engl320.html)

KLEINER

**ENGL 321(S) Samuel Johnson and the Literary Tradition**

Johnson has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the English Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and to sharpen our understanding of the relationships between his standards and our own.

Format: discussion. Requirements: two papers and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Criticism or 1700-1900)

Hour: 2:35-3:50 TF

FIX

**ENGL 322T(S) 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 Jane Austen, Charles Dickens, Harriet Beecher Stowe, Gustave Flaubert, and Mark Twain. The history of the novel in the nineteenth century is one of contending ambitions: social commentary, popular entertainment, and “high” art. Studying this period of literary history is, therefore, ideally suited for an inquiry 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. Students will be evaluated on their written work, their oral presentations of that work, their analyses of their colleague’s work, and on a final, comprehensive essay that will address the themes engaged in the tutorial.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(1700-1900)

Tutorial meetings to be arranged.

T. DAVIS

**ENGL 324(F) Topics in Eighteenth-Century Literature**

While not a survey, this course will explore a wide range of literature of the eighteenth century. Topics and areas of possible focus might be: the invention of what we would call public discourse at the beginning of the century, in satires and in newspapers; the development of the novel; the appearance of a female reading public, and the associated increase in the number of popular, publishing women writers; the beginnings of American literature; the literature of feeling and sensibility; and the ways the growing British Empire is enabled by and depicted in culture. Possible authors studied might include Jonathan Swift, Alexander Pope, Eliza Haywood, Ben Franklin, Henry Fielding, Fanny Burney, Oliver Goldsmith and Thomas Gray.

Format: discussion/seminar. Requirements: class attendance and participation, three essays of about seven pages each.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 1:10-2:25 MR

MURPHY

**ENGL 327(S) Fictions of the British Raj \***

The great impact of the British Raj—the 200-year dominion of the British Empire over most of the Indian subcontinent—on the people of what we now know as India, Pakistan, and Bangladesh sometimes leads us to forget how powerfully India influenced the British in turn. British colonizers found themselves both fascinated and, in turn, subtly shaped by the largely imaginary India that their ideology had led them to project, and as the Empire’s struggle to control a vast and bewilderingly diverse land showed increasing strains, they were forced to recognize the ways in which what it meant to be English had been distorted and re-defined by their projections and by the exercise of their own power. Conversely, educated Indians were induced to construct for themselves hybrid, Anglicized identities and modes of behavior that complicated their social and political relations with the less fortunate majority of their fellow Indians. This course focuses principally on fiction about India written in English during the last half-century of the Raj (1900-1947), by both Indian and British novelists. In it we will consider such issues as what it might mean to be “authentically” Indian; how religion complicates political identity and behavior in British India; to what extent adapting to British structures of authority—even simply writing in English—may compromise an Indian’s efforts to speak and act for his or her people; how the politics of colonization are reflected in ideologies and conflicts of gender; in what ways the identity and social relations of both Anglo-Indian and indigenous communities were changed by the emergence of nationalist movements such as Gandhi’s Congress party and the Muslim League; and how such socio-political issues are mediated in the successive modes of fiction (Victorian romance, modernism, social realism) adopted by the writers we will study. While some readings will introduce important religious and political contexts, as well as theoretical models for understanding colonialist ideologies, our principal analytic attention will be literary, focused on novels such as Kipling’s *Kim*, Forster’s *A Passage to India*, Narayan’s *Swami and Friends*, Anand’s *Untouchable*, and Rao’s *Kanthapura*. We will also study films by the great Indian director Satyajit Ray, and may read one or two works translated into English from Bengali (e.g., Tagore’s *The Home and the World*) or set in our period but written after it (e.g., Rushdie’s *Midnight’s Children*).

Format: discussion. Requirements: active participation in class discussions, two papers, and a final exam.

Prerequisite: a 100-level English course except 150. *Enrollment limited to 25 (expected: 20). Preference given to English majors.*

(Post-1900)

Hour: 11:00-12:15 MWF

TIFFT

**ENGL 330(F) Victorian Relativity**

Is everything relative? Absolutely. Did it always use to be? Well, that depends. It depended a lot, during the nineteenth century, on the literary imagination as it gave shape to new cultural forms. The dramatic monologue, the split-level or skew-narrated novel, children’s and social-science fiction, philosophical dialogue were literary modes that, steeped in ambivalence over headlong capitalism and emergent democracy, exercised the Victorian mind in such habits of thought as Darwin’s radical ecology presupposed and Einstein’s equations codified. We’ll sample the genres just named in fictions by James Hogg, Emily Brontë, Herman Melville, R. L. Stevenson,



## English

Bram Stoker, Henry James; poems by Tennyson, the Brownings, the Rossettis, Augusta Webster; essays by J. S. Mill, Darwin, Walter Pater, Oscar Wilde. Students will write essays of their own, of course, and have a turn at guiding class discussion. In addition, we'll also take a more or less deep plunge into IVANHOE: not the Scott novel, but a digital game for multiple players, based on a mainframe at my home institution in Virginia, that's all about textual manipulation and offers a relativizing education in itself.

Format: discussion. Requirements: two short (4-5 pages) and one long (10-12 pages) papers, and participation in IVANHOE.

Prerequisites: 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 11:20-12:35 TR

TUCKER

### ENGL 331(S) Romantic Poetry

An intensive study of the important poetry of the Romantic period (roughly 1785-1830), one of the great watersheds in the history of poetry in English. Poets likely to be studied include Wordsworth, Blake, Coleridge, Smith, Robinson, Byron, Shelley, Hemans, and Keats. We will also pay some attention to the historical developments of the period, especially the consequences of the French Revolution and the subsequent rise of Napoleon.

Format: discussion/seminar. Requirements: two short papers and a longer final paper.

Prerequisites: a 100-level English course, except 150; some further study of poetry desirable. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(1700-1900)

Hour: 11:20-12:35 TR

MURPHY

### ENGL 332 Law and Society in 18th-19th Century British Fiction (Same as Legal Studies 332) (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl332.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl332.html))

CASE

### ENGL 333(F) The Nineteenth-Century 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'll try to understand the scope of the nineteenth-century 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'll pay attention to the fictional modes by which apparently intractable social problems are resolved, through a sleight of hand act we seem never to tire of, in the realm of romantic love. And while we might think of the nineteenth-century novel as an Empire of the Little, endlessly occupied with giving significance to the smallest acts of ordinary human life, we'll 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'll 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'll 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, Wilde, Hardy, Conrad.

Format: seminar/discussion. Requirements: 2 essays, one shorter and one longer, totaling 15-20 pages, class attendance and productive participation.

Prerequisites: 100-level English course or permission of the instructor. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 2:35-3:50 MR

MCWEENY

### ENGL 335 Victorian Strangers: Anonymity and Solitude in the Nineteenth Century (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl335.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl335.html))

MCWEENY

### ENGL 336 Victorian Literature and Culture (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl336.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl336.html))

MCWEENY

### ENGL 338(F) Literature of the American Renaissance (Same as American Studies 338)

In the United States, the 1840s and 1850s produced a clutch of writers—Emerson, Hawthorne, Melville, Whitman, Poe, and Dickinson—whose works were framed as the “American Renaissance,” a watershed of American literary history. Controversially added to this canon—in a gesture that greatly expanded the field, but which also had the effect of misrepresenting it as an era in which white and African-American, and male and female shared a single literary field—were major works by Frederick Douglass and Harriet Beecher Stowe. To undertake a study of the American Renaissance is, then, to have the pleasure of exploring an inordinately rich period of literary history, and the challenge of negotiating and explaining the links of works that have dramatically distinct relationships to the literary culture and to national politics. These writers share more broadly in a historical shift in the construction of private life: historians and cultural theorists explain that the rise of the nuclear family, the discipline of psychology, and the idea that one's emotions are a form of personal property of the utmost importance, are recent formations, just taking shape in the nineteenth century. American authors in the antebellum era (the decades before the Civil War) all share 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 essay and auto-

## English

biography 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 affective leverage of relationships, including heterosexual romantic relationships, relationships of slaves to their owners, and masculine relationships both homosocial and erotic. 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, two short papers and a longer (10-12 page) final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English and American Studies majors.*

(1700-1900)

Hour: 11:20-12:35 TR

T. DAVIS

### **ENGL 341 American Genders, American Sexualities (Same as Women's and Gender Studies 341)**

*(Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/engl/engl341.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl341.html))

KENT

### **ENGL 342(S) Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (W)**

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, 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 Paris of American expatriates. Baldwin's *Giovanni's Room* will serve as a bridge to fifties 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 twenty 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 relations between older and more recent texts? Readings may include works by authors and theorists such as Whitman, Dickinson, James, Hughes, Nugent, Grimké, Larsen, Stein, Barnes, Baldwin, Bannon, Isherwood, Highsmith, Rich, Delany, Lourde, Moraga, Troyana, Kushner, Fisher, Cuadros, Chee, Zamorra, Sedgwick, Eng, Harper, Somerville, Foucault, Muñoz, and Rupp. 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, except 150, or permission of the instructor. *Enrollment limit: 19 (expected: 15). Preference given to English and Women and Gender Studies majors.*

(Post-1900)

Hour: 1:10-2:25 MR

KENT

### **ENGL 343T Whitman and Dickinson in Context (Not offered 2006-2007; to be offered 2007-2008)**

(W)

([www.williams.edu/Registrar/catalog/depts/engl/engl343.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl343.html))

KENT

### **ENGL 346(F) The Human Face in the Modern Imagination (Same as ArtH 307, Comparative Literature 356, and INTR 346) (W)**

This is a class about faces: how we think about them, how we represent them in images and words, and how we respond (or sometimes do not) to the meanings 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 (Wilde, Picasso, Pound, Bacon, Arbus, Warhol, Coetzee, Close, Burson, Viola, Sherman, Pineda); art historical writings about the face and portraiture (Pater, Gombrich, Brilliant, Koerner); philosophical reflections on the meaning of faces (Wittgenstein, Levinas, Deleuze); close-ups of the face in silent films (Griffith, Eisenstein, Dreyer); writings on faces and masking practices by anthropologists and sociologists (Simmel, Mauss, Bakhtin, Goffman); and psychological research on face perception and recognition (Ekman, Bruce, Young, Baron-Cohen, Farah).

Format: discussion/seminar (with occasional lectures). Requirements: active participation in class discussions, four 2-page response papers, and one 15-page research paper.

Prerequisites: a 100-level English course, except 150; it is recommended, but not required, that students have taken one course in art history or philosophy. This course may be taken for 200 level credit in art history. *Enrollment limit: 25 (expected: 20). Preference given to English, Art and Comparative Literature majors.*

(Post-1900 or Criticism)

Hour: 1:10-2:25 TF

RHIE

## English

### ENGL 347(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. We will read the novellas *Daisy Miller*, *The Beast in the Jungle*, *The Aspern Papers*, and *The Turn of the Screw*; the novels *Portrait of a Lady*, *The Bostonians*, *The Ambassadors*, and *The Golden Bowl*; and assorted critical writings.

Format: discussion/seminar. Requirements: one 5- to 7-page and one 8- to 10-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

### ENGL 350 James Baldwin and His Contemporaries (Same as Africana Studies 350 and Women's and Gender Studies 350) (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/engl/engl350.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl350.html))

BLOUNT

### ENGL 353(S) Modern Poetry

In this course, we will explore the tangled and controversial means by which poets writing chiefly between the two World Wars tied the political, social, and intellectual ferment of the era to the fate of poetry. Both dire and admiring accounts of these poets' work point to a central impulse to aestheticize political and philosophical problems. Considering issues such as occultism, Irish nationalism and unrequited love in the poetry of W. B. Yeats; pedantry, religious conversion, and baby-talk in that of T. S. Eliot; and cosmopolitanism, isolationism and insurance in that of Wallace Stevens, we will consider the ways in which these poets' work both plays out and eludes accusations of self-reflexive lyricizing. We will examine the roles of aristocratic bias, abstruse erudition, and proto-fascism in their work, as well as critics' tendencies to equate these impulses. Although we will focus chiefly on the work of these three poets, we will also refer to the poetry of William Carlos Williams, Ezra Pound, Robert Frost, Marianne Moore and Langston Hughes, considering whether the populism and comparative stylistic accessibility of some of these poets is an antidote to, or another means to formulate, the concerns of so-called "high modernism."

Format: discussion/seminar. Requirements: one short and one long paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Post-1900)

Hour: 1:10-2:25 TF

SOKOLSKY

### ENGL 356(F) Dead Poets' Society (Same as Women's and Gender Studies 356)

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 those 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: active participation in class, one 4- to 5-page paper; one 6- to 8-page paper, two oral presentations in class. There will also likely be a field trip to Smith to look at the Plath archive.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 15.*

*Sophomores intending to apply to the Williams-Exeter program may find this course of special interest, since there will be an international conference on Plath and Hughes at Oxford in October 2007 in which they may be invited to participate.*

Hour: 1:10-2:25 MR

BUNDTZEN

### ENGL 357 Contemporary American Fiction (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl357.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl357.html))

LIMON

### ENGL 358T(F) Sounding Concord (W)

Sounding Concord explores how that village shaped the social imagination of Thoreau, and of his fellow townsmen R. W. Emerson, Nathaniel Hawthorne, Margaret Fuller, and Bronson and Louisa May Alcott. We'll look at the models of individual autonomy and social compact fostered by village life. We'll also listen for the characteristic sound of Yankee culture, in the hope of discovering how the "scandalous poverty" of the provincial town became the terrain in which these writers learned to speak American.

## English

Readings will include Emerson's *Essays: First Series*; Thoreau's *Walden*, "Slavery in Massachusetts," and selections from the journals; Louisa May Alcott, *Little Women* and "Transcendental Wild Oats"; Bronson Alcott, *How Like An Angel Came I Down* and *Concord Days*; Nathaniel Hawthorne, *The Blithedale Romance*, *The Scarlet Letter*, selected stories; and William Billings, *The New England Psalm-Singer*.

Format: tutorial. Requirements: Students will meet in pairs with the instructor once a week; one student will present a short analytical paper on the texts covered that week, and the other will write a response paper and join the instructor in a discussion of both papers. Evaluation will be based on the quality of written work, discussions and oral presentations.

Prerequisites: a 100-level English course, except for 150. Some prior experience with the period is recommended. *Enrollment limit: 10 (expected: 10). Preference given to junior and senior English majors, with a secondary preference to declared majors in Philosophy.*

(1700-1900)

Tutorial meetings to be arranged.

ROSENHEIM

### ENGL 360(F) Joyce's *Ulysses*

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism), are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as biographical and critical essays. (Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.)

Format: discussion/seminar. Requirements: active participation in class discussions, several group reports, a mid-term exam, and two papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Post-1900)

Hour: 11:20-12:35 TR

TIFFT

### ENGL 366 Modern British Fiction (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl366.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl366.html))

### ENGL 368T Approaches to W. B. Yeats (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/engl/engl368.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl368.html))

PETHICA

### ENGL 372 African-American Literary Thought and Culture (Same as Africana Studies 372 and

American Studies 372) (Not offered 2006-2007; to be offered 2007-2008) (W)\*

([www.williams.edu/Registrar/catalog/depts/engl/engl372.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl372.html))

CHAKKALAKAL

### ENGL 378 Nature/Writing (Same as Environmental Studies 378) (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl378.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl378.html))

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, Sebald, Ishiguro, Marquez, and Mahfouz.

Format: discussion/seminar. Requirements: two papers, 5-6 pp. and 8-10 pp. No exams.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English and Comparative Literature majors.*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

### ENGL 380(S) The Art of Modern Crisis

The first half of the twentieth century was marked by extraordinary social and political upheaval. The same era witnessed a feverishly creative revolution in the nature and strategies of artistic representation. In this course we will examine what these two kinds of crisis have to do with one another: how a wide range of startling innovations in literary and cinematic art may be seen as responses to the particular pressures of the historical crises they represent. Focussing mainly on Britain, we will study such diverse historical crises as the spread of anarchism around the turn of the century; the sensational advent of a public discourse of homosexuality in the trials of Oscar Wilde; the Irish and the Bolshevik revolutions; the woman's suffrage movement and the emergence of the so-called "New Woman"; World War I and II; and the Cold War. Novels, poems and films will be studied for their distinctive, often dazzling aesthetic strategies for representing these crises, and will include such works as Conrad's *The Secret Agent*, Bely's *Petersburg*, Woolf's *Mrs. Dalloway*, poems of Yeats and Owen, Ford's *Parade's End*, Eisenstein's *Potemkin*, Heller's *Catch-22*, and Kubrick's *Dr. Strangelove*.

Format: discussion/seminar. Requirements: active class participation, two papers, and a final exam.

## English

Prerequisites: 100-level English course, except 150. *Enrollment limit:* 25 (*expected:* 25). *Preference given to English majors.*

(Post-1900)

Hour: 1:10-2:25 MR

TIFFT

### **ENGL 386(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, one short (6 page) and one long (12 page) paper. Prerequisites: a 100-level English course, except 150. *Enrollment limit:* 25 (*expected:* 20). *Preference given to English, Comparative Literature, and Women's and Gender Studies majors.*

(Criticism)

Hour: 11:00-12:15 MW

PYE

### **ENGL 388(S) Asian American Writing and the Visual Arts (Same as American Studies 302)\*** (See under American Studies for full description.)

### **ENGL 389 History Through Fiction, Fiction Through History: Windows into African-American Culture (Same as History 389) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/engl/engl389.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl389.html))

CHAKKALAKAL and LONG

### **ENGL 390T(F) History in Theory (W)**

In this tutorial, conceived primarily for juniors and seniors, we will consider the ways in which a number of important theorists have conceptualized the historical past and our relation to it, and will explore the usefulness of such models for interpreting a range of modern literary and cinematic texts. Readings will be drawn from theoretical writings by Edmund Burke, G. E. Hegel, Karl Marx, Max Weber, Walter Benjamin, Hayden White, Michel de Certeau, and Henri Lefort; literary texts such as Herman Melville's *Bartleby the Scrivener*, Thomas Mann's *Disorder and Early Sorrow*, Peter Weiss' *Marat/Sade*, Marguerite Duras' *The Lover*, Tony Kushner's *Angels in America*, and Tom Stoppard's *Arcadia*; and films such as Sergei Eisenstein's *October: Ten Days That Shook the World*, Leni Riefenstahl's *Triumph of the Will*, William Wellman's *Nothing Sacred*, and Gillo Pontecorvo's *The Battle of Algiers*. We will consider such topics as the mutual influences of historiography and literary theory; the competing claims of aesthetic and ideological valuations of a work; the volatile uses of documentary style; historical repetition as literary trope; the aesthetics of fascism; the relation of charismatic leadership to democracy; and the uses of melancholy in representing historical crises.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for an hour each week, will write a 5-page paper every other week (five altogether), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisite: a 100-level English course, except 150, and a course in Criticism. *Enrollment limit:* 10 (*expected:* 10). *Preference given to junior and senior English majors.*

Tutorial meetings to be arranged.

SOKOLSKY

### **ENGL 392 Wonder (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/engl/engl392.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl392.html))

PYE

### **ENGL 393(F) Staging Identities: Selfhood, Theatricality and Performance in Twentieth Century Drama (Same as Theatre 393)**

The construction of selfhood is always to some extent a performative act—“All the world's a stage / And all the men and women merely players” as Shakespeare's Jacques famously remarks. And that performance is inherently dual, since constituted both for the audience of the wider social world and for the “self” who seeks to act. Drama as a genre, with its constant negotiation of the competing claims of illusion and the operations of reality, has invariably been centrally interested in the exploration of social identity, in the tensions between public and private selfhood, and in the functions of “performance.” In this course we will examine theatre's response to the challenge of self-fashioning in the modern era, and consider the wider ontological status of performance as a category within the context of twentieth century drama and theatrical staging. Readings will include plays by Strindberg, Wilde, Shaw, Pirandello, Beckett, Pinter and Stoppard, along with selected criticism, theory, and psychoanalytical writings.

Format: discussion/seminar. Requirements: two 7-page papers, several short responses, active participation in discussion.

Prerequisites: a 100-level English course, except 150. *Enrollment limit:* 25 (*expected:* 25). *Preference given to junior and senior English and Theatre majors.*

(Post-1900)

Hour: 2:35-3:50 TF

PETHICA

### **ENGL 394(S) Gothic Theory**

In strict literary terms, the word “Gothic” refers to any fiction that exudes a brooding atmosphere of gloom or terror. The Gothic is the literature of the ghostly or the macabre. In a course on the Gothic, then, you might expect



to read a lot of creepy old novels set in castles, where the doors bang and the candles flicker and the shadows inch their way across the rooms. But ours is a culture that is absolutely permeated by Gothic language and Gothic imagery. If you look not only at fiction written in English, but also at our movies, our journalism, even our philosophy, you will see how often and how easily these all slip into the Gothic mode.

So this course is an introduction to the Gothic, but on the understanding that the Gothic is not just some literary genre—it is, rather, one of our primary means of imagining our relationship to the world. Why, we will have to ask, do we so often imagine our world in terms of ghosts and monsters and killers on the loose? We will begin by reading a few classic Gothic novels. We will go on to consider several examples of the contemporary pop Gothic—a few choice horror movies: *The Shining*, *Night of the Living Dead*, *Audition*. And we conclude with a more detailed consideration of some prominent philosophers and theorists who, upon close inspection, turn out to be Gothic writers of a special kind: When Marx describes capitalism, he often calls it a vampire or a werewolf. When Freud describes the structure of the human self, he makes it sound as though each of us is possessed by demons or spirits. When Foucault traces out the all-encompassing networks of power that surround us, he does so with a paranoia worthy of the edgiest action thriller. And when some of the finest minds writing now try to spell out a new ethics for our new world, they tell us that our first responsibility is to treat our ghosts kindly. So again, the pressing question: Why do our best thinkers think we're all living in a horror movie?

Requirements: three papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to majors.*

(1700-1900 or Criticism)

Hour: 2:35-3:50 TF

THORNE

**ENGL 395 Time-Consciousness in Modern Literature and Philosophy** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/engl/engl395.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl395.html))

RHIE

#### 400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

**ENGL 404(F) 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 heartthrob 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 406(S) Shakespearean Comedy** (Same as Theatre 406)

Does the designation "comedy" really mean anything? This advanced seminar focuses on five Shakespearean comedies: *Comedy of Errors*, *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, and *Much Ado About Nothing*. Among the topics for inquiry: the pleasures and problems of comedy; the "green world" and the "real world"; friendship, love, and sex; fools and folly; gender roles and the "female subject"; Shakespearean films; cinematic and theatrical considerations; generic conventions and archetypal patterns; the uses and limits of wit; theories of the comic and strategies of humor.

Format: Seminar discussions are based in part on student reports. The major project is a critical essay of 15-20 pages, requiring research, conferences, and revision.

Prerequisites: At least one prior 300-level English course, and a course on Shakespeare, or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to English and Theatre majors.*

(Pre-1700)

Hour: 1:10-2:25 MR

R. BELL

**ENGL 407(F) Twentieth-Century American Poetic Movements** (Same as American Studies 406)

(See under American Studies for full description.)

**ENGL 408(S) Culture, Criticism and Praxis** (Same as Comparative Literature 345)

What is the political value of criticism? This course will examine how various forms of "cultural criticism" respond to that question, with an emphasis on the Marxist traditions. We will begin with a reading of some basic

## English

texts by Marx and an analysis of concepts such as base and superstructure, alienation, fetishism, reification, mediation, determination, ideology, hegemony, and praxis. Then we will trace the appropriations of Marx in works by theorists such as Georg Lukacs, Walter Benjamin, and Raymond Williams. The latter part of the course will concentrate on analyses of literature and other cultural artifacts by Williams, British “cultural studies” theorists, and American cultural critics such as Frederic Jameson and bell hooks.

Format: seminar. Requirements: A journal, one short paper, and a final longer paper (15-20pp.)

Prerequisites: One 300-level English course or permission of instructor. *Enrollment limit: 15 (expected: 10).*

*Preference given to junior and senior English majors.*

(Criticism)

Hour: 1:10-3:50 W

D. L. SMITH

### **ENGL 412 Transcendentalism** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/engl/engl412.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl412.html))

T. DAVIS

### **ENGL 414(F) Poetry and Prose of John Donne**

“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 reinvigorates 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 characteristic marks of Donne’s style, and how does his writing evolve over the course of his career? Since Donne’s poetry was not printed until after his death, what was the impact of his coterie audience? How does Donne conduct an amorous courtship in and through verse? To what extent are biography and history pertinent and helpful in understanding Donne’s writing? What are the religious premises and purpose of Donne’s religious 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?

In addition to regular classroom presentations, students will write short weekly assignments in preparation for a 15-20 final paper.

Prerequisites: a 300-level English course or permission of the instructor. *Enrollment limit: 15 (expected:10).*

*Preference given to junior and senior English majors.*

(Pre-1700)

Hour: 11:20-12:35 TR

I. BELL

### **ENGL 418(S) Reading Cavell Reading: Philosophy, Literature, and Film** (Same as Philosophy 300)

This is a hybrid seminar/tutorial devoted to Stanley Cavell, regarded by many as one of the most original and important American philosophers of the twentieth century. Over the last four decades, he has published an astonishingly diverse body of philosophically informed writings on topics ranging from Wittgenstein to the ordinary language philosophy of J.L. Austin to Shakespeare to American Transcendentalism to opera to the screwball comedies of Hollywood’s “golden age” (and this is just a partial list!). Whether your primary interest is philosophy, literature, or film, Cavell is a thinker worth knowing, and by the end of this seminar, we’ll know him very well. We’ll begin by reading from, and studying Cavell’s responses to, the writings of Wittgenstein and Austin, in order to understand the development of his distinctive views about meaning, skepticism, and morality. Then, as we make our way through his major writings, we will take the time to read what Cavell reads, or watches, as the case may be. For example, we will study Shakespeare’s *King Lear* on its own before reading Cavell’s famous essay on that play, “The Avoidance of Love.” We will then do the same before reading his reflections on Beckett’s *Endgame*, Thoreau’s *Walden*, and Hollywood comedies such as *Bringing Up Baby* and *The Philadelphia Story*.

Format: discussion/seminar with four weeks of the semester organized as a tutorial, during which students will meet in pairs with the instructor once a week for one hour; during the tutorial sessions, one student will present a 5pp. analytical paper on the texts covered that week, and the other will write a response paper and join the instructor in a discussion of both papers. Requirements: active participation in class discussions, four tutorial papers total, and one final (15pp.) research paper.

Prerequisites: a 300-level English course and at least one course in philosophy, or permission of the instructor.

*Enrollment limit: 15 (expected:10). Preference given to junior and senior English and Philosophy majors.*

(Criticism)

Hour: 1:10-2:25 TF

RHIE

### **ENGL 420(S) Decadence and Aestheticism**

“Fin de Siecle”: the end of the world, or at least the end of century, was the cry of many in the last years of the 19th century. Despair over the seeming perilous decline in moral standards, scandalously avant-garde fashions in art and writing, anxieties brought on by Britain’s uneasy rule over its colonies, and the advent of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world. This course will consider aestheticism and decadence as late-nineteenth-century literary and artistic responses, both scandalized and scandalizing, to this terrifying and exhilarating period. We’ll read writers such as Oscar Wilde, who reveled in amoral manifestos like “art for art’s sake” by elevating artifice and shallowness to the first principles of life, both in his work and through his own outré existence. In addition to reading Wilde and his fellow aesthetes, we’ll think about the ways in which nineteenth-century literary forms, such as the detective novel, work both to contain and diffuse the many anxieties of the fin de siècle. Throughout, we’ll seek to understand the relays between the aesthetic and social dimensions of these works. This seminar will involve intense discussion and independent work, will familiarize students with the terrain of current theory and critical



## English

work on Victorian culture, as well as build skills in researching criticism and developing arguments. Authors likely to include: Eliot, Kipling, Stevenson, Stoker, Doyle, Schreiner, Wilde, Wells, Conrad, James.

Format: seminar/discussion. Requirements: productive discussion; written work culminating in a 20-page research paper.

Prerequisites: a 300-level course or permission of the instructor. *Enrollment limit: 15 (expected:10). Preference given to junior and senior English majors.* (1700-1900)

Hour: 1:10-3:50 W

MCWEENY

### ENGL 434(F) William Blake

In this course we will study the illuminated works of the poet and printmaker William Blake. Our texts will include *Songs of Innocence and Experience*, *The Marriage of Heaven and Hell*, *Visions of the Daughters of Albion*, *America*, *Europe*, and *Jerusalem*, all of which we will read in facsimile editions. We will also read a range of historical and critical materials. Our discussions will attempt to articulate and explore the particular ways in which Blake's books challenge us as readers of literature, as consumers of cultural products, and as political thinkers.

Format: discussion/seminar. Requirements: frequent informal short writing assignments, one 5-page, and one longer (10-15) paper, preceded by conference.

Prerequisites: one 300-level English course or permission of instructor. *Enrollment limit: 15 (expected:10). Preference given to junior and senior English majors.* (1700-1900 or Criticism)

Hour: 1:10-3:50 W

SWANN

### ENGL 485T(F) The Practice of Revision: Fiction Writing Tutorial

Writers get better by learning to revise more often, more completely, and more intelligently—which means, in turn, learning to assess what we're actually getting on the page, learning to talk usefully about our work and the work of others, and learning to evaluate our readers' critiques. In this tutorial, which is designed for those who've had significant workshop experience and want to improve their revision skills, students will gain practice in each of those areas.

Format: tutorial with occasional group meetings. Requirements: Students will meet in pairs with the instructor for an hour each week; every other week they will present a piece of new or revised fiction. Presentation will include a reading of a 3- to 4-page selection from the piece (which will be turned in the previous day, and may be up to 15 pp long) and oral assessment of its structure, intentions, and perceived strengths and weaknesses. In alternate weeks, students will respond orally and in writing to their partner's fiction and its presentation, followed by discussion of both presentations and the fiction itself. Reading and responding to published fiction will also be required.

Prerequisites: English 384 or 385; or permission of the instructor. *Enrollment limit: 10 (expected: 10). Selection based on writing samples.*

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

A. BARRETT

## CREATIVE WRITING COURSES

Students interested in taking a creative writing course should preregister and be sure to attend the first class meeting. Class size is limited; final selections will be made by the instructor shortly after the first class meeting. *Preregistration does not guarantee a place in the class.* Students with questions should consult the appropriate instructor.

### ENGL 281(F,S) The Writing of Poetry

A workshop in the writing of poetry. Weekly assignments and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings.

No prerequisites. *Enrollment limit:15 (expected: 15). Preference given to students who have preregistered; selection will be based on writing samples and/or conferences with the instructor.*

Hour: 2:35-3:50 TF

9:55-11:10 TR

First Semester: RAAB

Second Semester: RAAB

### ENGL 283(F,S) Introductory Workshop in Fiction

A course in basic problems that arise in the composition of short fiction. Individual conferences will be combined with workshop sessions; workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

No prerequisites. *Enrollment limit:15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 2:35-3:50 MR

11:20-12:35 TR

First Semester: J. SHEPARD

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: 2:35-3:50 MR

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. Prerequisites:

## English, Environmental Studies

English 283 or permission of instructor. *Enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 1:10-2:25 TF

J. SHEPARD

### ENGL 385(F) Advanced Fiction Workshop: Form and Technique

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. By examining stories in both traditional and unusual forms, we'll study how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will generate new stories for workshop, employing the forms and techniques studied.

Format: discussion class/workshop. Requirements: active participation in workshop and written assignments, including brief responses to assigned stories; at least two story drafts (8-20pp long), for discussion in workshop; and at least one revised, polished story.

Prerequisites: English 283 or 384, or permission of instructor. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-2:25 TF

A. BARRETT

### ENGL 397(F), 398(S) Independent Study

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

### ENGL 497(F), 498(S) Honors Independent Study

Required of all senior English majors pursuing departmental honors.

PYE, Director of Honors

### ENGL W30 Honors Colloquium: Specialization Route

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

### ENGL W31 Senior Thesis

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

## ENVIRONMENTAL STUDIES

Director, Associate Professor KAREN R. MERRILL

Associate Director, Lecturer SARAH S. GARDNER

Professor: K. LEE\*\*. Associate Professor: MERRILL. Lecturer: S. GARDNER. Research Associates: R. BOLTON, W. FOX, VENOLIA.

### MEMBERS OF THE CENTER

HENRY W. ART, Professor of Biology

LOIS M. BANTA, Associate Professor of Biology

DONALD deB. BEAVER, Professor of History of Science

CHARLES BENJAMIN, Class of 1946 Visiting Professor of International Environmental Studies

DIETER BINGEMANN, Assistant Professor of Chemistry

ROGER E. BOLTON, Professor of Economics, *Emeritus*

MICHAEL F. BROWN, Professor of Anthropology and Latin American Studies

JAMES T. CARLTON, Adjunct Professor of Biology and Professor of Marine Science

RONADH COX, Associate Professor of Geosciences

DAVID P. DETHIER, Professor of Geosciences and Mineralogy and Director of Research, Hopkins Forest\*

GEORGES B. DREYFUS, Professor of Religion

JOAN EDWARDS, Professor of Biology

ANTONIA FOIAS, Associate Professor of Anthropology and Sociology

WILLIAM T. FOX, Professor of Geosciences, *Emeritus* and Research Associate in Environmental Studies

JENNIFER L. FRENCH, Assistant Professor of Spanish Language

PAUL GALLAY, Visiting Professor of Environmental Law

SARAH S. GARDNER, Lecturer in Environmental Studies

DOUGLAS GOLLIN, Associate Professor of Economics

MARKES E. JOHNSON, Professor of Geosciences

KAI N. LEE, Professor of Environmental Studies\*\*

KAREN R. MERRILL, Associate Professor of History

MANUEL MORALES, Assistant Professor of Biology

LEE Y. PARK, Associate Professor of Chemistry

DAREL E. PAUL, Assistant Professor of Political Science

DAVID P. RICHARDSON, Professor of Chemistry

SHEAFE SATTERTHWAITE, Lecturer in Art

STEPHEN C. SHEPPARD, Professor of Public Affairs

DAVID C. SMITH, Senior Lecturer in Biology

HEATHER M. STOLL, Assistant Professor of Geosciences

JOHN W. THOMAN, Jr., Professor of Chemistry\*

### CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies Program, within the liberal arts mission of Williams College, provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The program is designed so that students will understand the complexity of issues and perspectives and to appreciate that most environmental issues lack distinct disciplinary boundaries. Our goal is to aid students in becoming well-informed, environmentally-literate citi-

## Environmental Studies

zens of the planet who have the capacity to become active participants in the local and global community. To this end, the program is designed to develop abilities to think in interdisciplinary ways and to use synthetic approaches in solving problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The concentration in Environmental Studies allows students to pursue an interdisciplinary study of the environment by taking elective courses in the natural sciences, the social sciences, and the humanities and the arts. The purpose of the program is to provide the tools and ideas needed to engage constructively with the environmental and social issues brought about by changes in population, economic activity, and values. Environmental controversies typically call upon citizens and organizations to grasp complex, uncertain science, contending human values, and ethical choices—in short, to grapple with matters for which the liberal arts are a necessary but not sufficient preparation. Environmental Studies accordingly includes courses in natural sciences, social sciences, humanities, and the arts, in order to equip students with the broad educational background needed to analyze complex environmental matters and to fashion pragmatic, feasible solutions.

The program is administered by the Center for Environmental Studies (CES), located in Kellogg House. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. The Matt Cole Memorial Library at Kellogg House holds a substantial collection of books, periodicals, unpublished documents, maps, and electronic media. Kellogg House also houses a Geographic Information Systems laboratory as well as study and meeting facilities available to students and student groups. The Center administers the Hopkins Memorial Forest, a 2500-acre natural area northwest of campus, where field-study sites, a laboratory, and passive-recreation opportunities may be found in all seasons. CES also operates an environmental analysis laboratory at the Science Center.

The Environmental Studies Program has three overlapping components:

- ◆ The concentration in Environmental Studies, which consists of a set of seven courses.
- ◆ The Four Places goal. (*See below.*)
- ◆ Honors in Environmental Studies; a senior thesis is encouraged but not required.

### Concentration Requirements

Seven courses are required: four are *core* courses to be taken by all students earning the concentration; three are *distribution* courses to be selected from the lists below.

#### Core courses

- 101 Humans in the Landscape
- 203 Ecology
- 302 Environmental Planning and Design Workshop
- 402 Senior Seminar

The core courses are intended to be taken in sequence, although there is some flexibility allowed. Environmental Studies (ENVI) 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology (offered in Biology) that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 puts teams of students to work on planning projects of immediate importance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for concentrators majoring in a wide variety of disciplines to draw together their educational experiences and provide a personal accounting of how they understand the interdisciplinary character of environmental studies and its connections to their future lives and careers. The core course structure affords students freedom to explore and to specialize in diverse fields of study, while sustaining a focus on environmental questions throughout their time at Williams.

An interdisciplinary course emphasizing field science, ENVI 102 (*Introduction to Environmental Science*), is strongly recommended for all students interested in the concentration.

#### Distribution Courses

In order to earn the concentration a student must take one course from *each* of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major.

#### The Natural World

- American Maritime Studies 211/Geosciences 210 Oceanographic Processes
- American Maritime Studies 311/Biology 231 Marine Ecology
- Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
- Biology/Environmental Studies 220 Field Botany and Plant History
- Biology 302/Environmental Studies 312 Communities and Ecosystems
- Biology 402T/Environmental Studies 404T Topics in Ecology: Biological Resources
- Biology/Environmental Studies 424T Conservation Biology
- Chemistry 341/Environmental Studies 341 Toxicology and Cancer
- Chemistry/Environmental Studies 364 Instrumental Methods of Analysis
- Environmental Studies 102 Introduction to Environmental Science
- Geosciences 101/Environmental Studies 105 Biodiversity in Geologic Time
- Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface

## *Environmental Studies*

Geosciences/Environmental Studies/Maritime Studies 104 Oceanography  
Geosciences 201/Environmental Studies 205 Geomorphology  
Geosciences/Environmental Studies 206 Geological Sources of Energy  
Geosciences/Environmental Studies 208 Water and the Environment  
Geosciences/Environmental Studies 214 Remote Sensing and Geographic Information Systems  
Geosciences/Environmental Studies 215 Climate Changes  
Geosciences/Environmental Studies 218T The Carbon Cycle and Climate  
INTR/Environmental Studies/Biology 225 Natural History of the Berkshires  
Mathematics 335T/Biology/Environmental Studies 235T Biological Modeling with Differential Equations

### *Humanities, Arts, and Social Sciences*

American Maritime Studies 201/History 352 America and the Sea, 1600-Present  
American Maritime Studies/English 231T Literature of the Sea  
Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations  
Arth/Environmental Studies 201 American Landscape History  
Arth/Environmental Studies 252 Campuses  
Arth/Environmental Studies 310 American Agricultural History  
ArtS 329 Architectural Design II  
Economics 366 Rural Economics of East Asia  
English/Environmental Studies 378 Nature/Writing  
History/Environmental Studies 192 War and the Disruption of Nature  
History/Environmental Studies 353 North American Indian History: Precontact to the Present  
History/Environmental Studies 371 American Environmental Politics  
History/Environmental Studies 474 The History of Oil  
Philosophy/Environmental Studies 223 Environmental Ethics (Deleted 2006-2007)  
Religion/Environmental Studies 287 The Dynamics of Globalization: Society, Religion and the Environment  
Religion 302 Religion and Reproduction  
Sociology 368 Technology and Modern Society

### *Environmental Policy*

American Maritime Studies/Environmental Studies 351 Marine Policy  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
Economics/Environmental Studies 213 The Economics of Natural Resource Use  
Economics/Environmental Studies 221 Economics of the Environment  
Economics 369/512 Agriculture and Development Strategy  
Economics 383 Cities, Regions and the Economy  
Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management  
Environmental Studies/Political Science 246 Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World  
Environmental Studies/Political Science 270T Environmental Policy  
Environmental Studies 307/Political Science 317 Environmental Law  
Environmental Studies 313 Global Trends, Sustainable Earth  
Political Science 229 Global Political Economy  
Political Science 327/Environmental Studies 329 The Global Politics of Development and Underdevelopment

Variations from the requirements of the concentration must be approved in writing by the director of the program. Students are urged to consult with program faculty and the director as soon as they develop an interest in the concentration or if they intend to participate in study away opportunities.

In addition to courses fulfilling the concentration requirements, the following electives and related electives are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems  
Environmental Studies 493-W31-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

### *Rationale for Course Numbering*

The numbering sequence of the four required courses reflects the order in which they should be taken, although Environmental Studies 302 may be taken in the senior or sophomore year if a student is away junior year. Cross-listed courses are assigned the same number as the departmental number whenever possible.

### *Four Places—A Goal*

The human place in natural landscapes is intrinsically geographic, and learning about humans in particular places is an essential part of environmental studies. By the time each student in Environmental Studies

graduates, she or he should have developed intellectual insight into and personal *experience* of four places: “Home”; “Here”—the Berkshires; “There”—an alien place; and “The World”—a global perspective. For practical purposes, “There” is a place where the geography is unusual in the student’s experience (e.g., developing country, inner city, arctic), so are the socioeconomic circumstances (for example, per capita income might be a small fraction of a year’s tuition at Williams), and the working language is not standard English. Although this goal is not a requirement for the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet this goal. For example, students are encouraged to pursue summer internships in their “Home” communities, or to do semester or winter study courses at locations outside the temperate zones (“There”); field courses in natural science or history courses emphasizing New England can deepen familiarity with “Here.” Students concentrating in Environmental Studies should plan winter study courses and summer work or study experiences with the Four Places goal in mind, particularly the experiences “There” and at “Home.” Courses not in the list of electives for the concentration may be considered as substitutes, on a case-by-case basis, if they also meet the Four Places goal in a way not otherwise available in the program. Students should see the program director for further information.

#### *Honors in Environmental Studies*

A student earns honors in Environmental Studies by successfully completing a rigorous, original independent research project under the supervision of two or more members of the faculty, including at least one member of the CES faculty. The research project should be reported and defended both in a thesis and orally. A student may undertake an honors thesis and submit it to both his or her major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the director of the program no later than the beginning of the student’s senior year. Students who pursue honors in Environmental Studies alone should enroll in Environmental Studies 493-W31-494, Senior Research and Thesis, in addition to completing the requirements for the concentration.

Because most research requires sustained field, laboratory, or library work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year doing honors research. Funds to support student research are available from restricted endowments of the Center, and an open competition is held each spring, to allocate the limited resources. Some departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the possibility of summer research in mind.

Honors in Environmental Studies will be awarded on the basis of the academic rigor, interdisciplinary synthesis, independence, and originality demonstrated by the student and in the completed thesis.

#### STUDY ABROAD

The Program in Environmental Studies encourages its concentrators to study abroad if feasible, and there are a variety of study abroad programs that include courses and experiential learning about the environment. Students should speak to the chair of the program as early as possible in making their plans in order to confirm what courses abroad will be eligible for credit as an elective course in the concentration. Students may not use study abroad classes to fulfill any of the program’s core course requirements.

#### **ENVI 101(S) Humans in the Landscape: An Introduction to Environmental Studies**

This course introduces environmental studies in the context of the liberal arts—natural and social science and the arts and humanities. By the end of the semester, a student should be able to recognize and to investigate the natural, economic, and industrial bases of daily life, and to analyze the social challenges of altering humans’ imprint on nature. These skills are necessary but not sufficient for developing a stance toward environmental quality as an element of civilized life.

Format: lecture/discussion. Evaluation will be based on two quizzes (testing detailed recall), written exercises (testing ability to grasp and make use of ideas important to the course), and a final exam; attentive participation in class and conference discussions also counts.

*No enrollment limit (expected: 30-40). Required course for students wishing to complete the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

Hour: 10:00-10:50 MWF

Conference: TBA

K. LEE

#### **ENVI 102(S) Introduction to Environmental Science**

Introduction to Environmental Science introduces students to current scientific methods used to assess environmental quality, rectify impaired systems, and limit future detriment. Through hands-on study of several local sites, we probe five global themes: alteration of the greenhouse effect and carbon cycle; acid deposition; toxic metals in the environment; water quality; and prospects in waste treatment and remediation.

Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: two, 75-minute workshop/discussion sessions, and one, 4-hour field/laboratory session each week. Evaluation will be based on reports of field and laboratory projects, participation in discussion, and an independent research project.

*Enrollment limit: 36 (expected: 25). Preference given to first-year students. This course is designed for students who have a strong interest in Environmental Science.*

*Satisfies one semester of the Division III requirement. This course also satisfies “The Natural World” requirement for the Environmental Studies concentration.*

Hour: 8:30-9:45 TR

Lab: 1-4 T,W

ART, BINGEMANN and STOLL

## *Environmental Studies*

### **ENVI 103(F) The Interconnected Earth (Same as Geosciences 103)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 104(S) Oceanography (Same as Geosciences 104 and Maritime Studies 104)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 105(F) Biodiversity in Geologic Time (Same as Geosciences 101)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 134(F) The Tropics: Biology and Social Issues (Same as Biology 134)\***

(See under Biology for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 192(F) War and the Disruption of Nature (Same as History 192) (W)**

(See under History for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

### **ENVI 201(F) American Landscape History (Same as ArtH 201)**

(See under Art—ArtH for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

### **ENVI 203(F) Ecology (Same as Biology 203) (Q)**

(See under Biology for full description.)

*Required course for students wishing to complete the Environmental Studies concentration.*

### **ENVI 205 Geomorphology (Same as Geosciences 201) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 206 Geological Sources of Energy (Same as Geosciences 206) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 207(F) Earth’s Strategic Resources: Origin, Recovery and Control (Same as Geosciences 205)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 208 Water and the Environment (Same as Geosciences 208) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 213 The Economics of Natural Resource Use (Same as Economics 213) (Not offered 2006-2007; to be offered 2007-2008) (Q)**

(See under Economics for full description.)

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

### **ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 215 Climate Changes (Same as Geosciences 215) (Not offered 2006-2007; to be offered 2007-2008) (Q)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 218T(S) The Carbon Cycle and Climate (Same as Geosciences 218T) (W)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)**

(See under Biology for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 221(S) Economics of the Environment (Same as Economics 221) (Q)**

(See under Economics for full description.)

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

### **ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)\***

(See under Anthropology/Sociology for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*



## Environmental Studies

### **ENVI 225(F) Natural History of the Berkshires (Same as Biology 225 and INTR 225)**

(See under Biology for full description.)

*Satisfies one semester of the Division III requirement.*

*This course satisfies the “Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 234(F) Economic Development in Poor Countries (Same as Economics 204)\***

(See under Economics for full description.)

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

### **ENVI 235T(F) Biological Modeling with Differential Equations (Same as Biology 235T and Mathematics 335T) (Q)**

(See under Mathematics for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

*This course satisfies the “Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Political Science 246)\***

Natural resources—forests, pastures, and waterways—are a foundation of rural livelihoods and local governance in much of the developing world. Natural resource management is therefore an important vehicle not only for reducing environmental degradation, but also for promoting rural economic development and good governance. This course examines the nexus of natural resources management, rural livelihoods, and governance systems as it relates to sustainable development and biodiversity conservation efforts. It builds a grassroots perspective by situating community-based systems of natural resource management in progressively broader contexts—regional, national, and international. Students explore a variety of conceptual and practical tools for understanding the nature, wealth and power nexus and for balancing the needs and aspirations of local populations with the objectives of conservation and development programs.

Format: seminar. Requirements: Each student completes, in stages, a long research paper integrating environmental, economic and institutional analysis around a case study of sustainable development and/or environmental conservation. Students design their paper around their specific environmental and geographic interests.

Prerequisites: Environmental Studies 101; Political Science 204 is recommended. *Enrollment limit: 12 (expected: 12). Preference is given to seniors and juniors.*

*Satisfies one semester of the Division II requirement.*

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

Hour: 9:55-11:10 TR

BENJAMIN

### **ENVI 252(S) Campuses (Same as ArtH 252)**

(See under Art—ArtH for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

### **ENVI 270T(F) (formerly 308T) Environmental Policy (Same as Political Science 270T) (W)**

Over the past generation, the environment has emerged as a significant policy arena. This course discusses environmental policy and politics from the perspective of the constellation of professionals, managers, and activists involved in the implementation and formulation of policies. The technical and social challenges of environmental policy strain long-accepted notions of democratic representation and rationality. We examine institutional forms, and survey the conflicts that shape the governance of natural resources, property, and ecosystem services. This course emphasizes domestic environmental policy but also draws examples from international contexts.

Format: tutorial. Requirements: each student completes, in stages, a research project on an environmental policy or controversy. A 12-page background paper at mid-semester describes the issues and actors. The subsequent research paper incorporates the background paper, with revisions, into a 20-page analysis of the case and its governmental dynamics, including policy recommendations. There is also a 90-minute exam on the course readings.

Prerequisites: Environmental Studies 101; Political Science 201 are recommended. *Enrollment limit: 12 (expected: 12). Preference given to seniors and juniors.*

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

Tutorial meetings to be arranged.

BENJAMIN

### **ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Religion 287) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Religion for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

### **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 culminates in



## Environmental Studies

public presentations of each team's planning study. This course also includes field trips and computer labs.  
Format: discussion/project lab. Requirements: midterm exam, short written exercises, class presentations, public presentations, final group report.

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, or permission of instructors.

*Enrollment limit: 16. Open to juniors and seniors only.*

*Required course for students wishing to complete the Environmental Studies concentration.*

Hour: 11:20-12:35 TR

Lab: 1-4 T,R

GARDNER and GOODMAN

### **ENVI 307(F) Environmental Law (Same as Political Science 317)**

In recent decades, a complex web of environmental laws has altered our approach to land use and resource management, raised public health standards, and forced business and government to reinvent their relationships with one another and with local communities. This course examines how environmental laws develop, from the discovery of a problem, through the passage and implementation of legislation, to changes in the behavior of regulated industries, and, finally, to site restoration and the prevention of new harms. Students will examine the roles played by four main groups: citizens—organizations, elected officials, the business sector, and the bureaucracy. We will use case law and source materials like agency permits and consent agreements to show how these four groups often establish a “checks and balances” relationship with one another, helping to assure that the laws we enact provide real environmental relief without unduly interfering with the delivery of public services or creation of goods.

Format: lecture/discussion.

Prerequisites: Political Science 201 and Environmental Studies 101. *No enrollment limit (expected: 20). This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

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

GALLAY

### **ENVI 312(S) Communities and Ecosystems (Same as Biology 302) (Q)**

(See under Biology for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 313(F) (formerly 211) Global Trends, Sustainable Earth**

This course examines the possibility of sustainable development, an economy in which material prosperity pursued together with preservation of the life-support systems of the human and natural world. Over the past 200 years the human presence on the planet has changed dramatically, as seen in long-term trends of environmental modification, population growth, and economic change, including patterns of consumption. These and other data are reviewed, in an effort to illuminate the idea of a gradual transition toward sustainability. Sustainability is examined as an emergent phenomenon—not a simple idea imposed from above, but the product of decentralized learning, market innovations, and social changes at many scales. Simulation exercises providing metaphors of emergent phenomena are used to stimulate imagination and thinking.

Format: seminar. Requirements: a long research paper designed by the student, several simulation exercises, and a brief final exam.

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

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

Hour: 9:55-11:10 TR

BENJAMIN

### **ENVI 329 The Global Politics of Development and Underdevelopment (Same as Political Science 327) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Political Science 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 2006-2007; to be offered 2007-2008)**

(See under Chemistry for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 351(F,S) Marine Policy (Same as Maritime Studies 351) (Offered only at Mystic Seaport.)**

(See under Maritime Studies for full description.)

*Satisfies one semester of the Division II requirement. This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

### **ENVI 353 North American Indian History: Pre-Contact to the Present (Same as History 353) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under History for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

### **ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364) (W)**

(See under Chemistry for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 371(S) American Environmental Politics (Same as History 371)**

(See under History for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

## *Environmental Studies, First-Year Residential Seminar*

**ENVI 378 Nature/Writing (Same as English 378) (Not offered 2006-2007; to be offered 2007-2008)**  
(See under English for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515)**

(See under Economics for full description.)

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

**ENVI 397(F), 398(S) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Members of the Center

**ENVI 402(S) Syntheses: Senior Seminar (Same as Maritime Studies 402)**

This course asks students in environmental studies to synthesize their learning in the field—experiential and informal, as well as through courses—into a self-portrait and a statement of intellectual, professional, and personal purpose. Questions about past, present, and possible future value systems as they influence individual and social interactions with the natural environment will be raised. Students will be asked to become explicitly aware of their own values and will have an opportunity to justify them in a long synthesis paper.

Format: seminar. Evaluation will be based on class participation and a major paper.

Prerequisites: Environmental Studies 302 or MAST 351 *Maritime Policy*. No enrollment limit (expected: 15).  
*Required course for students wishing to complete the Environmental Studies concentration.*

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

K. LEE

**ENVI 404T Topics in Ecology: Biological Resources (Same as Biology 402T) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under Biology for full description.)

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

**ENVI 424T(F) Conservation Biology (Same as Biology 424T) (W)**

(See under Biology for full description.)

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

**ENVI 474 The History of Oil (Same as History 474) (Not offered 2006-2007; to be offered 2007-2008)**

(See under History for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 493(F)-W31-494(S) Senior Research and Thesis**

## **FIRST-YEAR RESIDENTIAL SEMINAR**

The First-Year Residential Seminar is 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 confronting the challenges of epistemology. Readings will include works by Plato, John Stuart Mill, Marx, E.M. Forster, Freud, Rousseau, 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

### *First-Year Residential Seminar, Geosciences*

invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills.

Format: seminar. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; and active contribution to discussion.

*Enrollment limited to FRS students. Enrollment limit: 19 (expected: 19).*

*Satisfies one semester of the Division I requirement.*

**Hour:** 10:00-10:50 MWF

PETHICA

## **GEOSCIENCES (Div. III)**

*Chair, Professor PAUL M. KARABINOS*

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Associate Professor: COX. Assistant Professor: STOLL\*\*. Lecturer: BACKUS. Research Associates: BAARLI, BRANDRISS.

### **MAJOR**

The Geosciences major is designed (1) to provide an understanding of the physical and biological evolution of our planet and its interacting global systems, (2) to help us learn to live in harmony with our environment, and (3) to appreciate our place within the vastness of Earth history. Forces within the Earth are responsible for the development of mountain ranges and ocean basins. Waves, running water, and glaciers have shaped the surface of the Earth, providing the landscapes we see today. Fossils encased in sedimentary rocks supply evidence for the evolution of life and help to record the history of the Earth.

Students who graduate with a major in Geosciences from Williams can enter several different fields of geoscience or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geoscience background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

The Geosciences major sequence includes, after any 100-level course, six designated advanced courses, and two elective courses.

### *Sequence Courses* (required of majors)

- 201 Geomorphology
- 202 Mineralogy and Geochemistry
- 215 Climate Changes
- 301 Structural Geology
- 302 Sedimentology
- 401 Stratigraphy

Elective courses may be clustered to provide concentrations in selected fields. Suggested groupings are listed below as guidelines for course selections, but other groups are possible according to the interests of the students. Departmental advisors are given for the different fields of Geosciences.

*I Environmental Geoscience.* For students interested in surface processes and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- 103 The Interconnected Earth
- 104 Oceanography
- 206 Geological Sources of Energy *or*
- 208 Water and the Environment
- 214 Remote Sensing and Geographic Information Systems
- 215 Climate Changes

(Students interested in Environmental Geosciences should consult with Professors Dethier or Stoll.)

*II Oceanography, Stratigraphy and Sedimentation.* For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

- 101 Biodiversity in Geologic Time
- 104 Oceanography
- 206 Geological Sources of Energy
- 212 Invertebrate Paleobiology

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

*III The Solid Earth.* For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

- 102 An Unfinished Planet
- 105 Geology Outdoors
- 303 Igneous and Metamorphic Petrology

(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in Biology, Chemistry, Mathematics and Statistics, or Physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for American Maritime Studies 211/Geosciences 210 (*Oceanographic Processes*) or American Maritime Studies 311/Biology 231 (*Marine Ecology*) taken at Mystic Seaport.

Students considering graduate work in geosciences should also take courses in the allied sciences and mathematics in addition to the requirements of the Geosciences major. The selection of outside courses will depend on the field in which a student intends to specialize. Most geoscience graduate schools require a year of Chemistry and Mathematics through 105. For those going into Environmental Geoscience, courses in computer science or statistics are recommended. For those considering Oceanography, Stratigraphy, and Sedimentation, Biology 102 and Biology 203 are suggested. For students entering Solid-Earth fields, Physics 131 and 132 are recommended.

#### THE DEGREE WITH HONORS IN GEOSCIENCES

In order to be recommended for the degree with honors, a student is expected to have completed at least two semesters and a winter study project (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

Further advice on the major can be obtained from the department chair.

#### 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, and a half-day trip to the Geology Museum at Amherst College. Evaluation will be based on weekly quizzes and lab work, a midterm exam, and a final exam.

Enrollment limit: 35 (expected:20).

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 10:00-10:50 MWF

Lab: 1-3 M,T

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 Massa-

## Geosciences

chusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

*Enrollment limit: 40 (expected: 35).*

Hour: 10:00-10:50 MWF Lab: 1-3 W

WOBUS

### GEOS 103(F) The Interconnected Earth (Same as Environmental Studies 103)

Hurricane Katrina. Banda Aceh Tsunami. Antarctic Ozone Depletion. Salton Sea. Qiqsuqqaqtuq. These names and short phrases, some obvious in origin, some not so well known, but just as profound, serve to remind us that our planet is made up of a number of complex, dynamic, and interrelated systems. Today, more than ever in human history, the impact of our activities are apparent on a global scale, as we alter the environment for ourselves and the rest of earth's inhabitants. These intertwined systems include the solid earth (geosphere), gaseous earth (atmosphere), polar icecaps (cryosphere) and liquid fresh and saltwater (hydrosphere), and the total mass of current and former living organisms (biota) that draw on the energy and resources of the Earth Systems for survival. Most importantly, seemingly small changes in one system can have profound effects on the behavior of all others. In this course, we will examine the interconnectedness of these systems with emphasis on present-day interactions. We will explore how Earth Systems react to external stresses or changes, the time scales associated with major and minor perturbations, and the non-linear return to a steady state. We will carefully consider the ways in which earth scientists quantify these behaviors to predict future changes using current data. We will examine the evidence that human activity can alter Earth Systems stability and the permanence and scale of such alteration. We will also consider how scientific data inform government policies and popular views of how these systems evolve and interact.

Format: Lecture, three hours per week. Laboratory, two hours every other week, several involving field work. Grading will be based on two hour exams and a final, laboratory exercises and class participation.

No prerequisites, no knowledge of geology or earth science required. *Enrollment limit: 30. Preference given to first-year students.*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 11:00-11:50 MWF Lab: 1-3 M,W

PYLE

### GEOS 104(S) Oceanography (Same as Environmental Studies 104 and Maritime Studies 104)

This course is an integrated introduction to the oceans. Topics covered will include formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; oceans and climate; deep marine environments; coastal processes and ecology; productivity in the oceans; and resources and pollution. Coastal oceanography will be investigated on an all-day field trip to Mystic, CT.

Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip. Evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam.

*Enrollment limit: 60 (expected: 60). Preference given to first-year students.*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 11:00-11:50 MWF Lab: 1-3 M,T

COX

### GEOS 105(F) Geology Outdoors (W)

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five 8-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments. No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 10 (expected:10).*

Hour: 1:10-3:50 TF

KARABINOS

### GEOS 201 Geomorphology (Same as Environmental Studies 205) (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/geos/geso201.html](http://www.williams.edu/Registrar/catalog/depts/geos/geso201.html))

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's Strategic Resources: Origin, Recovery and Control (Same as Environmental Studies 207)**

At the dawn of the twenty-first century, there is a great demand for earth's strategic resources, both in first-world and developing countries; reserves dwindle, controversy ensues over the damage done to the environment by their extraction and processing, and conflicts arise over control of their pricing and distribution. An understanding of these conflicts requires insight into the geological processes that form and distribute strategic earth materials. This class serves as introduction to understanding the geologic processes that control formation, distribution, and extent of strategic earth materials reserves (stone and gravel, base metals, ores, gems, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military sectors), cost and environmental impacts of extraction, and efforts to control these resources. We will also address the current fossil fuel situation and prospects for alternate energy resources.

Format: lecture, three hours per week, with integrated in-class exercises. Grading will be based on two hour exams, a final, exercises, and a semester project.

Prerequisites: one 100-level Geosciences course or permission of the instructor. *Enrollment limit: 20.*

Hour: 9:55-11:10 TR

PYLE

**GEOS 206 Geological Sources of Energy (Same as Environmental Studies 206) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/geos/geos206.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos206.html))

DETHIER

**GEOS 208 Water and the Environment (Same as Environmental Studies 208) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/geos/geos208.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos208.html))

DETHIER

**GEOS 210(E,S) Oceanographic Processes (Same as Maritime Studies 211) (Offered only at Mystic Seaport.)**

(See under Maritime studies for full description.)

*Students who have taken Geosciences 104 may not take Geosciences 210 for credit.*

**GEOS 212(S) Invertebrate Paleobiology (Same as Biology 211)**

This course offers an introduction to the study of prehistoric life. The fossils of marine invertebrates provide an excellent foundation for this purpose, because they are widespread and abundant, they are often well-preserved, and they have a record that reaches back in time over 600 million years. The intellectual discovery of fossils as organic relics and the ways in which fossils were used by earlier generations to support conflicting views on nature are briefly surveyed. The lecture topics that follow are organized to illustrate the various directions explored by paleontologists today to solve a broad range of questions. These include: biological and paleontological views on the species concept relevant to taxonomy; ongoing debate over the timing and mechanisms of evolution; biostratigraphy as a means to correlate sedimentary rocks; functional morphology as a means to reconstruct the biomechanics of extinct species; analysis of fossil assemblages to interpret the ecology of ancient 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).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

M. JOHNSON

**GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as Environmental Studies 214)**

Remote sensing involves the collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing enhances regional mapping of rock types and faults and analysis of vegetation cover and land-use changes over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers the principles and practice of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as the concepts of Remote Sensing, including linear and non-linear image enhancements, convolution filtering, principle components analysis, and classification. Principles of GIS include display and classification, spatial buffers, and logical overlays. Weekly labs focus on practical applications of these techniques to data from Hopkins Memorial Forest, the Berkshire region, and other areas of North America.

Format: lecture, three hours per week; laboratory, weekly.

Prerequisites: at least one introductory course in Biology, Environmental Studies, or Geosciences. *Enrollment limit: 16 (expected: 16). Preference given to sophomores and juniors.*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 11:00-12:15 MW

Lab: 1-4 M

BACKUS

**GEOS 215 Climate Changes (Same as Environmental Studies 215) (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/geos/geos215.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos215.html))

STOLL

**GEOS 217T(F) Planetary Geology (Same as Astronomy 217T) (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

## Geosciences

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 hypothesising 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.

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.*

Hour: 2:35-3:50 F

COX

### **GEOS 218T(S) 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. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 8:30-9:45 M

STOLL

### **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, one hour test, and a final exam. Prerequisites: Geosciences 202. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

WOBUS



**GEOS 350T Tectonics, Erosion, and Climate** (Not offered 2006-2007; to be offered 2007-2008) (W)  
([www.williams.edu/Registrar/catalog/depts/geos/geos350.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos350.html)) **KARABINOS**

**GEOS 401(F) Stratigraphy**

Study of the composition, sequence, and correlation of layered sedimentary rocks is traditionally applied to geologic mapping and the reconstruction of ancient environments. Through the use of various time scales, stratigraphy is the unifier of historical geology while also at the heart of conceptual debates over the uniformism or episodicity of geological processes. During the first half of the course, emphasis will be placed on the various methods of correlation based on physical means and the use of fossils. The second half of the course will focus on plate migrations and the relationships between climate and depositional environments as a model for the broad scale interpretation of sedimentary sequences. This part of the course will be conducted as a seminar, with students responsible for topics on the paleogeographic linkage of climate-sensitive facies and natural resources. As a final project, students working individually or in pairs will present a detailed analysis of North-American stratigraphic relationships during a specific interval of Cambrian to Cretaceous time. In sequence, these class reports will provide highlights of the geologic history of the North-American continent through Paleozoic and Mesozoic time.

Format: lecture, three hours a week; one three-hour lab per week during the first half of the course (including field problems); independent projects during the second half of the course; one major field trip. Evaluation will be based on weekly lab assignments during the first half of the semester, seminar participation, and the completion of a final project during the second half of the semester, as well as a midterm and a final exam.

Prerequisites: Geosciences 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

**M. JOHNSON**

**GEOS 404T(S) Geology of the Appalachians (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).*

Tutorial meetings to be arranged

**KARABINOS**

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

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

## **GERMAN (Div. I)**

*Chair, Professor HELGA DRUXES*

Professors: DRUXES, B. KIEFFER, NEWMAN. Lecturer: E. KIEFFER. Teaching Associates: LANG, GLASHAUSER.

### **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.

## German

### ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

### THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must score of at least 650 (out of a possible 800) on the ETS (Educational Testing Service) Proficiency Test.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

#### *Required Courses*

German 101  
German 102  
German 103  
German 104  
German 201

#### *Electives*

- ◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)
- ◆ at least one course (in German or English) on German intellectual, political, or social history

### THE MAJOR

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

Examples of appropriate courses in other departments are:

Arth 267 Art in Germany: 1960 to the Present  
Comparative Literature 232 European Modernism: Modernity and Its Discontents  
History 239 Modern German History  
History 338 The History of the Holocaust  
Music 108 The Symphony  
Music 117 Mozart  
Music 118 Bach  
Music 120 Beethoven  
Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

### THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

#### **GERM 101(F)-W88-102(S) Elementary German**

German 101-102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. The course meets five days a week. Credit granted only on successful completion of 102. Students are required to attend and pass the sustaining program in Winter Study Period.

Format: lecture and discussion. Principal requirements: active class participation, written homework, short compositions, oral exercises and tests.

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

**Hour:** 10:00-10:50 MTWRF

NEWMAN

**GERM 103(F) Intermediate German I**

Intensive grammar review. Practice in writing and speaking, vocabulary building. Students will learn scanning and predicting skills on a variety of texts and become proficient at decoding unfamiliar material. For three weeks of the course, we will interact with students in the intermediate German course at Vassar College, through a Web-based German-language MOO (a discussion and design medium), on projects concerning private and public selves.

Prerequisites: German 101-102 or equivalent preparation.

Hour: 9:00-9:50 MWF

DRUXES

**GERM 104(S) Intermediate German II**

The prerequisite to all advanced courses in German. A portion of the course will be taught together with students at Vassar College in a German-language MOO (a virtual discussion medium). We will work on shared tasks in small groups, on topics in contemporary German culture and society. We will also meet our partners from Vassar face-to-face at least once. Practice in speaking and writing; reading in a variety of texts. *Conducted in German.*

Prerequisites: German 103 or equivalent preparation.

Hour: 9:00-9:50 MWF

DRUXES

**GERM 111(F)-112(S) Reading German for Beginners**

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principle requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

*Students who have taken or plan to take 101 and/or 102 may not take 111-112.*

*Students who wish to continue their study of German after 112 should consult a member of the department.*

Hour: 11:00-11:50 MWF

B. KIEFFER

**GERM 201(F) Advanced German**

This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via extensive and intensive work with texts of various sorts, including web sites, newspapers, fiction, audio and video material. *Conducted in German; Readings in German.*

Requirements: active class participation, frequent short writing assignments, oral presentations, final project.

Prerequisites: German 104 or the equivalent. *No enrollment limit (expected: 12).*

Hour: 9:00-9:50 MWF

B. KIEFFER

**GERM 202(S) 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*. Frequent short writing assignments. *Conducted in German.*

Prerequisite: German 201 or equivalent.

Hour: 11:20-12:35 TR

DRUXES

**GERM 210(S) From Voltaire to Nietzsche (Same as Comparative Literature 211)**

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.*

Hour: 2:35-3:50 MR

B. KIEFFER

## German

**GERM 240 German Idealism: Kant to Hegel (Same as Philosophy 240)** (*Not offered 2006-2007; to be offered 2007-2008*)  
(See under Philosophy for full description.)

**GERM 301T(S) German Studies, 1770-1830 (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.*  
Tutorials to be arranged.

NEWMAN

**GERM 302 German Studies, 1830-1900** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/germ/germ302.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ302.html))

NEWMAN

**GERM 303(F) German Studies 1900-1938**

This course surveys the major social and literary movements of Germany from the turn of the century to the rise of the Nazis. We will study various phenomena associated with modernism—urban institutions like the department store and the cinema (Hessel, Benjamin), expressionist poetry (Trakl, Lasker-Schüler), generational conflict via Kafka’s alienated sons, Jews in Germany (Klemperer), the patriotic fervor of World War One and its aftermath (Toller, Jünger), Dadaism (Schwitters), the Weimar Republic, inflation and the big crash (Fallada), Nazi ideology and propaganda tactics (Riefenstahl, Speer). Wherever possible, we will read journalism, diary entries or letters that give us insight into daily life during this highly fractured period of tumultuous political and social changes. *Readings in German.*

Requirements: active class participation, midterm, oral report, two short exercises, final exam

Prerequisites: German 201 or German 202. *No enrollment limit (expected: 8).*

Hour: 9:55-11:10 TR

DRUXES

**GERM 304 German Literature 1939-Present** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/germ/germ304.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ304.html))

**GERM 305 From the “Wende” ’til Today in Literature, Films, and Politics** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/germ/germ305.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ305.html))

DRUXES

**GERM 311 Freud and Kafka (Same as Comparative Literature 311)** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/germ/germ311.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ311.html))

NEWMAN

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

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

**GERM 511(F)-512(S) Reading German for Beginners**

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

Hour: 11:00-11:50 MWF

B. KIEFFER

**GERM 513(F) Readings in German Art History and Criticism**

Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on the SAT II German Reading Test). *Enrollment limited to graduate students; others by permission of the department.*

Hour: 9:00-9:50 MWF

E. KIEFFER

## HISTORY (Div. II)

Chair, Professor REGINA G. KUNZEL

Professors: R. DALZELL, DEW, KOHUT\*, KUNZEL, SINGHAM, W. WAGNER, WATERS, WONG, WOOD. Associate Professors: KITTLESON\*, MERRILL, MUTONGI\*, WHALEN. Assistant Professors: AUBERT\*, BERNHARDSSON\*, GARBARINI, GOLDBERG, HICKS, LONG\*, MARUKO-SINIAWER\*, A. REINHARDT. Stanley Kaplan Visiting Professor: KAISER. Visiting Assistant Professor: FISHZON. Bolin Fellow: VELEZ. Research Associates: GUNDERSHEIMER, STARENKO.

### GENERAL STATEMENT OF GOALS

The core objectives of the History department are the cultivation of a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed opinions and their analytical and rhetorical skills generally. While members of the department attempt to accomplish these multiple objectives individually through their particular courses and their other contacts with students, the department seeks to do so collectively through the structure of the History curriculum and the requirements of the History major.

### COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

*First-Year Seminars and Tutorials (102-199):* These writing-intensive courses 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.

*Junior Seminars (301):* Junior seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several junior seminars will be offered; prospective majors must select two junior seminars at the end of their sophomore year and will then be

## History

assigned to one of their two choices. Students who plan to study abroad during their junior year may take their Junior 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 (302-399):* These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

*Advanced Seminars (402-479):* These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

*Advanced Tutorials (480-492):* These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102-111	202-211	302-311	402-411
Asia	112-121	212-221	312-321	412-421
Europe and Russia	122-141	222-241	322-341	422-441
Latin America and the Caribbean	142-151	242-251	342-351	442-451
United States	152-191	252-291	352-391	452-471
Transnational/Comparative	192-199	292-299	392-399	472-479

### ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All majors will be able to choose a faculty advisor. All majors must meet with their advisor, or the department chair, during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact Professor Waters. Prospective study abroad students should contact Mrs. Swift.

### ADVANCED PLACEMENT

Students receiving a score of 5 on any AP history examination will be guaranteed a place in the 100-level History seminar of their choice.

### THE MAJOR

The major consists of at least *nine semester courses* as follows:

#### *Required Courses in the Major*

One Junior Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

#### *Elective Courses*

Seven (or more) additional semester courses in History, at least *one* of these to be chosen from each of the following *three* groups:

*Group A:* History of the United States

*Group B:* European History (including Russian History)

*Group C:* History of Asia, Africa and the Middle East, and/or Latin-American and the Caribbean

In addition, students must take at least one course dealing with the premodern period (designated *Group D* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-C*).

A single course can meet the requirement for no more than one of Groups A through C. Only one First-year seminar and one First-year tutorial (102-199) may be used to meet the group requirements.

#### *Concentration in the Major*

All students are required to adopt a concentration within the History major. The concentration should be selected in consultation with a faculty advisor at spring registration during the sophomore year. A list of concentrations is appended below and a list of the courses that fall within each concentration is available from the History Department office and can also be found on the department's website. Students must choose to concentrate in one of these eighteen broad areas unless they petition the department's Curriculum Committee to substitute a concentration of their own design. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least one* must be a 300- or 400-level course. Courses in the concentration may



be used to fulfill the group requirements. In selecting courses to meet their concentration requirement, students should be aware that not every course is offered every year. Courses taken abroad may be included in the concentration with the approval of the chair.

*Concentrations:*

1. Africa and the African Diaspora
2. Asia and the Asian Diaspora
3. The Middle East
4. Comparative Slavery
5. Ancient, Medieval, and Renaissance Europe
6. Early Modern Europe
7. Modern Europe
8. Gender and Sexuality
9. History of Ideas
10. Imperialism, Nationalism, and European Expansion
11. Latin America and the Caribbean
12. Latin America and the Latina/o Diaspora
13. Religion
14. The Twentieth-Century World
15. Colonial North America and the United States to 1865
16. The United States Since 1865
17. Race and Ethnicity in North America
18. Urban and Environmental History
19. War and Revolution

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and make a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.



## History

### 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 junior seminar and advanced seminar/tutorial requirements). Students who plan to study abroad during their junior year may take their Junior 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 study abroad advisor, Mrs. Swift. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the study abroad advisor 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.

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#### FIRST-YEAR SEMINARS AND TUTORIALS: *Africa and the Middle East (102-111)*

**HIST 103 The City in Africa: Accra, Nairobi, and Johannesburg** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist103.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist103.html))

MUTONGI

**HIST 111 Movers and Shakers in the Middle East (Same as Leadership Studies 150)** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist111.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist111.html))

BERNHARDSSON

#### FIRST-YEAR SEMINARS AND TUTORIALS: *Asia (112-121)*

**HIST 117(S) Clash of Empires: China and the West, 1800-1900 (Same as Asian Studies 117T)** (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, extrater-

ritorial 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. *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 C

Tutorial meetings to be arranged.

A. REINHARDT

**HIST 118(F) "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. *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 C

Hour: 2:35-3:50 MR

A. REINHARDT

**FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)**

**HIST 124(S) The Vikings (W)**

Viking raiders in longships burst through the defenses of ninth-century Europe, striking terror in the hearts of peasants, monks, and kings for the next three centuries. Yet the impact of these sea-born Scandinavians on European civilization was more complex and constructive than portrayed by medieval chroniclers. Vikings acted as merchants, craftsmen, farmers, settlers, and mercenaries, and they colonized regions beyond the edges of the known world like Russia, Iceland, and North America. This course explores the complicated relationship of the Vikings with the medieval world and examines important developments within Scandinavian society such as kingship, trade, and Christianization. At the same time, we will consider the methodological difficulties presented by the diverse and often contradictory historical sources for the Vikings such as monastic chronicles, archaeology, inscriptions, and Scandinavian sagas.

Format: seminar/lecture. Evaluation will be based on class participation and several papers and assignments. No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Groups B and D

Hour: 8:30-9:45 MWF

GOLDBERG

**HIST 127 The Expansion of Europe (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist127.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist127.html))

WOOD

**HIST 129(S) Blacks, Jews, and Women in the Age of the French Revolution (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. *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.*

Groups B and D

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

SINGHAM

**HIST 135T The Great War, 1914-1918 (Same as Leadership Studies 135T) (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist135.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist135.html))

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

## History

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. *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 B

Hour: 2:35-3:50 MR

GARBARINI

### **HIST 141(F) Modernism, Leisure, and Subjectivity in Fin-de-Siècle Russia (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. *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 B

Hour: 8:30-9:45 TR

FISHZON

### **FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)**

#### **HIST 148 The Mexican Revolution: 1910 to NAFTA (Not offered 2006-2007; to be offered 2007-2008) (W)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist148.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist148.html))

KITTLESON

### **FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)**

#### **HIST 154T(S) The American Way of War: The First Three Centuries (W)**

Is there an historically distinct American way of war? How have Americans experienced warfare? From the earliest days of European settlement through the final campaigns against American Indians west of the Mississippi, Americans have often been at war. Long before the United States became a world power those conflicts had determined many of the basic contours of American society, culture, and nationhood. This tutorial will investigate the nature and development of American wars over the period 1600 to 1900. Though some attention will be paid to the American Revolution and the Civil War, the tutorial will concentrate primarily on lesser known but still historically significant wars, including King Philip's War, the Seven Years War, the War of 1812, Jackson's Indian Wars, the Mexican-American War, the Plains Indians Wars, and the Spanish American War. All but the last were fought to conclusion in North America itself. How did Americans fight these wars? How did American militaries establish control over such a huge and varied continent? What role did military institutions play in the development of a distinctive American society? Did war abet social mobility, or lend itself to social control? What role did race play in the creation and sustaining of martial goals? What was the relationship between local military institutions and centralist attempts to create a national and/or professional army? What was the impact of warfare on American culture, on concepts of masculinity, and national or community images? Despite the fact that Americans have often conceived of themselves as a peace-loving people, war from the beginning has played a key role in shaping their society and nation. It is exactly the nature, meaning, and paradoxes of American wars that this tutorial will attempt to unravel.

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. *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 A

Tutorial meetings to be arranged.

WOOD

#### **HIST 157 The Great Depression: Culture, Society, and Politics in the 1930's (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist157.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist157.html))

KUNZEL

#### **HIST 164(S) Slavery in the American South (W)\***

No area of American social history has been more active and exciting in recent years than the study of slavery. This seminar will introduce students to the most important aspects of the South's slave system. We will begin by

## History

reading a number of key books in the field, and then we will turn to the College library's extensive holdings of microfilm records dealing with both agricultural and industrial slavery. In consultation with the instructor, each student will select the records of a slave-manned plantation or industrial site for careful and detailed study. The most important piece of work in the seminar will be a research paper that each student will prepare using the manuscript source materials.

Format: seminar. Evaluation will be based on class attendance and participation, several short preliminary essays, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Group A

Hour: 1:10-3:50 W

DEW

### **HIST 165(F) The Quest for Racial Justice in Twentieth-Century America (Same as Africana Studies 165) (W)\***

On August 28, 1963, Dr. Martin Luther King, Jr. delivered arguably some of the most recognizable phrases of the civil rights movement in his famous "I Have a Dream" speech. While significant and clearly central to the quest for racial justice in twentieth-century America, Dr. King's leadership should be understood within the context of ongoing national and grassroots political activism before, during, and after the 1963 March on Washington. This introductory course focuses on the social, political, and public policy perspectives that informed twentieth-century struggles for black civil rights. Using a variety of sources (memoirs, photography, film, and music), we will consider historical debates as well as the period's impact on our understanding of African American and American history.

Format: seminar. Evaluation will be based on class attendance and participation, several essays, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Group A

Hour: 8:30-9:45 MWF

HICKS

### **HIST 166 The Age of Washington and DuBois (Same as Africana Studies 166) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist166.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist166.html))

LONG

### **FIRST-YEAR SEMINARS AND TUTORIALS: TRANSNATIONAL/COMPARATIVE (192-199)**

#### **HIST 192(F) War and the Disruption of Nature (Same as Environmental Studies 192) (W)**

Everyone knows war is bad for the environment, but the ways in which wars affect people's environments go far beyond simply the devastation from bombs and other offensive attacks. Wars fundamentally disrupt how societies utilize and allocate a wide variety of resources, such as land, energy sources, and water. Moreover, with the enormous loss of human life and with the devastation of regional or national economies, wars set off a chain of political and societal reactions that have profound transformations in how people interact with nature for decades to follow. This course will look historically at the environmental dislocations produced by wars and even military production during peaceful time, focusing in particular on the twentieth century. After doing a broad review of the larger historical themes of the course, we will explore several case studies that span different continents.

Format: seminar. Evaluation will be based on class participation, weekly short writing assignments and frequent peer editing, several short papers, and a final 6- to 8-page research paper.

No prerequisites. *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

Hour: 1:10-2:25 TF

MERRILL

### **INTRODUCTORY SURVEY COURSES (201-299)**

These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

#### **INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (202-211)**

##### **HIST 202 Early-African History Through the Era of the Slave Trade (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist202.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist202.html))

MUTONGI

##### **HIST 203(S) Sub-Saharan Africa Since 1800\***

This survey of sub-Saharan African history takes up the continuing saga of African political, social and economic developments from the aftermath of the trans-Atlantic slave trade to the present. It is divided into three sections. The first section of the course focuses on the consequences of the slave trade on African societies and on the Africans' interaction with European merchants, explorers, and missionaries in the decades preceding colonial conquest. The human consequences of the trade lingered long after the abolition of the slave trade across the Atlantic ocean. Many African societies were strengthened, often at the expense of their neighbors; other societies were weakened, thus setting the stage for colonial conquest. During the second half of the nineteenth century, however, competition among Europeans for control of raw materials for their nascent industries led to colonization, and in some cases, to white settlement in Africa.

The second section of the course investigates the process of colonial conquest and the dynamics of colonial rule

## History

in Africa. It looks especially at the ways in which colonialism affected various groups of Africans, and at the ways, both subtle and overt, in which Africans resisted or collaborated with colonial rule in order to achieve their goals. The colonial period, brief in time, yet profoundly significant in its impact, was ushered out partly by the rising tide of African nationalism.

The last section of the course, then, examines the rise of new nation-states, their colonial legacies, post-colonial economies, and systems of justice, education, and governance.

Format: discussion. Evaluation will be based on class participation, one exam, and two papers.

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

*Group C*

Hour: 9:55-11:10 TR

TBA

**HIST 207 The Modern Middle East (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist207.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist207.html))

BERNHARDSSON

**HIST 209(F) The Origins of Islam: God, Empire and Apocalypse (Same as Religion 231)\***

(See under Religion for full description.)

### INTRODUCTORY SURVEY COURSES: ASIA (212-221)

**HIST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as Asian Studies 212)\***

China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

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

*Groups C and D*

Hour: 11:20-12:35 TR

A. REINHARDT

**HIST 213(S) Modern China, 1600-Present (Same as Asian Studies 213)\***

Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected 25-30). Open to all.*

*Group C*

Hour: 1:10-2:25 TF

A. REINHARDT

**HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256) (W)\***

(See under Chinese for full description.)

**HIST 216(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as Religion 236)\***

(See under Religion for full description.)

*Groups C and D*

**HIST 218 Modern Japan (Same as Japanese 218) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist218.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist218.html))

MARUKO-SINIAWER

### INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

**HIST 222 Greek History (Same as Classics 222) (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/hist/hist222.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist222.html))

CHRISTENSEN

**HIST 223 Roman History (Same as Classics 223) (Not offered 2006-2007)**

([www.williams.edu/Registrar/catalog/depts/hist/hist223.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist223.html))

CHRISTENSEN

**HIST 225(F) The Middle Ages (Same as Religion 216)**

This course explores the development of European and Mediterranean civilizations during the thousand-year period known as the "Middle Ages." At the beginning of this period the Romans ruled a massive empire that stretched from Britain to north Africa and from Spain to Iraq. A millennium later, this classical and pagan world had broken apart into three successor civilizations: medieval Europe, the Byzantine empire, and the Islamic world. This course investigates how this momentous transformation occurred. We will examine such topics as relations between Romans and "barbarians," the spread of Christianity and Islam, the development of kingdoms and empires, the Vikings and crusades, saints and religious reformers, art and architecture, cities and trade, the



## History

persecution of Jews and heretics, as well as the Black Death and Italian Renaissance.

Format: seminar/lecture and audio-visual presentations. Evaluation will be based on several papers, an exam and class participation.

No prerequisites. *Expected enrollment: 10-30.*

*Groups B and D*

*Hour: 8:30-9:45 MWF*

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.

*Enrollment limit: 25 (expected: 20). Open to all.*

*Groups B and D*

*Hour: 11:00-12:15 MWF*

WOOD

### **HIST 227(F) A Century of Revolutions: Europe in the 19th Century**

This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, 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 B*

*Hour: 8:30-9:45 TR*

SINGHAM

### **HIST 228(S) Europe in the Twentieth Century**

This survey course has two goals: to introduce students to the fundamental issues and experiences of the last century of European history, from the eve of World War One to the present, and to teach students to be historians. Toward that end, students will be required, in class and in written assignments, to use primary sources in conjunction with secondary source readings to pose questions and suggest interpretations about the past. Wars, depression, political changeovers, urbanization, technological advancements all have a profound impact on the lives of ordinary people; so, too, ordinary people shape those historical developments. We will focus on learning how to empathize with people from the past and to understand their experiences on their terms. What was it like to return to civilian life after fighting in the First World War? What were the experiences of Europeans between the wars? Why did so many Germans support Hitler and what was it like for different segments of European society to live through World War II? In a divided postwar Europe, what hopes and betrayals did Europeans on different sides of the Iron Curtain experience in the realms of social, economic, and legal justice? How have Europeans since the fall of the Berlin Wall attempted to confront their pasts? By the end of this course, students will be familiar with the central themes of the history of twentieth-century Europe and understand how to analyze historical documents, which students can replicate in their future research and writing.

Format: lecture/discussion. Evaluation will be based on class participation, several quizzes, an exam, and two papers.

No prerequisites. *No enrollment limit (expected: 35). Open to all.*

*Group B*

*Hour: 11:20-12:35 TR, 11:20-12:35 TR*

GARBARINI, WATERS

### **HIST 229 European Imperialism and Decolonization (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist229.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist229.html))

SINGHAM

### **HIST 230 Modern European Jewish History, 1789-1948 (Same as Jewish Studies 230) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/hist/hist230.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist230.html))

GARBARINI

### **HIST 237(S) Modern France: From the French Revolution to Rioting Banlieues**

Revolution, war, occupation and civil strife—these have been endemic in France since the fragile birth of the first Republic in 1792. Why has this country, known for its universal ideals of brotherhood, for its early emancipation of the Jews, and for its impressive female activism during the heady days of the Revolution, given rise to the absence of a strong feminist movement in the contemporary era, unparalleled wars of colonial atrocity (Haiti, Vietnam, Algeria), and a native pro-Nazi regime responsible for sending thousands of Jews to concentration camps during World War II? We will explore these questions while surveying French history from 1789 to the present, paying special attention to French imperialism in Africa, Asia, and the Caribbean. Toussaint l'Ouverture, Napoleon, Tocqueville, Dreyfus, Zola, DeGaulle, Ho Chi Minh, Senghor, Cartre, Camus, Beauvoir, Fanon, Césaire. These will be some of our guides through France's tumultuous present. French film, food, and music will enliven our discussions.

## History

Format: lecture/discussion. Evaluation will be based on class participation, a mid-term and final examination, and a 10- to 12-page research paper.

*No prerequisites. No enrollment limit (expected 10-20). Open to all.*

*Group B*

*Hour: 8:30-9:45 TR*

SINGHAM

**HIST 239 Modern German History: From Unification to Reunification, 1871-1990** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/hist/hist239.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist239.html))

GARBARINI

**HIST 240(F) Muscovy and the Russian Empire**

Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created a vast multi-national empire in Eastern Europe and Asia. Over the next 150 years their imperial heirs transformed and extended this empire, to the point that on the eve of the Crimean War (1853-1855) many believed it to be the most powerful state in Europe. But defeat in the war exposed the weakness of the imperial regime and helped to provoke a process of state-led reform that failed to avert, and may well have contributed to, the collapse of the regime in the February Revolution of 1917. Using a combination of primary and secondary sources, this course will explore the character of the Muscovite and the Russian empires and the forces, processes, and personalities that shaped their formation, expansion, and, in the latter case, decline.

Format: discussion/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 B and D*

*Hour: 11:20-12:35 TR*

FISHZON

**HIST 241(S) The Rise and Fall of the Soviet Union**

The October Revolution of 1917 brought to power in the debris of the Russian Empire a political party committed to the socialist transformation of society, culture, the economy, and individual human consciousness. Less than seventy-five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.

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 B*

*Hour: 11:00-12:15 MWF*

FISHZON

**INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)**

**HIST 242 Latin America From Conquest to Independence** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist242.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist242.html))

KITTLESON

**HIST 243 Modern Latin America, 1822 to the Present** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist243.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist243.html))

KITTLESON

**HIST 249 The Caribbean From Slavery to Independence** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist249.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist249.html))

SINGHAM

**INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)**

**HIST 252A British Colonial America and the United States to 1877** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist252a.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist252a.html))

AUBERT

**HIST 252B(F) America From San Gabriel to Gettysburg, 1492-1865**

A topical analysis of the history of what became the United States of America, beginning with the early years of European conquest and ending with the crisis of the Civil War. Particular attention will be paid to the relationship between major political events and changing patterns of economic, social, and cultural life that shaped them. Readings will include contemporary sources, historical studies, and biographies.

Format: discussion. Requirements: students will write a series of short analytical papers and will have a choice of either writing a longer, final essay or taking a final exam.

*Enrollment limit: 20 (expected: 15-20). Open to all.*

*Groups A and D*

*Hour: 11:00-12:15 MWF, 11:20-12:35 TR*

R. DALZELL

**HIST 253(S) The United States from Appomattox to AOL, 1865-Present**

This course will survey the history of the United States from its struggles over Reconstruction and westward expansion through the challenges of industrialization and immigration to the nation's increasingly global role in the post-World War II period. We will pay special attention to how Americans defined both themselves as citizens and the nation at-large, particularly as they faced the profound economic and political crises that mark this period. Reading assignments will include sources from the time, as well as historical interpretations.



## History

Format: lecture/discussion. Evaluation will be based on participation, short papers, a mid-term, and a final take-home exam.

No prerequisites. *No enrollment limit (expected: 40-50). Open to all.*

Group A

Hour: 2:35-3:50 TF, 11:20-12:35 TR

DEW, WHALEN

**HIST 281 African-American History, 1619-1865 (Same as Africana Studies 281) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist281.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist281.html))

LONG

**HIST 282(S) African-American History From Reconstruction to the Present (Same as Africana Studies 282)\***

This course introduces students to the significant themes and events that have shaped the African-American historical experience from Reconstruction to the present. We will examine the social, political, and economic meaning of freedom for men and women of African descent as well as explore the political nature and development of African-American historiography. The course will give particular attention to such topics as the rise of Jim Crow, migration, urbanization, the Civil Rights Movement, as well as the legacy of the post-Civil Rights Movement era.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a final exam. *No enrollment limit (expected: 20). Open to all.*

Group A

Hour: 2:35-3:50 MR

HICKS

**HIST 284(F) Topics in Asian American History\***

This course will introduce the major themes in Asian American history from 1850 to the present, examining the lives of Chinese, Japanese, Koreans, Filipinos, Indians, Southeast Asians, and Pacific Islanders in America. Topics will include the anti-Asian exclusion movement, the wartime experiences of Japanese Americans, the increase of Asian immigration as a result of the 1965 Immigration Act and the Vietnam War, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the reading of historical texts, memoirs, novels, and films.

Format: lecture/discussion. Evaluation will be based on a midterm exam, a short critical essay (5-7 pages) and a final research paper.

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

Group A

Hour: 2:35-3:50 MR

WONG

**HIST 286(F) Latino/a History From 1846 to the Present (Same as Latina/o Studies 286)\***

This course examines the formation of Latino/a communities in the United States from 1846 to the present. These communities were formed through conquest, immigration, and migration. In examining the causes of migration, we will consider economic and political conditions in the countries of origin, U.S. foreign policies, and the connections between the United States and the countries of origin. We will explore the ways in which migration processes are mediated through labor recruitment, immigration and refugee policies, and social networks. We will analyze how Latinos and Latinas have been incorporated into the economies of the regions of the United States where they settled. Focusing on the historical experiences of Mexicans, Puerto Ricans, Cubans, and Dominicans, this course will also address more recent immigration from Central and South American countries.

Evaluation will be based on class participation, two short essays, and a final essay. *No enrollment limit. Open to all.*

Group A

Hour: 11:20-12:35 TR

WHALEN

**INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)**

**HIST 293 History of Medicine (Same as History of Science 320) (Not offered 2006-2007; to be offered 2007-2008)**

(See under History of Science for full description.)

Group D

**HIST 294(S) Scientific Revolutions: 1543-1927 (Same as History of Science 224)**

(See under History of Science for full description.)

Groups B and D

**HIST 295(S) Technology and Science in American Culture (Same as History of Science 240)**

(See under History of Science for full description.)

Group A

**JUNIOR SEMINARS (301)**

Junior seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several junior seminars will be offered; prospective majors must

## History

select *two* junior seminars at the end of the sophomore year and will then be assigned to one of their two choices. Students who plan to study abroad during their junior year may take their Junior 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(FS) Approaching the Past: History, Theory, Practice**

This course will explore how the discipline of 'History' has come to assume its present form and how a number of historians since the 1820s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing and contrasting it with that of their nineteenth-century predecessors. We will then consider the work of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by "post-modernism." We will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians *do* with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the practice of history.

Format: discussion. Evaluation will be based on class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam.

*Enrollment limit: 20 (expected: 15-20). Restricted to History majors.*

Hour: 1:10-2:25 MR  
11:00-12:15 MWF

First Semester: **WATERS**  
Second Semester: **WATERS**

### **HIST 301C Approaching the Past: Practices of Modern History (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301c.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301c.html))

**MARUKO-SINIAWER**

### **HIST 301D Approaching the Past: Is History Eurocentric? (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301d.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301d.html))

**SINGHAM**

### **HIST 301E Approaching the Past: Gender and History (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301e.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301e.html))

**KUNZEL**

### **HIST 301F(F) Approaching the Past: Remembering American History**

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history: slavery, race, and the Civil War; the Great Depression; World War II; the Sixties and the war in Viet Nam; and the events and aftermath of September 11, 2001.

Format: seminar. Assignments will include weekly response papers, critical essays, a museum exercise, and a final project to be completed in consultation with the instructor.

*Enrollment limit: 20 (expected 20). Restricted to History Majors.*

Hour: 1:10-3:50 W

**WONG**

### **HIST 301G(S) Approaching the Past: Westward Expansion in American History**

For historians of the United States, the Anglo-American settlement of the West has been a critical lens for viewing the development of the nation. But historians have never reached any consensus on what the process of westward expansion, or the influence of the West as a region, has meant to American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that shaped American policy toward other parts of the world, as some current historians would argue today? Has the West been an exceptional place or representative of the nation at large? How should we even define "the West" or "the frontier"? These are some of the questions we will explore as we survey the historiographical trajectory on the subject from the mid-nineteenth century to the present.

Format: seminar. Requirements: class participation, weekly writing, short essays, and a final paper.

*Enrollment limit: 20 (expected: 20). Restricted to History majors.*

Hour: 1:10-3:50 W

**MERRILL**

### **ADVANCED ELECTIVES (302-396)**

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

### **ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)**

#### **HIST 304 South Africa and Apartheid (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist304.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist304.html))

**MUTONGI**

#### **HIST 308 Gender and Society in Modern Africa (Same as Women's and Gender Studies 308)\*(Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist308.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist308.html))

**MUTONGI**

**HIST 309 Women and Islam (Same as Religion 232 and Women's and Gender Studies 232)** (Not offered 2006-2007; to be offered 2007-2008)\*  
(See under Religion for full description.)

**HIST 311 The United States and the Middle East** (Not offered 2006-2007; to be offered 2007-2008)\*  
(www.williams.edu/Registrar/catalog/depts/hist/hist311.html) **BERNHARDSSON**

**ADVANCED ELECTIVES: ASIA (312-321)**

**HIST 315(F) Cultural Foundations: The Literature and History of Early China** (Same as Chinese 224 and Comparative Literature 220)\*  
(See under Chinese for full description.)

**HIST 318(F) Nationalism in East Asia** (Same as Asian Studies 245 and Political Science 245)\*  
(See under Political Science for full description.)

**HIST 319 Gender and the Family in Chinese History** (Same as Women's and Gender Studies 319)  
(Not offered 2006-2007; to be offered 2007-2008)\*  
(www.williams.edu/Registrar/catalog/depts/hist/hist319.html) **A. REINHARDT**

**HIST 321 History of U.S.-Japan Relations (Same as Japanese 321)** (Not offered 2006-2007; to be offered 2007-2008)\*  
(www.williams.edu/Registrar/catalog/depts/hist/hist321.html) **MARUKO-SINIAWER**

**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 2006-2007)  
(See under Classics for full description.)  
Group B and D

**HIST 323(S) Leadership, Government, and the Governed in Ancient Greece** (Same as Classics 323 and Leadership Studies 323) (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. *Enrollment limit: 19 (expected: 19).*

Group B and D

Hour: 2:35-3:50 MR

**CHRISTENSEN**

**HIST 324(F) The Development of Christianity: 30-600 C.E.** (Same as Religion 212) (W)

(See under Religion for full description.)

Group D

**HIST 325 The World of Charlemagne** (Not offered 2006-2007; to be offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist325.html)

**GOLDBERG**

**HIST 326(S) War in European History**

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

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

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

Groups B and D

Hour: 2:35-3:50 MR

**WOOD**

## History

### **HIST 327 Knighthood and Chivalry** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hist/hist327.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist327.html))

GOLDBERG

### **HIST 328 Medieval Empires** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hist/hist328.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist328.html))

GOLDBERG

### **HIST 329(S) The Christianization of Europe** (Same as Religion 214) (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. *No enrollment limit (expected: 10-30).*

*Groups B and D*

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

GOLDBERG

### **HIST 330(F) Reformation and its Results** (Same as Religion 220)

(See under Religion for full description.)

### **HIST 331 The French and Haitian Revolutions** (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist331.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist331.html))

SINGHAM

### **HIST 332 Britain 1688-1832: Industrialization, Social Change, and Political Transformation** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hist/hist332.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist332.html))

WATERS

### **HIST 333 Britain 1832-1901: Victorian Culture and Society** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hist/hist333.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist333.html))

WATERS

### **HIST 334 Britain 1901-1945: War, Peace, and National Decline** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hist/hist334.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist334.html))

WATERS

### **HIST 335 Britain 1945-1990: Gender, Race, Sexuality, and Social Change** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hist/hist335.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist335.html))

WATERS

### **HIST 338(F) The History of the Holocaust** (Same as Jewish Studies 338)

In twenty-first century America, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and implementation of the Holocaust from the divergent perspectives of perpetrators and victims. Our goal will be to investigate deeply the interaction of individual lives and world historical events. We will also examine the Holocaust within the larger context of the history of World War II in Europe and the historians' debates about Germany's exterminatory war aims. Course materials will include diaries, bureaucratic documents, memoirs, films, and historical scholarship.

Format: seminar. Evaluation will be based on class participation, a map quiz, six thought papers (4 pages) based on class readings, and a final research paper (6-8 pages).

No prerequisites. *Enrollment limit: 25 (expected: 15-20).*

*Group B*

Hour: 11:20-12:35 TR

GARBARINI

### **ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)**

### **HIST 342 Creating Nations and Nationalism in Latin America** (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist342.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist342.html))

KITTLESON

### **HIST 343 Gender and History in Latin America** (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist343.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist343.html))

KITTLESON

### **HIST 346 History of Modern Brazil** (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist346.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist346.html))

KITTLESON

### **ADVANCED ELECTIVES: UNITED STATES (352-391)**

### **HIST 352(F,S) America and the Sea, 1600-Present** (Same as Maritime Studies 352) (Offered only at Mystic Seaport)(W)

(See under Maritime Studies for full description.)

*Groups A and D*

## History

**HIST 353 North American Indian History: Pre-Contact to the Present (Same as Environmental Studies 353)** (*Not offered 2006-2007; to be offered 2007-2008*)\*  
([www.williams.edu/Registrar/catalog/depts/hist/hist353.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist353.html))

AUBERT

**HIST 357 Race, Region, and the Rise of the Right** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/hist/hist357.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist357.html))

MERRILL

**HIST 358(F) Woodrow Wilson, Franklin Roosevelt, and the Two World Wars (Same as Leadership Studies 358)**

While the First World War had a highly equivocal outcome which most Americans found unsatisfactory and failed to lead to a lasting peace, the Second World War ended in triumph and shaped the world for the rest of the twentieth century. This course will compare the leadership of two American Presidents in two world wars. Areas of particular focus will include their initial response to these conflicts and the development of their stance towards them; the definition of their war aims; the foundation and maintenance of their alliances; the military planning and conduct of the wars; the impact of the wars upon domestic politics; and their attempts to secure peace settlements that reflected their objectives. The course will combine secondary readings with some work in primary sources to allow students to become familiar with the atmosphere of these two periods.

Format: Lecture/discussion. Evaluation will be based on an hour exam, a paper, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 20-40). Preference given to History majors and Leadership Studies concentrators.*

Group A

Hour: 1:10-2:25 TF

KAISER

**HIST 364(F) History of the Old South\***

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Format: discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

Groups A and D

Hour: 2:35-3:50 TF

DEW

**HIST 365 History of the New South** (*Not offered 2006-2007; to be offered 2007-2008*)\*  
([www.williams.edu/Registrar/catalog/depts/hist/hist365.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist365.html))

DEW

**HIST 368 Cultural Encounters in the American West (Same as American Studies 368)** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist368.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist368.html))

WONG

**HIST 370 Studies in American Social Change** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/hist/hist370.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist370.html))

DEW

**HIST 371(S) American Environmental Politics (Same as Environmental Studies 371)**

The politics surrounding the environment today are a super-heated source of conflict, at the same time that most opinion polls show that Americans widely embrace many environmental protections. While environmental concerns have long been a part of local politics in America, this course will largely explore the emergence and prominence of environmental issues in national politics, from the first organized conservation efforts in the late-nineteenth century to the present-day concerns with the global environment. Throughout the course we will investigate both how changes in the environment have shaped American politics and how political decisions have altered the American and even world-wide-environment.

Evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam.

Group A

Hour: 1:10-2:25 TF

MERRILL

**HIST 372 The Rise of American Business** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/hist/hist372.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist372.html))

DALZELL

**HIST 373(F) Va Va Vroom!—A Nation on Wheels**

Arguably the single most powerful agency shaping life in the United States since the beginning of the twentieth century has been the automobile. Making cars go—building and maintaining them and the systems they require—is by far the nation's largest industry. From cities and towns to the smallest hamlets and the uninhabited wilderness beyond, the American landscape has been totally transformed by the automobile. In a hardly less important vein, automobiles have left an indelible imprint on the dreams we dream. They have also changed forever where we live; the way we rear our children; how and what we consume; the demands we make on government; the crimes we commit; the way we enforce the law—even the way we go to our graves. The course will consider this protein phenomenon selectively and in detail. Readings will be drawn from a wide variety of sources.

Format: seminar/discussion. Requirements: both short and long papers, an optional final exam.

No prerequisites. *Enrollment: 30 (expected: 25). Preference given to History majors.*

Group A

Hour: 9:55-11:10 TR

DALZELL



## History

### **HIST 374 American Medical History** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/hist/hist374.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist374.html))

LONG

### **HIST 378(F) History of Sexuality in America (Same as Women's and Gender Studies 344)**

This course explores the shifting and contested meanings and experiences of sex and sexuality, primarily in North America, from the pre-colonial period to the present. We will pay close attention to changing definitions and experiences of sexual deviance and norms. We will explore as well the role of sexual practices and ideologies in creating and maintaining hierarchies of class, race, and gender. Topics include the place of sex in histories of conquest and colonization; Victorian sexual ideology and behavior; the formation of diverse heterosexual, lesbian, gay, and transgender identities, cultures, and communities, the "sexual revolutions" of the 1910s and 1960s; and representations of and responses to HIV/AIDS.

Format: discussion. Evaluation will be based on class participation, a series of short critical responses, a mid-term essay, and a final research paper.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference to History majors and Women's and Gender Studies majors.*

Group A

Hour: 9:55-11:10 TR

KUNZEL

### **HIST 380 Comparative American Immigration History** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist380.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist380.html))

WONG

### **HIST 381(F) Women and Leadership** (Same as Leadership Studies 220 and Women's and Gender Studies)\*

(See under Leadership Studies for full description.)

### **HIST 383(F) The History of Black Women in America: From Slavery to the Present** (Same as Africana Studies 383 and Women's and Gender Studies 383)\*

This course will introduce students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. We will examine the political nature and development of Black Women's studies as we explore the social, cultural, political, and economic meaning of freedom for women of African descent.

Format: discussion. Evaluation will be based on class participation, several short response papers, and a final exam.

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

Group A

Hour: 1:10-2:25 MR

HICKS

### **HIST 384 Comparative Asian-American History, 1850-1965** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist384.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist384.html))

WONG

### **HIST 385 Contemporary Issues in Recent Asian-American History, 1965-Present** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist385.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist385.html))

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 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist386.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist386.html))

WHALEN

### **HIST 387 Community Building and Social Movements in Latino/a History** (Same as Latina/o Studies 387 and Women's and Gender Studies 387) (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist387.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist387.html))

WHALEN

### **HIST 389 History Through Fiction, Fiction Through History: Windows into African-American Culture** (Same as English 389) (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/hist/hist389.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist389.html))

LONG and CHAKKALAKAL

## **ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)**

### **HIST 392(S) Spiritual Conquest & Expulsion: Jesuits in the Atlantic World, 1540-1773**

The Jesuit Order bears the dubious mark of distinction of being the only missionary group to be expelled from the empires of France, Spain and Portugal, and suppressed by the Catholic Church in the eighteenth century. Infamous for this failure, the Jesuits are also legendary for their martyrdoms, successful conversion strategies, precise records of indigenous voices, and pan-European membership. This course takes the Jesuit Order as a case study of Atlantic history, a new subfield that looks beyond the analytical categories of nation and empire. The same Jesuit transnationalism and global outreach that provoked the suspicion of European monarchs inspires today's Atlantic historians to seize on the Jesuits as a window into understanding the expansion of Catholicism in the early modern period. This course surveys the history of the Jesuit Order from its founding in Europe to its papal suppression, considering key moments such as the barring of women from the Order and the Chinese Rites controversy. We will particularly consider the controversial Jesuit reductions in Paraguay and seventeenth-century Jesuit martyrdoms in Canada. Readings alternate historical scholarship with primary sources by Jesuit luminaries Ignatius Loyola, Matteo Ricci, Antonio Ruiz de Montoya, Andrés Pérez de Ribas, Paul le Jeune and Joseph-François Lafitau. We will explore how the self-reported actions of these men shaped conceptions of Jesuits as both heroes and conspirators in a rapidly expanding world.

## History

Format: lecture/discussion. Evaluation will be based on several papers and short written assignments, a final exam, and class participation.

No prerequisites. *Enrollment limited to 25 (expected: 15-25).*

*Groups B, C, and D*

*Hour: 9:55-11:10 TR*

VELEZ

**HIST 393 Sister Revolutions in France and America (Same as Leadership Studies 212 and French 212) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Leadership Studies for full description.)

*Groups A, B, and D*

**HIST 394 Comparative Masculinities: Britain and the United States Since 1800 (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/hist/hist394.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist394.html))

WATERS

**HIST 395(S) Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as Women and Gender Studies 395)**

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. No enrollment limit (expected 8-14).

*Groups A, B, and D*

*Hour: 8:30-9:45 MWF*

FISHZON

**HIST 396(F) France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism, and the Re-peopling of Europe\***

This course will explore Europe's tumultuous relationship with North Africa, focusing on French colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, 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 to Europe in the post 1945 period. Racial tensions, battles over headscarves, 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.

Format: discussion. Evaluation will be based on class participation, a few short papers, and a final exam.

No prerequisites. *Enrollment limit: 25 (expected 20). Open to all.*

*Groups B and C*

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

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 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist408.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist408.html))

BERNHARDSSON

#### ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

**HIST 425(F) The First Crusade (Same as Religion 215) (W)\***

The First Crusade (1095-1131) was one of the most remarkable episodes in the history of the Middle Ages. Responding to the call of Pope Urban II, a mass movement of armed pilgrims marched almost 2000 miles from western Europe to the Holy Land to reconquer Jerusalem from Turkish invaders. In the eyes of these crusaders, they were undertaking a Christian pilgrimage and penitential war through which they hoped to win salvation, glory, and treasure. In the eyes of others, however, the crusaders were savage barbarians who understood little of the sophisticated civilizations they encountered and who butchered innocent Jews, Muslims, and fellow Christians in God's name. This seminar explores the origins, course, and impact of the First Crusade from social,



## History

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. *Expected enrollment: 10-20.*

*Groups B, C and D*

*Hour: 1:10-3:50 W*

GOLDBERG

**HIST 430** *Toward a History of the Self in Nineteenth- and Twentieth-Century Europe (Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/hist/hist430.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist430.html))

GARBARINI

**HIST 439(S)** *Personality, Society, and Identity in Nineteenth- and Early Twentieth-Century Russian Thought*

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 5-9). Preference will be given to History and Russian Studies majors.*

*Group B*

*Hour: 1:10-3:50 W*

FISHZON

**ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)**

**HIST 443** *Slavery, Race and Ethnicity in Latin America (Not offered 2006-2007; to be offered 2007-2008)\**

([www.williams.edu/Registrar/catalog/depts/hist/hist443.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist443.html))

KITTLESON

**ADVANCED SEMINARS: UNITED STATES (452-471)**

**HIST 456(F)** *Civil War and Reconstruction*

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements: a research paper based at least in part on primary sources.

*Enrollment limited.*

*Group A*

*Hour: 1:10-3:50 W*

DEW

**HIST 458(S)** *The Vietnam War and American Life, 1961-75 (Same as Leadership Studies 458)*

This course will examine the Vietnam war on two fronts: the actual war, an unsuccessful attempt to stop the spread of Communism into South Vietnam that became the most controversial conflict since the Civil War, and the broader, simultaneous changes in American society to which it made such a profound and lasting contribution. The first half of the course will examine the decisions that led the United States into the war, the course of the fighting, the strategy of the enemy, and the reasons for our departure. The second half will begin with a look at the United States in 1961 and show how the war, combined with the advent of the Boom generation, transformed virtually every aspect of American life over the following fifteen years, and laid the foundation for the political conflicts that have dominated American society ever since.

Format: seminar. Evaluation will be based on class participation and a major research paper (20- to 25-pages) based at least partly on primary documents.

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

*Group A*

*Hour: 1:10-3:50 W*

KAISER

**HIST 466(S)** *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

## History

periods. From there we will move to Chicago, the transportation and commercial hub of the emerging national economy in the nineteenth century. Finally we will turn to Los Angeles, “The City of Dreams” and the center of the popular entertainment industry in the twentieth century. In each case, drawing on a variety of sources, we will examine the city’s origins, the factors that promoted its growth, and the distinctive society it engendered. Then we will consider some of the city’s cultural expressions—expressions that seem to characterize not only changing the nature of urban life, but the particular meanings each city gave to the nation’s experience at the time. What made these cities seem simultaneously, as they did, so alluring and so threatening to the fabric of national community and identity?

Format: seminar. Requirements: two short papers and a longer essay analyzing selected primary texts; there will be no hour test or final exam.

Enrollment limit: 20 (expected: 15). Preference given to History majors.

Group A

Hour: 1:10-3:50 W

DALZELL

### **HIST 467(S) African Americans in Urban America (Same as Africana Studies 467) \***

How have scholars, and particularly historians, defined and addressed black urban identity in America? This research seminar examines the history of black urban experience, focusing primarily on the period from the turn-of-the-century to the present. As we discuss the period from the interpretive frameworks that have guided scholarship in black urban studies, we will focus on selected themes such as migration, the black family, political activism, and culture. We will explore the various dimensions of the black urban experience by using primary resources, scholarly analyses, music, and film.

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

Enrollment limit: 15 (expected: 15). Preference to History majors.

Group A

Hour: 1:10-3:50 W

HICKS

### **HIST 471(F) Comparative Latina/o Migrations (Same as Latina/o Studies 471)(W)\***

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

### **ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)**

#### **HIST 474 The History of Oil (Same as Environmental Studies 474) (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/hist/hist474.html)

MERRILL

#### **HIST 475 Modern Warfare and Military Leadership (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/hist/hist475.html)

WOOD

#### **HIST 476 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as Religion 217) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist476.html)

BERNHARDSSON

### **ADVANCED TUTORIALS (480-492)**

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.

#### **HIST 481T The American Revolution, 1763-1798: Meanings and Interpretations (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist481.html)

AUBERT

#### **HIST 482T(S) Memory, History, and the Extermination of the Jews of Europe (Same as Jewish Studies 482) (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.

## History

Format: tutorial. Requirements: weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student's paper. A final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work. *Enrollment limit: 10 (expected: 10). Preference to History majors.*

### Group B

Tutorial meetings to be arranged.

GARBARINI

**HIST 483T African Political Thought** (*Not offered 2006-2007; to be offered 2007-2008*) (W)\*  
(www.williams.edu/Registrar/catalog/depts/hist/hist483.html)

MUTONGI

**HIST 486T Historical Memory of the Pacific War (Same as Japanese 486T)** (*Not offered 2006-2007; to be offered 2007-2008*) (W)\*

(www.williams.edu/Registrar/catalog/depts/hist/hist486.html)

MARUKO-SINIAWER

**HIST 487T(F) 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.*

### Group B

Tutorial meetings to be arranged.

WOOD

**HIST 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as American Studies 488T)** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist488.html)

WONG

**HIST 489T(S) History and the Body (Same as Women's and Gender Studies 489T)** (W)

Does the body have a history? In introducing students to new historical work on the body, this tutorial challenges assumptions about what we take to be deeply natural and stable over time—our bodily selves. We will read scholarship that addresses the body as a subject of historical research and interpretation, paying particular attention to the constitution of the body in relation to historical configurations of gender, race, sexuality, and ability/disability.

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 of that week. On alternate weeks, the student will write and present a 2-page critique of the fellow student's paper. Students will be evaluated on their written work and their analyses of their partner's work. No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors.*

### Group A

Tutorial meetings to be arranged.

KUNZEL

**HIST 490T History, Nostalgia, and the Politics of Collective Memory** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist490.html)

WATERS

**HIST 492T Revolutionary Thought in Latin America** (*Not offered 2006-2007; to be offered 2007-2008*) (W)\*

(www.williams.edu/Registrar/catalog/depts/hist/hist492.html)

KITTLESON

## THE THESIS AND INDEPENDENT STUDY (493-499)

**HIST 493(F) Senior Thesis Research/Writing Seminar**

This seminar is a colloquium for the writers of honors theses. Although each student's major work for the fall will be the writing of a thesis in consultation with an individual advisor, students will gather for occasional meet-

## History, History of Science

ings in order to present and critique each other's proposals and drafts and to discuss common problems in research and the design of a long analytical essay. Evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program. For students proceeding to W31 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the of the year. The quality of a student's performance in end the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which these are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award *Honors* or *Highest Honors* at Commencement.

*Enrollment limited to senior honors candidates.*

Hour: 2:35-3:50 TF

WATERS

### **HIST 494(S) Senior Thesis**

Students continuing to work on an honors thesis after WSP must register for this course. Infrequent meetings; times to be arranged.

*Enrollment limited to senior honors candidates.*

Hour: 2:35-3:50 TF

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 5-10 pages), and two hour exams.

*Enrollment limit: 25.*

*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 cosmology, 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.

*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(S) 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

## *History of Science, Interdepartmental Program*

science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the “American System of Manufactures” helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (1-2 pages), and a final exam.

Enrollment limit: 20. Open to first-year students.

Satisfies one semester of the Division II requirement.

Hour: 1:10-2:25 MR

D. BEAVER

**HSCI 320 History of Medicine (Same as History 293)** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/hsci/hsci320.html](http://www.williams.edu/Registrar/catalog/depts/hsci/hsci320.html))

D. BEAVER

**HSCI 334(S) Philosophy of Biology (Same as Philosophy 334)**

(See under Philosophy for full description.)

**HSCI 336 Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336)** (Not offered 2006-2007; to be offered 2007-2008) (W)

(See under Astronomy for full description.)

**HSCI 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and Leadership Studies 338)** (Not offered 2006-2007; to be offered 2007-2008) (W)

(See under Astronomy for full description.)

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

### COURSES OF RELATED INTEREST

Philosophy 209	Philosophy of Science
Philosophy 210	Philosophy of Medicine
Philosophy 334	Philosophy of Biology
Sociology 368	Technology and Modern Society

## **INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES**

**(Div. II, with some exceptions as noted in course descriptions)**

Chair, Professor WILLIAM G. WAGNER

Advisory Committee: Professors: DARROW, JUST\*. Associate Professors: COX, KIRBY. Assistant Professor: CHAVOYA\*\*.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

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

**INTR 160 Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175)** (Not offered 2006-2007; to be offered 2007-2008) (Q)

(See under Mathematics for full description.)

**INTR 165 Words and Music in the 60s and 70s (Same as English 243 and Music 112)** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/intr/intr165.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr165.html))

R. BELL and W. A. SHEPPARD

**INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222)** (Q)

(See under Cognitive Science for full description.)

Satisfies one semester of the Division II requirement.

**INTR 223(F) Image, Imaging and Imagining: The Brain and Visual Arts**

The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating visual objects. This course first examines how we see and how our brains organize and perceive what we see. In that context, we will investigate how visual artists have used or challenged perceptual cues in their work. We then will study Gestalt perceptual laws and illusions, and see how they have been used in works of art. We will also consider the influence of “disturbed” brain function of artists on their work (for example, autism, schizophrenia, and epilepsy). In the second unit, we will discuss the history and use of neuroimaging (brain scans), and the questions posed by Dumit’s ethnography of neuroimagers, “Picturing Personhood,” for example, how neuroimages are used in public discussions of mental illness, violence, and addiction. We will also examine neuroimaging studies questioning whether the brains of visual artists are lateralized or specialized differently from non-artists. In the final unit, we will explore how visual artists are using brain images



## Interdepartmental Program

in their artwork, and how they have portrayed brain syndromes and mental states. The course will culminate with the development of an exhibit.

Format: discussion. Evaluation will be based on class participation, several short papers, a midterm and a final project.

Prerequisite: Psychology 101 and Art 101-102. *Enrollment limit: 16 (expected 16). Preference will be given to sophomores.*

*Satisfies one semester of the Division III requirement.*

Hour: 1:10-3:50 W

ZIMMERBERG

### **INTR 224(F) After God (Same as Religion 224 and Philosophy 224)**

The beginning of the twenty-first century has been marked by a global revival of religion that few people anticipated. During the 1960s, sociologists and social critics argued that modernization necessarily involved secularization. As developing economies underwent the process of industrialization, the argument went, traditional beliefs and practices were invariably left behind. At the same time, leading theologians were echoing and elaborating Nietzsche's declaration of the death of God. By the 1980s, the disappearance of religion and the death of God seemed distant memories. While modernism entailed the eclipse of religion, postmodernism has been accompanied by the return of the religious. This course will consider the complicated relationship between postmodernism and religion in recent philosophy, theology and critical theory. The inquiry will begin by investigating the impact of media and information technologies on society and culture. The emergence first of what Guy Debord described as 'the society of the spectacle' and then network culture creates a new infrastructure that transforms socio-political structures, economic policies and cultural practices. These changes were coterminous with three very different, though closely related, developments: the death of God theology, the initial appearance of the New Religious Right and post-structural philosophy and theory. Through a careful reading of selected texts by some of the major figures of this important period, this course will explore the unexpected resurgence of religion during the last half of the twentieth-century and assess the implications of these developments for the early decades of the twenty-first century. Far from "a thing of the past," religion prefigures the future now approaching. Works to be considered include: Robert Venturi et al., *Learning from Las Vegas*, Guy Debord, *Society of the Spectacle*, Jean Baudrillard, *Symbolic Exchange and Death*, Thomas Altizer, *The New Gospel of Christian Atheism*, Martin Heidegger, *Selections*, Emmanuel Levinas, *Totality and Infinity*, Georges Bataille, *Visions of Excess, Theory of Religion*, Julia Kristeva, *Powers of Horror, The Feminine and the Sacred*, Slavoj Žizek, *The Fragile Absolute*, Jean-Luc Nancy, *The Ground of the Image*, *Of Divine Places*, Jacques Derrida, *Acts of Religion*.

Format: seminar. Course requirements: mid-term exam, Final paper (12-15 pages).

Prerequisites: (200-level course) Religion 101, 204, 220, Philosophy 101, 240, 305.

Permission of the instructor. *No enrollment limit. (expected: 25).*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

TAYLOR

### **INTR 225(F) Natural History of the Berkshires (Same as Biology 225 and Environmental Studies 225)**

(See under Biology for full description.)

*Satisfies one semester of the Division III requirement.*

### **INTR 259 Society, Culture and Disease (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/intr/intr259.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr259.html))

MURPHY, ROSEMAN and SCHAPIRO

### **INTR 260(F) Games, Play and Virtual Worlds (Same as English 260)**

We are living during an era in which the real is becoming virtual and the virtual is becoming real. With the increasing miniaturization and distribution of digital devices as well as the growth of bandwidth and globalization of networks, we are rapidly approaching a condition of ubiquitous computing. The computer revolution of the 1970s and 1980s and the network revolution of the 1990s prepared the way for the virtual revolution now occurring. The intersection of the real and the virtual can be tracked in the convergence of financial networks and online gaming. On the one hand the currency of the realm in financial capitalism includes new instruments ranging from futures and derivatives to swaps and virtual capital. On the other hand, the fastest growing sector on the entertainment business is online gaming, whose "real" revenues already exceed the income from films. Though most of these games are set in medieval fantasy worlds, they are organized around the goal of accumulating virtual assets that can be exchanged within the game world. The "real" and the virtual meet on eBay, where the virtual assets for games can be bought and sold for "real" money. Though the technologies are new, games, play and virtual worlds are as old as humanity itself. Religious myths as well as art and literature create virtual worlds for single or multiplayer role-playing games. By considering the psychological, social and cultural dynamics of virtual realities, this seminar will examine the continuity and discontinuity between modernity and postmodernity. Students will be required to subscribe to and participate in a Massively Multiplayer Online Role-Playing Game (MMORPG) for the entire semester. Class sessions will be devoted to discussions of the games in relation to readings that help to illuminate the complexity and multiplicity of virtual worlds. The approach to this topic will be insistently interdisciplinary - philosophical, psychological, aesthetic and economic lines of analysis will be explored. The texts to be considered include: Lewis Carroll, *Alice in Wonderland*, Bruno Bettelheim, *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*, Johan Huizinga, *Homo Ludens: A Study of the Play Element in Culture*, Stephen Kline, *Digital Play: The Interaction of Technology, Culture and Marketing*, Guy Debord, *Society of the Spectacle*, Jean Baudrillard, *Simulation and Simulacra*, Nelson Goodman, *Ways of Worldmaking*, Pierre Levy, *Collective Intelligence: Mankind's Emerging World in Cyberspace*, Edward Castromova, *Synthetic Worlds: The Business and Culture of Online Games*, Steven Johnson, *Everything Bad is Good*

## Interdepartmental Program

for You: *How Popular Culture is Actually Making Us Smarter*, Benjamin Woolley *Virtual Worlds*, Mark Taylor, *Confidence Games*, Elinor Harris Solomon, *Virtual Money*.

Format: seminar. Requirements: semester-long participation in an online game. Contribution to a Blog about online games. Contribution to every seminar session. 10-page mid-term paper. 20-page final paper.

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

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

TAYLOR

**INTR 275 Real Fakes** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/intr/intr275.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr275.html))

TAYLOR

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

(Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/intr/intr287.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr287.html))

E. D. BROWN

**INTR 292(S) What is Life?** (Same as Religion 292 and Chemistry 292)

The 21st century will be the biological century. Developments in biology, biochemistry, and bioinformatics will be as transformative as computers and information technologies were in the 20th century. These changes will recast the question of life and will pose difficult social, political, and ethical challenges. For centuries philosophers and scientists have attempted to define life. How does life begin and where does it end? What is the difference between the living and the non-living? What makes human life distinctive? Recent advances in science and technology have complicated these questions but at the same time have opened new possibilities of communication between philosophy and science. In this course, we will draw on a variety of disciplinary approaches to integrate scientific and philosophical approaches to the question of life. Topics to be considered include: origin of life, evolution, co-evolution and symbiosis, cells and organisms, organization and complex adaptive systems, replication and reproduction, disease and self-preservation, information and bioinformatics, viruses and parasites, molecular, cellular and organism cloning, stem cells, abortion, tissue engineering, gene therapy, artificial life, implants and prostheses. In addition to the philosophical and scientific aspects of these issues, we will examine their social, ethical and political implications. Readings drawn from texts and articles written by scientists and philosophers.

Format: discussion/lecture. Evaluation will be based on midterm exam and final paper.

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

*Satisfies one semester of the Division II requirement.*

Hour: 8:30-9:45 MWF

TAYLOR and LOVETT

**INTR 295 Order, Disorder and Political Culture in the Islamic World** (Same as International Studies 101 and Political Science 241) (Not offered 2006-2007; to be offered 2007-2008)\*

(See under International Studies for full description.)

DARROW and MACDONALD

**INTR 307 Art and Justice** (Same as Arts 311 and Political Science 337) (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/intr/intr307.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr307.html))

DIGGS and M. REINHARDT

**INTR 315 Computational Biology** (Same as Computer Science 315 and Physics 315) (Not offered 2006-2007; to be offered 2007-2008) (Q)

(See under Computer Science for full description.)

*Satisfies one semester of the Division III requirement.*

**INTR 316(S) Nothing, God, Freedom** (Same as Religion 316 and Philosophy 316)

What "is" nothing? Is God nothing? Is nothing God? Can nothing be figured? Can the void be represented? Are nothingness and emptiness the same? Is nothing an absence? How is nothing related to loss, lack and disaster? Is silence nothing? Is nothing freedom? Is freedom divine? Does creativity presuppose nothing? Is nothing nihilistic? Throughout history, nothing has assumed many guises and evoked a variety of responses in different religious and cultural contexts. While in some traditions nothingness is the void deemed divine or the sacred plenitude in which everything is grounded and from which creativity emerges, in others nothingness is an emptiness that leads to nihilism. In this seminar, we will explore the interrelation of nothing, God and freedom in religious, philosophical, literary, and artistic texts. Special attention will be given to the questions nothingness poses for strategies of representation and signification. Is nothing representable or unrepresentable? Can nothing be signified? Is nothing silent or is silence nothing? Is nothing visible or is the invisible nothing? Is nothing destructive or creative? Why is nothing important now? Might nothing be the guise of the divine in a world from which the gods have fled? And might such a divine be the groundless ground of freedom? Works to be considered include: Poe, *Haunted* (CD), Ingmar Bergman, *Persona* (film), Gary Hill, *Incidence of Disaster* (video), Paul Auster, *City of Glass*; F.W.J. Schelling, *Ages of the World*, Martin Heidegger, *Being and Time*, Nishida Kitaro, *Nothingness and the Religious World View*, Jean-Luc Nancy, *The Experience of Freedom*, Søren Kierkegaard, *The Concept of Anxiety*, Jacques Derrida, "How to Avoid Speaking," Edgar Allan Poe, "Ms. Found in a Bottle," Edmond Jabès, *El, or The Last Book*, John Cage, *Silence*, Maurice Blanchot, *Awaiting Oblivion*, John Cage, *Silence*, Brian Rotman, *Signifying Nothing*, Mark Danielewski, *House of Leaves*.

Format: seminar. Course requirements: active participation in every seminar session, regular participation in online discussion, initiation of one seminar session, and a term paper.

Prerequisites: (300 level course) Religion 101, Philosophy 101, permission of instructor. *Enrollment limit: 20. (expected: 20). Preference given to juniors and seniors.*

Hour: 1:10-3:50 W

TAYLOR



*Interdepartmental Program, International Studies*

**INTR 346(F) The Human Face in the Modern Imagination (Same as Arth 307, English 346 and Comparative Literature 356) (W)**  
(See under English for full description.)

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

**INTR 405 Latina/o Visual Culture—Histories, Identities, and Representation (Same as Latina/o Studies 464) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(See under Latina/o Studies for full description.)

**INTERNATIONAL STUDIES  
(Div. II)**

*Chair, Professor WILLIAM R. DARROW*

*Advisory Committee:* Professors: CAPRIO, CASSIDAY, CRANE, KUBLER, K. LEE\*\*, MAHON\*\*\*, MONTIEL\*. Associate Professors: M. LYNCH, MUTONGI\*, A. V. SWAMY\*\*\*. Assistant Professor: PIEPRZAK\*.

In this era of cultural, technological and economic globalization and also of pressing international crises including environmental degradation, poverty and underdevelopment, terrorism and pandemics, knowledge of the world beyond the United States is an essential part of the liberal education that is the goal of the Williams experience. Both within and outside the classroom the College provides a rich array of opportunities to pursue that goal. The International Studies Program is designed to increase awareness of those opportunities and to provide a centralizing mechanism to encourage gaining such knowledge with perspectives that are cross disciplinary and comparative.

The program administers a number of tracks that provide students with the opportunity to pursue study of one area of the world or theme as a way of complementing the work they have done in their majors. Students will be expected to take courses in at least two departments to fulfill the requirements of a track. In addition to completing International Studies 101, they will be expected to do five courses in a track including an approved senior exercise. Students may not count a course toward more than one track in the program. They may pursue two tracks but will need to meet the course requirements for each track with a full complement of courses.

**TRACKS**

Tracks are of two kinds. The first type focuses either on a particular region of the world or a contact zone where several cultural traditions encounter each other. The second type is organized thematically and will explore a cultural, political, economic or technological issue globally. Each track will be administered by faculty teaching in that track in consultation with the steering committee. Each track may set an additional requirement of a level of language competency for its concentrators. Each track may also require one of the elective courses to be comparative, i.e. course that might not cover material directly dealing with their area, but would enrich the student's experience with tools for comparative inquiry. At present the program consists of the following tracks:

*Area Tracks*

African Studies  
East Asian Studies  
Latin American Studies  
Middle Eastern Studies  
Russian and Eurasian Studies  
South and Southeast Asia Studies

*Thematic Tracks*

Borders, Exile and Diaspora Studies  
Economic Development Studies

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

*International Studies 101*

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will usually be team taught. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track.

*Study Abroad and Internships*

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

## International Studies

### Colloquium

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Development Economics and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

### Senior Exercise

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20-25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

### Honors

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). An honors candidate will prepare a forty page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

### INST 101(F) Asia and the World (Same as Asian Studies 201 and Political Science 100)\*

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

Hour: 1:10-2:25 MR

CRANE

### INST 101 Order, Disorder and Political Culture in the Islamic World (Same as INTR 295 and Political Science 241) (Not offered 2006-2007; to be offered 2007-2008)\*

([www.williams.edu/Registrar/catalog/depts/inst/inst101.html](http://www.williams.edu/Registrar/catalog/depts/inst/inst101.html))

DARROW and MACDONALD

### INST 397(F), 398(S) Independent Study

### INST 402(S) Senior Seminar in International Studies

This course is open to concentrators in all tracks who will not be able to meet the senior exercise requirement in another context. This will be a shared team taught research seminar that will culminate in the completion of a final research paper (20-25 pages). The seminar will meet jointly for the first four weeks to explore issues in the field of International Studies. This will be followed by four weeks of individual research developed in consultation with appropriate faculty followed in the last four weeks by the presentation of that research.

*Satisfies one semester of Division II requirement.*

Hour: TBA

CRANE

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

## AREA TRACKS

### African Studies

Africana Studies 250/INTR 287/Music 233 African Music: Interdisciplinary Studies  
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
English 130 J.M. Coetzee  
English/Comparative Literature 241 The African Novel  
English/Comparative Literature 351 Reading Africa: Gender and Sexuality  
French 111 Introduction to Francophone Literature: Roots, Families, Nations  
History 202 Early-African History Through the Era of the Slave Trade  
History 203 Sub-Saharan Africa Since 1800  
History 303 Post-Apartheid South Africa  
History 304 South Africa and Apartheid  
History 308 Gender and Society in Modern Africa  
History 402T African Political Thought

### East Asian Studies

ArtH 103Asian Art Survey: From the Land of the Buddha to the World of the Geisha  
ArtH 270 Japanese Art and Culture

Arth 274 Chinese Calligraphy: Theory and Practice  
Arth 374 In Pursuit of Clouds and Mists: Landscapes in Chinese Art  
Arth 376 Zen and Zen Art  
Asian Studies 201/International Studies 101/Political Science 100 Asia and the World  
Chinese 219 Popular Culture in Modern China  
Chinese 224/Comparative Literature 220/History 315 Cultural Foundations: The Literature and History of Early China  
Chinese/Comparative Literature 235 China on Screen  
Economics/Asian Studies 207 China's Economic Transformation Since 1980  
Economics 366 Rural Economies of East Asia  
Economic 387/515 Economic Transition in East Asia  
History 118 "Ten Years of Madness": The Chinese Cultural Revolution  
History 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600  
History 213 Modern China, 1600-Present  
History/Japanese 218 Modern Japan  
History/Women's and Gender Studies 319 Gender and the Family in Chinese History  
History/Japanese 321 History of U.S.-Japan Relations  
Japanese 255/Comparative Literature 250 Love and Death in Modern Japanese Fiction  
Japanese 256/Comparative Literature 250 Confession and Deception in Japanese Literature  
Japanese 260/Comparative Literature 261 The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary Context  
Music 126 Musics of Asia  
Political Science 247 Political Power in Contemporary China  
Political Science 253 Japanese Politics  
Political Science 265 The International Politics of East Asia  
Political Science 268 US and the Two Koreas  
Political Science 341 The Politics of the Global Economy: Wealth and Power in East Asia  
Political Science 342 East Asia and Globalization  
Political Science 347 Korea's Democratization

*Latin American Studies*

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America  
Anthropology 216 Native Peoples of Latin America  
Anthropology/Africana Studies 235 Cultural Politics in the Caribbean  
Arth 200 Art of Mesoamerica  
History 148 The Mexican Revolution: 1910 to NAFTA  
History 242 Latin America From Conquest to Independence  
History 243 Modern Latin America, 1822 to the Present  
History 249 The Caribbean From Slavery to Independence  
History 342 Creating Nations and Nationalism in Latin America  
History 343 Gender and History in Latin America  
History 346 History of Modern Brazil  
History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
History 443 Slavery, Race, and Ethnicity in Latin America  
Music 230 Seminar in Caribbean Music  
Political Science 222 The United States and Latin America  
Political Science 346 Mexican Politics  
Political Science 349T Cuba and the United States  
Spanish 200 Latin-American Civilizations (Conducted in Spanish)  
Spanish 203 Major Latin-American Authors: 1880 to the Present  
Spanish/Comparative Literature 205 The Latin-American Novel in Translation  
Spanish 403 Senior Seminar: Literature and the City in Latin America  
Theatre/American Studies/Women's and Gender Studies 331 [Sound and Movement in the Diaspora: Afro-Latin Identities](#)

*Middle Eastern Studies*

Anthropology 224 Morality and Modernity in the Muslim Middle East  
Anthropology 346 The Afghan Jihad and its Legacy  
Arth 220 The Mosque  
Arth 278 The Golden Road to Samarkand  
Arth 472 Forbidden Images?  
Comparative Literature 257 Baghdad  
History 111/Leadership Studies 150 Movers and Shakers in the Middle East  
History 207 The Modern Middle East  
History 311 The United States and the Middle East  
History 408 Archaeology, Politics, and Heritage in the Middle East  
Religion 230/Comparative Literature 260 Reading Reading: Introduction to the Qur'an and Islam  
Religion 231/History 209 The Origins of Islam: God, Empire and Apocalypse  
Religion/Women's and Gender Studies 232/History 309 Women and Islam

## *International Studies*

- Political Science 241 Order, Disorder and Political Culture in the Islamic World
- Political Science 277 Political Islam

### *Russian and Eurasian Studies*

- History 140 Fin-de Siecle Russia: Cultural Splendor, Imperial Decay
- History 240 Muscovy and the Russian Empire
- History 241 The Rise and Fall of the Soviet Union
- History 440 Reform, Revolution, Terror: Russia, 1900-1939
- Religion 236/History 211 The Greater Game? Central Asia and Its Neighbors: Yesterday, Today and Tomorrow
- Russian/Comparative Literature 203 Nineteenth Century Russian Literature in Translation
- Russian/Comparative Literature 204 Freeze, Thaw, Resurrection: Twentieth-Century Russian Literature in Translation
- Russian 206 Topics in Russian Culture: Feasting and Fasting in Russian History
- Russian 208/ArH 266 History of Russian Art
- Russian/Comparative Literature 222 The Russian Short Story
- Russian 301 Russian and Soviet Film
- Russian 303 Russia in Revolution
- Russian/Comparative Literature 305 Dostoevsky and His Age
- Russian/Comparative Literature 306 Tolstoy and His Age
- Russian 307 Music and Nineteenth Century Russian Literature
- Russian 402 Senior Seminar: Real Men, Real Women? Gender in 20th-Century Russian Literature

### *South and Southeast Asia Studies:*

- Anthropology 233 Spiritual Crossroads: Religious Life in Southeast Asia
- Political Science 251 Politics of India
- Religion 240 Hindu Traditions
- Religion 241 Hinduism: Construction of a Tradition
- Religion/Women's and Gender Studies 246 The Gendering of Religion and Politics in South Asia
- Religion 272 Mass Media and Religious Violence
- Religion 302 Religion and Reproduction: The Production of Conflict or Consensus?
- Sociology 327 Violence, "Militancy," and Collective Recovery
- Sociology 345 Producing the Past

## **THEMATIC TRACKS**

### *Borders, Exile and Diaspora Studies:*

- American Studies/Latina/o Studies/Theatre/Women's and Gender Studies 331 **Sound and Movement in the Diaspora: Afro-Latin Identities**
- American Studies/Latina/o Studies 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making
- Anthropology 235 Cultural Politics in the Caribbean
- ArH 313 Distant Encounters: East Meets West in the Art of the European Middle Ages
- Comparative Literature/French 312 T Writing Islands
- Comparative Literature/Latino/a Studies 338 Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday
- Comparative Literature 329/English 379 Contemporary World Novel
- Comparative Literature 357 Creolization in Hispanic and Anglophone Caribbean Literature
- Comparative Literature 402 Migration and National Identity in Literature and Film: Europe and the Americas
- History 380 Comparative American Immigration History
- History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration and Households
- History 396 France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism and the Re-peopling of Europe
- History 443 Slavery, Race and Ethnicity in Latin America
- History/American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents
- Latina/o Studies 105 Latina/o Identities: Constructions, Contestations, Expressions
- Latina/o Studies 203/ArH 203 Chicano/a Film and Video
- Latina/o Studies/History 471 Comparative Latina/o Migrations
- Political Science 225 International Security
- French 111 Introduction to Francophone Literature: Roots, Families, Nations
- Sociology 235 Racial Boundaries, Ethnic Identities
- Sociology 345 Producing the Past
- Spanish 201 The Cultures of Spain

### *Economic Development Studies*

- Economics 204/Environmental Studies 234 Economic Development in Poor Countries
- Economics 235 Urban Centers and Urban Systems
- Economics 240T Colonialism and Underdevelopment in South Asia
- Economics 358 International Economics

## *International Studies, Jewish Studies*

Economics 360 International Monetary Economics  
Economics 369/512 Agriculture and Development Strategy  
Economics 501 Development Economics I  
Economics 502 Development Economics II  
Economics 503 Public Finance  
Economics 505 Finance and Development  
Economics 507 International Trade and Development  
Economics 508 Development Finance  
Economics 509 Developing Country Macroeconomics  
Economics 513 Development Macroeconomics II  
Environmental Studies 313 Global Trends, Sustainable Earth  
Political Economy 401 Politics of International Economy  
Political Science 229 Global Political Economy  
Political Science 327 The Global Politics of Development and Underdevelopment  
Religion 287 The Dynamics of Globalization: Society, Religion and the Environment

### **JEWISH STUDIES (Div. II)**

*Chair, Professor STEVEN GERRARD*

*Advisory Faculty:* Professor: GERRARD. Assistant Professors: DEKEL, S. FOX, GARBARINI, HAMMERSCHLAG.

#### **THE PROGRAM IN JEWISH STUDIES**

Jewish Studies describes the academic field concerned with the experience and culture of the Jewish people. Covering a wide temporal and geographical range, Jewish Studies embraces both the waters of Babylon and the tenements of the Lower East Side. The subject cuts across numerous fields including Ancient Near Eastern Studies, Religion, Classics, History, Anthropology, Sociology, Art History, English, Middle Eastern Studies, Hebrew, Women's and Gender Studies, American Studies, Comparative Literature, Romance Languages and Literature, German and Russian Studies, and Political Science. Jewish Studies as a subject and object of scholarly inquiry is more than 100 years old, emerging, as did the study of religion in general, in the context of nineteenth century efforts to make religious texts open to scientific and especially historical forms of investigation.

Williams offers a variety of courses specifically directed to students interested in Jewish Studies. In addition, many other courses incorporate topics relevant to the study of Judaism. Students are encouraged to integrate courses from diverse disciplines with a focus in Jewish history, religion, literature, language, and thought. Thus, rather than emphasizing a particular method of inquiry, Jewish Studies courses bring together students from different departments who share an interest in a common topic. As a result, Jewish subjects are analyzed from a multitude of perspectives (religious, philosophical, political, historical, psychological, literary, etc.). Williams offers two types of courses related to Jewish Studies: Courses directly focusing on Jewish topics and courses partially devoted to some aspect of Judaism. Most courses in Jewish Studies are open to all students without prerequisites. The specific catalogue entry for each course should be checked for details. The concentration in Jewish Studies is recommended for students interested in a sustained intellectual experience in the field.

#### **CONCENTRATION IN JEWISH STUDIES**

The concentration in Jewish Studies serves two primary functions. First, it provides a formal structure enabling students to develop knowledge of the history, thought, texts, and practices of the Jewish people. Second, students will learn to apply this competency to the analysis of issues related to Jewish Studies emerging from disciplinary perspectives. Through the Jewish Studies concentration, students will be able to examine topics according to the methods particular to majors as well as in comparison with other disciplinary approaches. Thus, Jewish Studies enhances one's specific knowledge of Judaism and the general capacity to think interdisciplinarily.

Students wishing to concentrate in Jewish Studies must take 5 courses with at least 2 different prefixes: 1 core course, 2 central courses, 1 elective, and 1 capstone course.

##### *Core Course*

Jewish Studies 101/Religion 203 Judaism: Innovation and Tradition

##### *Central Courses*

Jewish Studies/Classics/Religion 201/Comparative Literature 202 The Hebrew Bible [Not offered in 2006-2007]

Jewish Studies/Religion 204 Redeeming a Broken World: Messianism in Modernity (W)

Jewish Studies/Classics/Religion 205/Comparative Literature 217 Ancient Wisdom Literature

Jewish Studies/Classics/Comparative Literature/Religion 206 The Book of Job and Joban Literature [Not offered 2006-2007]

Jewish Studies/Classics/Religion 207/Comparative Literature 205 From Adam to Noah: Literary Imagination and the Primeval History in Genesis

## *Jewish Studies*

Jewish Studies/History 230 Modern European Jewish History 1789-1948 [Not offered 2006-2007]  
Jewish Studies/History 232 Nostalgia in Jewish Thought, Literature, and Art [Not offered 2006-2007]

Jewish Studies/History 233 Rootlessness, Exile, and Zionism: Judaism and the Land [Not offered 2006-2007]

Jewish Studies/Religion 280/Philosophy 282 The Turn to Religion in Post-Modern Thought (W)

Jewish Studies/History 338 The History of the Holocaust

Jewish Studies/History 482T Memory, History, and the Extermination of the Jews of Europe

### *Elective*

Students may meet the elective requirement with one of the courses partially related to Jewish Studies or another central course. Since the elective requirement enables students to situate issues in Jewish Studies within a broader disciplinary context, the elective must be taken after REL/JWST 203 and simultaneously with or after at least one core course. In a course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes constantly so the course catalogue should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

Comparative Literature 232 European Modernism

English 236 Witnessing: Slavery and Its Aftermath

[German 303 German Studies 1900-1938]

History 225/Religion 216 The Middle Ages

History 228 Europe in the Twentieth Century

[History 331 The French and Haitian Revolutions]

[History 425/Religion 215 The First Crusade]

[History 487T The Second World War: Origins, Course, Outcomes, and Meaning]

[History 490T History, Nostalgia, and the Politics of Collective Memory]

[Religion 231/History 209 The Origins of Islam: God, Empire and Apocalypse]

[Religion 270T Father Abraham: The First Patriarch]

Spanish 201 The Cultures of Spain

### *Capstone Course*

JWST 491 Jewish Studies Interdisciplinary seminar (Members of the Jewish Studies Advisory Committee)

### *Croghan Professorship*

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan 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 coordinator, students may count a study-abroad program towards one core requirement.

### *Funding*

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

### **JWST 101(S) Judaism: Innovation and Tradition (Same as Religion 203)**

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



## *Jewish Studies, Latina/o Studies*

Jewishness, such as nation, people, race and ethnicity, and the motivations behind such designations. Texts will include the Hebrew Bible, Holz (ed), *Back to the Sources*; Halbertal, *People of the Book*; Mendelssohn, *Jerusalem*; Hertzberg (ed), *The Zionist Idea*; Levi, *Survival in Auschwitz* as well as excerpts and articles available in a course packet.

Format: lecture/discussion. Assignments will include participation in class discussion, 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: 2:35-3:50 MR

HAMMERSCHLAG

**JWST 201 The Hebrew Bible (Same as Classics 201, Comparative Literature 201 and Religion 201) (Not offered 2006-2007; to be offered 2007-2008)**  
(See under Religion for full description.)

**JWST 204(F) Redeeming a Broken World: Messianism in Modernity (Same as Religion 204) (W)**  
(See under Religion for full description.)

**JWST 205(S) Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Religion 205)**  
(See under Religion for full description.)

**JWST 206 The Book of Job and Joban Literature (Same as Classics 206, Comparative Literature 206 and Religion 206) (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(See under Religion for full description.)

**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)**  
(See under Religion for full description.)

**JWST 230 Modern European Jewish History 1789-1948 (Same as History 230) (Not offered 2006-2007; to be offered 2007-2008)**  
(See under History for full description.)

**JWST 280(S) The Turn to Religion in Post-Modern Thought (Same as Philosophy 282 and Religion 280)**  
(See under Religion for full description.)

**JWST 338(F) The History of the Holocaust (Same as History 338)**  
(See under History for full description.)

**JWST 482T(S) Memory, History, and the Extermination of the Jews of Europe (Same as History 482T) (W)**  
(See under History for full description.)

**JWST 491(F) Jewish Studies Interdisciplinary Seminar**

Open to students who have completed (or are completing) the four required courses for the Jewish Studies concentration, this course enables students to integrate their background in Jewish Studies with the disciplinary normally associated with a departmental major. Team-taught by members of the JWST advisory committee, the course consists of three parts. 1) Introductory sessions on methodological issues in Jewish Studies. 2) 4-6 week period of individual meeting with faculty member while working on a 15- to 20-page research project. 3) Final month devoted to seminar style presentation and discussion of papers. Students participating in the seminar must sign up for an approved independent study. A student writing a thesis relevant to Jewish Studies for a departmental major may petition the chair of Jewish Studies to allow the thesis to meet the capstone requirement in place of JWST 491.

Evaluation will be based on participation in discussions and final paper and presentation.

Prerequisites: fulfillment of requirements of Jewish Studies concentration. *No enrollment limit, however, chair of Jewish Studies must approve participation in the course (expected: 8).*

Hour: TBA

Members of the Jewish Studies Advisory Committee

## **LATINA/O STUDIES (Div. II)**

*Chair*, Associate Professor CARMEN WHALEN

*Advisory Committee*: Associate Professors: KITTLESON\*, WHALEN. Assistant Professors: CEPE-DA, CHAVOYA\*\*, JOTTAR, RÚA\*, VARGAS.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an



## *Latina/o Studies*

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 Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different disciplines, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

### *Required Courses*

Latina/o Studies 105 Latina/o Identities: Constructions, Contestations, and Expressions

#### *One of the following 400-level seminars:*

Latina/o Studies/American Studies 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making

Latina/o Studies/American Studies 409 Tracing the Roots of Routes: Transnationalism and its (Dis)Contents

Latina/o Studies/American Studies 464/INTR 405 Latina/o Visual Culture: Histories, Identities, and Representation

Latina/o Studies/History 471 Comparative Latina/o Migrations

Latina/o Studies/American Studies 481 Locating Latino Studies: Approaches to Latinidad

#### *Two of the following core electives:*

Latina/o Studies/ArH 203 Chicana/o Film and Video

Latina/o Studies/Music 232T Latin Music USA

Latina/o Studies 240/Comparative Literature 210/Linguistics 254 The Politics of Language in the Literature and Culture of U.S. Latinas/os

Latina/o Studies/Spanish 241T Redefining the “Helping Hand”: Community-Based Approaches to Latina/o Language and Identity in Northern Berkshires

Latina/o Studies/History 286 Latina/o History From 1846 to the Present

Latina/o Studies/American Studies 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers

Latina/o Studies/American Studies/Theatre 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance

Latina/o Studies/American Studies/Theatre/Women’s and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities

Latina/o Studies/American Studies/Theatre 335/Women’s and Gender Studies 337 Contemporary U.S. Theatre and Performance: Latinas/os in the Everyday

Latina/o Studies/Comparative Literature 338 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday

Latina/o Studies 346/Comparative Literature 359 Latinas in/and the Media: From Production to Consumption

Latina/o Studies/History/Women’s and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households

Latina/o Studies/History/Women’s and Gender Studies 387 Community Building and Social Movements in Latino/a History

*One additional related course from either of the following subcategories OR from the core electives above:*

#### *Countries of Origin and Transnationalism*

History 243 Modern Latin America, 1822 to the Present

History 249 The Caribbean From Slavery to Independence

History 342 Creating Nations and Nationalisms in Latin America

History 343 Gender and History in Latin America

Latina/o Studies 221/Africana Studies/Music 220 Rhythm and Jazz in America, Brazil, and Cuba

Music 230 Seminar in Caribbean Music

Political Science 222 The United States and Latin America

Political Science 346 Mexican Politics

Political Science 349T Cuba and the United States

Theatre 330 The Aesthetics of Resistance: Contemporary Latin American Theatre and Performance

#### *Comparative Ethnic Studies*

History/American Studies 368 Cultural Encounters in the American West

History 380 Comparative American Immigration History

#### 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, 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 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 (1- to 5-page) papers throughout the semester.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to Latina/o Studies concentrators.*

Hour: 1:10-2:25 TF

CEPEDA and JOTTAR

#### **LATS 203(S) 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. 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

Screening: 7-9:40 p.m. M

CHAVOYA

#### **LATS 209 Spanish for Heritage Speakers: Introduction to the Cultural Production of U.S.**

**Latinas/os (Same as Spanish 209) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/lats/lats209.html](http://www.williams.edu/Registrar/catalog/depts/lats/lats209.html))

CEPEDA

#### **LATS 220 Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/lats/lats220.html](http://www.williams.edu/Registrar/catalog/depts/lats/lats220.html))

RÚA

#### **LATS 221(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Africana Studies 220 and Music 220)\***

(See under Africana Studies for full description.)

## Latina/o Studies

**LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(See under Music for full description.)

**LATS 240 The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Comparative Literature 210 and Linguistics 254) (Not offered 2006-2007; to be offered 2007-2008)\***  
(www.williams.edu/Registrar/catalog/depts/lats/lats240.html) CEPEDA

**LATS 241T(F) Redefining the "Helping Hand": Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (Same as Spanish 241T) (W)\***  
With a specific focus on the "politics of helping" and the Northern Berkshires' Latin American immigrant population, this tutorial will examine the multiple facets of a Latina/o identity rooted in the region's rural, as opposed to urban, spaces. Beginning with an historic, political, and cultural overview of Berkshire County and the Latina/o populations who comprise the majority of its newest immigrants, students will then be trained in formal interviewing techniques. Following a brief period of information-gathering and establishing contact with local Latina/o immigrant residents and service organizations, student teams will next identify and design a Spanish-language service project that they feel best addresses a particular need within the community. Community partnerships may include, though are not limited to, the following organizations: The ESL Program at Brayton Elementary School (North Adams), the Berkshire Immigrant Center (Pittsfield), the Northern Berkshire Community Coalition (North Adams), and local Americorps VISTA representatives (Williamstown and North Adams). At semester's end, student teams will be required to present their completed service projects to their partner organizations and fellow classmates. Please note that this course is intended for Spanish heritage speakers, or those whose primary exposure to the language has occurred in a domestic/informal context.  
Format: tutorial. Evaluation to be based on student participation, several short papers (3-5 pages) throughout the semester, and a final project conducted with a community partner.  
Prerequisites: Latina/o Studies 105 and Latina/o Studies 209 (formerly Latina/o Studies 207). *Enrollment limit: 10 (expected: 8). Preference given to juniors, seniors, Latina/o Studies concentrators, and Spanish majors.*  
Tutorial meetings to be arranged. CEPEDA

**LATS 286(F) Latina/o History From 1846 to the Present (Same as History 286)\***  
(See under History for full description.)

**LATS 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310)\***  
(www.williams.edu/Registrar/catalog/depts/lats/lats310.html) RÚA

**LATS 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330 and Theatre 330)\***  
(See under Theatre for full description.)

**LATS 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Theatre 331 and Women's and Gender Studies 331)\***  
This course focuses on the production of music and dance in the Afro-Latino Diaspora, and how Afro-Latino identities manifest through these various forms of expressive culture. We will explore the notions of transculturation and mestizaje as theoretical tools to understand the construction of race as a representational discourse performed through music and dance. We will pay particular attention to the intersections of class, race, gender and sexuality in Cuba, Brazil, Puerto Rico, and the U.S.  
Format: seminar. Requirements: class participation and presentations, two short essays (3-4 pp.) and one final essay (10 pp.)  
No prerequisites. *No enrollment limit.*  
Hour: 11:00-12:15 MWF JOTTAR

**LATS 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(www.williams.edu/Registrar/catalog/depts/lats/lats332.html) RÚA

**LATS 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Theatre 335, and Women's and Gender Studies 337)\***  
This course explores Latino/a theatre and performance from the 1960's to the present. We will study Latino/a theatre and performance in its broadest U.S. articulations, from mainstream Broadway productions to grass roots community carpas, from oppositional site-specific interventions to disembodied performance praxis in cyber space. We will pay particular attention to the intrinsic connections between social movements and popular culture in the articulation of a counter-hegemonic Latino/a imaginary. What is the relationship between migration, memory, Aztlán, border culture, the "Spirit Republic of Puerto Rico," and exilic and diasporic subjectivities?  
Format: seminar.  
Requirements: class participation, two oral presentations, one short essay (5-7 pages), one written report of a newspaper's theater review (1 page), a short research assignment on book reviews, and two critical essays (10 pages).  
No prerequisites. *No enrollment limit (expected: 15).*  
Hour: 2:35-3:50 MR JOTTAR

**LATS 338 Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday (Same as Comparative Literature 338) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(www.williams.edu/Registrar/catalog/depts/lats/lats338.html) CEPEDA

**LATS 346(S) Latinos in/and the Media: From Production to Consumption (Same as Comparative Literature 359)\***

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, and audience studies in an attempt to answer the following: How do Latinos 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, Yeidy Rivero, América Rodríguez, and Angharad Valdivia.

Format: discussion. Evaluation to be based on student participation, 1 student-led discussion period, several short papers throughout the semester (3-5 pages each), final exam.

Prerequisites: Latina/o Studies 105 or permission of instructor. *Enrollment limit: 20 (expected: 10-15). Preference given to juniors, seniors, Latina/o Studies concentrators and Comparative Literature majors.*

Hour: 1:10-2:25 MR

CEPEDA

**LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386) (Not offered 2006-2007; to be offered 2007-2008)\***  
(See under History for full description.)

**LATS 387 Community Building and Social Movements in Latino/a History (Same as History 387 and Women's and Gender Studies 387) (Not offered 2006-2007; to be offered 2007-2008)\***  
(See under History for full description.)

**LATS 397(F), 398(S) Independent Study\***

**LATS 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(www.williams.edu/Registrar/catalog/depts/lats/lats405.html) RUA

**LATS 409(S) Tracing the Roots of Routes: Transnationalism and its (Dis)Contents (Same as American Studies 409) (W)\***

In the age of satellite television, e-mail, and readily available international phone cards, transnationalism is rapidly becoming 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, Haiti, India, and Mexico, among others.

Format: discussion. Evaluation to be based on student participation, 1 student-led discussion period, and a semester-long research project to be graded in various stages.

Prerequisites: Latina/o Studies 105 and American Studies 201. *Enrollment limit: 19 (expected: 15). Preference given to juniors, seniors, American Studies majors and Latina/o Studies concentrators.*

Hour: 1:10-3:50 W

CEPEDA

**LATS 462(S) Art of California: "Sunshine or Noir" (Same as American Studies 462 and ArtH 462)**  
(See under Art—ArtH for full description.)

**LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as INTR 405) (Not offered 2006-2007; to be offered 2007-2008) (W)\***  
(www.williams.edu/Registrar/catalog/depts/lats/lats464.html) CHAVOYA

**LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (W)\***

Policy makers, scholars, the media, and others are increasingly describing the world as "global" and immigrant groups as "transnational." Yet, this course will ask to what extent these are recent developments or historically rooted phenomena. Similarly, the increasing popularity of the umbrella terms "Hispanic" and "Latina/o" can mask widely divergent migration histories. In this course, we will develop the theoretical perspectives needed to untangle a complicated web of differences and similarities in migration histories. We will then use these migration histories to develop a comparative analysis of the experiences of different Latina/o groups in the United States. For example, how do we explain differences in socioeconomic status or political perspectives? Our discussions will also address the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in studying Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Format: seminar/discussion. Evaluation will be based on class participation and presentations, a short historiographical essay, an annotated bibliography, 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 A

Hour: 1:10-3:50 W

WHALEN

## *Latina/o Studies, Leadership Studies*

**LATS 481 Locating Latino Studies: Approaches to Latinidad** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/lats/lats481.html](http://www.williams.edu/Registrar/catalog/depts/lats/lats481.html))

RÚA

### **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, Associate Professor JAMES MCALLISTER*

*Advisory Committee:* Professors: BUCKY, DUNN, HOPPIN, JACKALL\*\*\*. Associate Professor: MCALLISTER\*\*. Assistant Professors: MELLOW\*, THOMAS. Stanley Kaplan Visiting Professors: KAISER, ROVNER. Visiting Professors: BURNS. Visiting Lecturer: G. CHANDLER§§§. Stanley Kaplan Visiting Postdoctoral Fellow in Political Science and Leadership Studies: ROVNER.

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).

### **TRADITIONAL LEADERSHIP STUDIES TRACK**

#### *The Introductory Course:*

Political Science 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

#### *One Required Course on Ethical Issues Related to Leadership:*

Philosophy 101 Introduction to Moral and Political Philosophy

Political Science 203 Introduction to Political Theory

#### *Two Core Courses Dealing with Specific Facets or Domains of Leadership:*

English 137 Shakespeare's Warriors and Politicians

Classics/History/Leadership Studies 323 Leadership, Government, and the Governed in Ancient Greece

History 111 Movers and Shakers in the Modern Middle East

History 326 War in European History

History 475 Modern Warfare and Military Leadership

Leadership Studies/Women's and Gender Studies 220 Women and Leadership

Leadership Studies/French 112/History 393 Sister Revolutions in France and America

Leadership Studies 275 The Art of Presidential Leadership

Leadership Studies/Political Science 285 The Revolutionary Generation: Galaxy of Leaders

Leadership Studies 295 Leadership and Management

Political Science 218 The American Presidency

Sociology 387 Propaganda

#### *One Leadership Studies Winter Study course (listed separately in the catalogue)*

#### *Capstone Course:*

Leadership Studies 402(F) **The Roosevelt Style of Leadership**

AMERICAN FOREIGN POLICY LEADERSHIP TRACK

*An Introductory Course:*

Political Science 120 America and the World After September 11 or Political Science 125

*One Required Course on Issues Related to American Domestic Leadership:*

Leadership Studies 275 The Art of Presidential Leadership  
Leadership Studies 285 The Revolutionary Generation: Galaxy of Leaders  
Political Science 205 Leaders in Contemporary Conservative Political Thought  
Political Science 218 The American Presidency  
Political Science 230 American Political Thought

*Three Required Courses Dealing with Specific Facets of American Foreign Policy Leadership:*

Leadership Studies/Political Science 261 American Foreign Policy  
Leadership Studies/History 358 Woodrow Wilson, Franklin Roosevelt, and the Two World Wars  
Leadership Studies 395/Political Science 295 Intelligence and National Security  
Leadership Studies/History 458 The Vietnam War and American Life, 1961-1975  
Political Science 262 America and the Cold War  
Political Science 364 George Kennan and the Dilemmas of American Foreign Policy  
Political Science 420 American Hegemony and the Future of the International System

*Capstone Course (s):*

Leadership Studies 402 Domains of Leadership: The Roosevelt Style of Leadership  
Political Science 420 American Hegemony and the Future of the International System  
History 458 The Vietnam War and American Life, 1961-1975

(There is no winter study component to the *American Foreign Policy Leadership* track.)

**LEAD 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Political Science 125)**

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

Format: lecture/discussion. Requirements: a midterm and final exam and 2 short papers.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to first-year students and sophomores.*

*Subfield open*

Hour: 1:10-2:25 MR

S. BURNS

**LEAD 135T The Great War, 1914-1918 (Same as History 135T) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under History for full description.)

**LEAD 150 Movers and Shakers in the Middle East (Same as History 111) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(See under History for full description.)

**LEAD 205(S) Leaders in Contemporary Conservative Political Thought (Same as Political Science 205) (W)**

(See under Political Science for full description.)

**LEAD 210(S) Black Leadership in American Culture (Same as Africana Studies 210)\***

(See under Africana Studies for full description.)

**LEAD 212 Sister Revolutions in France and America (Same as French 212 and History 393) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/lead/lead212.html](http://www.williams.edu/Registrar/catalog/depts/lead/lead212.html))

DUNN

**LEAD 218 The American Presidency (Same as Political Science 218) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Political Science for full description.)

**LEAD 220(F) Women and Leadership (Same as History 381 and Women's and Gender Studies 200)\***

As more and more women claim leadership roles in the United States and worldwide, overcoming centuries of patriarchal barriers, important questions arise: Have women, across time and cultures, exercised leadership differently than men? Does leadership by women carry advantageous potential to achieve transformational rather than incremental change? How can we examine the history of women's leadership without falling into "essentialism" on one side and gender blindness on the other? How has leadership by white women differed from leadership by black and Latina women?

This course will explore these questions and others comparatively by examining a wide array of leadership experiences, starting with mythic cults of the Virgin Mary and Virgin of Guadalupe and culminating with contemporary grassroots leaders in South Africa and other African countries. The bulk of the course will focus on black,



## Leadership Studies

white, and Latina U.S. leaders of the last two centuries, including Sojourner Truth, Elizabeth Cady Stanton, Ida B. Wells, Alice Paul, Eleanor Roosevelt, Ella Baker, Fannie Lou Hamer, Marian Wright Edelman, Dolores Huerta, and Condoleezza Rice.

Format: seminar. Requirements: class participation, response papers, midterm exam, 10-15 page comparative essay on two women leaders, final exam.

Prerequisites: Leadership Studies 125 recommended. *Enrollment limit: 30 (expected: 25). Preference given to Leadership Studies and Africana Studies concentrators and Women's and Gender Studies majors.*

Hour: 2:35-3:50 MR

S. BURNS

**LEAD 255 Leadership in the Civil Rights Movement (Same as Africana Studies 255) (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/lead/lead255.html](http://www.williams.edu/Registrar/catalog/depts/lead/lead255.html))

**LEAD 261(F) American Foreign Policy (Same as Political Science 261)**

This course is an introduction to the theory and practice of American foreign policy. It explores the international and domestic pressures that motivate policy elites through a historical overview of key U.S. decisions, incorporating various theories of foreign policy into discussions of critical debates. The course also provides an anatomy of the modern foreign policy establishment and a flavor of how institutional actors behave. Armed with this understanding, students will learn how to be thoughtful consumers and critics. Finally, they will step into the shoes of the advisor and produce policy recommendations for a series of contemporary dilemmas of American foreign policy leaders.

Format: lecture/discussion. Evaluation will be based on a midterm exam and three short papers.

No prerequisites. *Enrollment limit 40 (expected 20-40).*

Hour: 11:20-12:35 TR

ROVNER

**LEAD 265 "Great" Leadership: Lincoln, Gandhi, King, Mandela (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/lead/lead265.html](http://www.williams.edu/Registrar/catalog/depts/lead/lead265.html))

S. BURNS

**LEAD 275(S) The Art of Presidential Leadership**

In this seminar, we will focus on the leadership of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, Franklin Roosevelt—as well as some of the most controversial—Lyndon Johnson 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.

No prerequisites. *Enrollment limited to 15 (expected 15).*

Hour: 1:10-3:50 W

DUNN

**LEAD 285(S) The Revolutionary Generation: Galaxy of Leaders (Same as Political Science 285)**

The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams, Franklin, and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between John Adams and his wife Abigail, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Edmund Morgan, Bernard Bailyn, and others.

Format: seminar. Requirements: three papers, four class presentations.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students with a background in American History or Political Science.*

*Satisfies one semester of the Division II requirement.*

Hour: 2:35-3:50 TF

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 between these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains, in different cultures, or of different genders? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, potentially including business, non-profit, higher education, government agencies, and others. Our primary means of doing so will be through case studies, supplemented by reading Ronald Heifetz, Peter Drucker, Warren Bennis, and several noted leadership and management thinkers.

Format: seminar. Course requirements will include active class participation, several brief (1 page or less) response papers, a short mid-term paper, and a longer final paper, which develops and analyzes a case of the student's choice. This latter paper can be done individually or in groups of two. No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Leadership Studies concentrators.*

Hour: 1:10-2:25 MR

CHIP CHANDLER



## Leadership Studies, Legal Studies

**LEAD 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (W)**  
(See under History for full description.)

*Satisfies one semester of the Division II requirement.*

**LEAD 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and History of Science 338) (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(See under Astronomy for full description.)

**LEAD 358(F) Woodrow Wilson, Franklin Roosevelt, and the Two World Wars (Same as History 358)**  
(See under History for full description.)

**LEAD 395(S) Intelligence and National Security (Same as Political Science 295)**

September 11 and the war in Iraq have focused attention on the U.S. intelligence community. The failure to prevent the terrorist attacks led to a barrage of criticism, highlighted by the report of the 9/11 Commission. The mistaken estimate of Iraqi WMD led to another wave of condemnation. As a result, Congress legislated sweeping organizational changes to the community, and scholars began to revisit basic questions: What is the relationship between intelligence and national security? How does it influence foreign policy? Is covert action consistent with American values? And how can the United States collect intelligence without sacrificing civil liberties? This seminar provides an overview of the theory and practice of American intelligence. It details the sources and methods used by collectors and the relationship between intelligence agencies and policymakers. It also contains a history of the U.S. intelligence community and evaluates the ongoing efforts to reform it. Finally, it discusses the uneasy role of intelligence in a modern democracy. Format: seminar. Requirements: two very short papers, a 15-page research paper, and a midterm exam.

No prerequisites. *Enrollment limit: 15 (expected: 10-15). Preference given to Political Science majors and Leadership Studies concentrators.*

Hour: 1:10-2:25 TF

ROVNER

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

Permission of the chair of Leadership Studies required.

**LEAD 402(F) The Roosevelt Style of Leadership**

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 is given to students in Leadership Studies and also to students with a background in American history and political science.*

Hour: 1:10-3:50 W

DUNN

**LEAD 458(S) The Vietnam War and American Life, 1961-75 (Same as History 458)**

(See under History for full description.)

## LEGAL STUDIES (Div. II)

*Chair, Professor LAWRENCE KAPLAN\**

*Advisory Committee:* Professors: JACKALL\*\*\*, JUST\*, KAPLAN\*, KASSIN\*\*\*. Associate Professors: NOLAN\*\*, SHANKS. Assistant Professor: MARUKO-SINIAWER\*, THOMAS. 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

## Legal Studies

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**

How are disputes resolved within social systems? Focusing on this question, this team-taught interdisciplinary course presents different perspectives on trials and other methods of adjudicating crimes, settling matters of public policy, and resolving civil disputes among individuals, groups, governments, and organizations. Topics to be addressed include: the historical and Constitutional basis for the operation of the American court system and for juries and jury trials; methods of gathering and evaluating evidence; the role of forensic science and technology; alternative means of adjudication as seen in the function of administrative agencies; adjudication of disputes across international boundaries; adversarial, inquisitorial, and consensus-building approaches to dispute resolution used in past and non-western cultures.

Format: lecture/discussion. Evaluation will be based on two exams, a 10- to 15-page paper, and class participation.

Enrollment limit: 40.

*This is an interdisciplinary course to be team-taught by faculty, from a variety of departments.*

Hour: 2:35-3:50 MR

A. HIRSCH

#### **LGST 230(F) Pluralism and the Law (Same as Philosophy 230, Political Science 219 and Women's and Gender Studies 230)**

(See under Philosophy for full description.)

#### **LGST 401(S) Senior Seminar: A Matter of Interpretation**

There is a crucial ongoing debate about whether the interpretation of legal texts permits a measure of objectivity. In other words, are there right answers to most legal disputes or are judicial decisions inevitably subjective and value-laden? The last few decades have witnessed an assault on the possibility of legal objectivity, from both inside and outside the legal community, with the debate both influenced by and influencing the discourse in literary theory and epistemology. This course considers some of the major contributions to that debate, and probes whether and how it can be resolved. The class will read seminal works by literary theorists (such as Stanley Fish) and philosophers (such as Richard Rorty) in addition to legal academics and leading judges (including Ronald Dworkin, Owen Fiss, Judge Richard Posner, and Justice Antonin Scalia).

Format: seminar. Requirements: active class participation, several short papers, and a substantially longer final paper.

Prerequisite: Legal Studies 101 and at least two Legal Studies electives, or permission of the instructor. *Enrollment limit: 25 (expected: 20-25). Preference will be given, in order of seniority, to students for whom this course completes the Legal Studies concentration.*

Hour: TBA

A. HIRSCH

### ELECTIVES

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments.

Anthropology 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law  
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science  
Environmental Studies 307/Political Science 317 Environmental Law  
History 395 Comparative History of Organized Crime  
Legal Studies 397, 398 Independent Study  
Philosophy 272T Free Will and Responsibility  
Political Science 216 (formerly 219) Constitutional Law I: Structures of Power  
Political Science 217 (formerly 216) Constitutional Law II: Rights  
Political Science 223 International Law  
Political Science 309 Comparative Constitutionalism  
Political Science 318 The Voting Rights Act and Voting Rights Movement  
Political Science 319 War and Constitution  
Political Science 338 American Legal Philosophy  
Psychology 347 Psychology and the Law  
Sociology 215 Crime in the Streets  
Sociology 218 Law and Modern Society  
Sociology 265 Drugs and Society

#### **LGST 332 Law and Society in 18th-19th Century British Fiction (Same as English 332) (Not offered 2006-2007; to be offered 2007-2008)**

(See under English for full description.)

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

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

## LINGUISTICS (Div. I)

Acting Coordinator, Professor: JULIE A. CASSIDAY

Assistant Professor: SANDERS\*. Visiting Assistant Professor: SANCHEZ.

Courses in linguistics enable students to explore language from a variety of perspectives: the internal workings of language as a system of communication, the physical means by which speech is produced, the role of language in society, the history of language groups and specific languages, and the applicability of scientific knowledge about language to various human endeavors.

Linguistics offers neither a major nor a concentration, but its courses provide a solid grounding in formal linguistics and complement study in several other disciplines: Anthropology, Philosophy, Computer Science, Psychology, Cognitive Science, Sociology, English, Comparative Literature, and all the foreign languages. Anthropology majors can receive major credit for Linguistics 100. Majors in German Studies may receive major credit for a linguistics course with the special permission of the department chair.

Knowledge of foreign languages is helpful but not required for introductory linguistics courses.

### LING 100(F) Introduction to Linguistics (Same as Anthropology 107)

This course is a general introduction to the scientific study of language, particularly its theoretical debates, methodology, and relationship to other disciplines. With this aim in mind, we will examine the analytic methods and major findings of various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, language change, and sociolinguistics. Additional topics may include American Sign Language, the acquisition of language, and the official English language movement. By the end of the course, you should be acquainted with systematic methods of studying language, be aware of the fundamental similarities and startling diversity of human languages, and have an informed perspective on how issues of language have an impact on our society.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

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

Hour: 1:10-2:25 MR

SANCHEZ

### LING 156(F) Language and Gender (Same as Women's and Gender Studies 156)

This course introduces students to the study of language and gender. We will consider both how language varieties reflect social conditions (e.g., the status of women in society) and how women and men construct gender and gendered identities through their use of language varieties. The relevant aspects of these language varieties may be from any level of language (phonetics, phonology, morphology, syntax, pragmatics and discourse structure). We will examine various approaches to the study of language and gender (deficiency model, dominance theory, biological difference, socialization/cultural difference, and social constructivist approaches), and we will consider societies around the world. No prior knowledge of linguistics or feminist theory is assumed, but students will be required to attain sufficient command of linguistics and feminist theories during the semester to enable them to conduct a small investigation and original analysis of data.

Format: lecture/discussion. Requirements: participation in discussions, biweekly reading quizzes, midterm exam, final exam, and a group term project.

No prerequisites. *Enrollment limit: 40 (expected: 30).*

Hour: 11:20-12:35 TR

SANCHEZ

### LING 210(S) Articulatory and Acoustic Phonetics

Phonetics is the study of human speech sounds. This course emphasizes the International Phonetic Alphabet, a standardized system of transcribing speech. Students learn to recognize, describe, transcribe, and produce speech sounds from languages all over the world. This course also covers phonetic analysis of speech, including patterns of sounds within and across languages, the acoustic properties of the speech signal, and how and why the mouth moves the way it does when we speak.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, occasional quizzes, a midterm exam, and a final project.

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

Hour: 1:10-2:25 MR

SANCHEZ

### LING 251(S) Dialects of American English (same as American Studies 251)

This course looks at dialects of American English in depth. We will consider how dialect research is done (the advantages and limitations of various methods). We will examine the most current dialect atlas (published in 2006), as well as older atlases, in order to see the characteristics of current dialects, to see how they have changed in the recent past, and to speculate as to what changes are likely to take place in the future. We will largely look at phonetics and phonology, but we will also consider lexical and grammatical characteristics of regional dialects. Format: lecture/discussion. Requirements: participation in discussions, midterm exam, final exam, and a group term project.

Prerequisites: LING 100 (formerly LING 101) or LING 210 (formerly LING 111). *Enrollment limit: 40 (expected: 30).*

Hour: 2:35-3:50 MR

SANCHEZ

### LING 254 The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Comparative Literature 210 and Latina/o Studies 240 (Not offered 2006-2007; to be offered 2007-2008)\*)

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

## *Linguistics, Maritime Studies*

**LING 310 Phonology** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/ling/ling310.html](http://www.williams.edu/Registrar/catalog/depts/ling/ling310.html))

SANDERS

**LING 340 Historical Linguistics** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/ling/ling340.html](http://www.williams.edu/Registrar/catalog/depts/ling/ling340.html))

SANDERS

**LING 350(S) Sociolinguistics (Same as Sociology 350)**

This course examines major topics in the field of sociolinguistics, including: the relationship between linguistic behavior and social groups; the effects of geography, age, sex/gender, social class, ethnicity, and style on language (form) used; attitudes about language forms; bilingualism; sociolinguistics and second language acquisition; language and dialect contact; and pidgin and creole languages.

Format: lecture/discussion. Requirements: participation in discussions, presentation of a research article to class, midterm exam, final exam, and a group term project.

Prerequisites: Linguistics 100 (formerly Linguistics 101). *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

SANCHEZ

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

**LING 403(F) Introduction to Chinese Linguistics (Same as Chinese 431)\***  
(See under Asian Studies—Chinese for full description.)

## **LITERARY STUDIES—see COMPARATIVE LITERATURE**

### **MARITIME STUDIES**

*Chair, Associate Professor RÓNADH COX*

*Advisory Committee:* Associate Dean: TOOMAJIAN. Professors: ART, MURPHY. Associate Professor: MERRILL. Assistant Professor: GOLDBERG, TING. Mystic Seaport Historian: GORDINIER.

The oceans cover almost three-quarters of the globe, and understanding them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from a variety of perspectives. Maritime Studies is an interdisciplinary, cross-divisional program that examines the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (Geosciences 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.

#### **REQUIRED COURSES:**

##### *Introductory course:*

Maritime Studies 104(S) Oceanography

##### *Core courses (Williams-Mystic at Mystic Seaport):*

Maritime Studies 231(F,S) Literature of the Sea

Maritime Studies 311(F,S) Marine Ecology

Maritime Studies 351(F,S) Marine Policy

Maritime Studies 352(F,S) America and the Sea, 1600-Present

(NOTE: Students who take Maritime Studies 211 Oceanographic Processes at Mystic can substitute an extra elective in lieu of Geosciences 104)

##### *Senior seminar:*

Maritime Studies 402(F) Syntheses: Senior Seminar

#### **ELECTIVE COURSES:**

Elective courses are listed based on either a clear maritime statement in the course description (e.g. History 127, English 223, Geosciences 253T) or broad practical/theoretical applicability to maritime studies (e.g., Environmental Studies 102, Political Science 223, Geosciences 302). Concentrators will take a minimum of one course from among the following:

##### *Maritime History*

History 124 The Vikings

History 127 The Expansion of Europe

History 249 Caribbean, Slavery to Independence

History 321 History of US-Japan Relations

##### *Maritime Literature*

Comparative Literature/French 312T Writing Islands

English 450 Herman Melville and Mark Twain

*Marine Policy*

Political Science 202 World Politics  
 Economics 213 Economics of Natural Resource Use  
 Economics 221 Economics of the Environment  
 Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management  
 Environmental Studies/Political Science 270T Environmental Policy  
 Environmental Studies/Political Science 317 Environmental Law  
 Political Science 229 Global Political Economy  
 Political Science 349T Cuba and the United States

*Marine Science*

Biology 414 Life at Extremes: Molecular Mechanisms  
 Geosciences 215 Climate Changes  
 Geosciences 302 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 write-up of results. This could be either a one-semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

**MAST 104(S) Oceanography (Same as Geosciences 104 and Environmental Studies 104)**

(See under Geosciences for full description)

*Satisfies one semester of the Division III requirement.*

**MAST 211(F,S) Oceanographic Processes (Same as Geosciences 210) (Offered only at Mystic Seaport.)**

This course is an introduction to the physical, chemical, geological, and biological processes that control the major features of the world's oceans. Topics include ocean circulation, waves and tides, plate tectonics, shoreline processes, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography. Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam. Williams students who have taken Geosciences 104 may not take Geosciences 210/American Maritime Studies 211 for credit.

*Satisfies one semester of the Division III requirement.*

Hour: TBA

GILBERT

**MAST 231T(F,S) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.)**

(W)

A study of the ways in which the sea has often filled the literary imagination and found expression in narrative, poetry, drama, and myth. Special emphasis is given to such authors as Melville, London, Steinbeck, Proulx, and Hemingway, as well as Shakespeare, Coleridge, Conrad, and Douglass. Format: small group tutorials with occasional larger classes and lectures, including coastal and near-shore field trips, and 10 days offshore. Requirements: regular papers, class discussions, and a final exam.

*Satisfies one semester of the Division I requirement.*

Hour: TBA

BRAYTON

**MAST 311(F,S) Marine Ecology (Same as Biology 231) (Offered only at Mystic Seaport.)**

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail. Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam. Prerequisites: Biology 101 or Geosciences/Maritime Studies 104, or permission of instructor.

*Satisfies one semester of the Division III requirement.*

Hour: TBA

CARLTON

**MAST 351(F,S) Marine Policy (Same as Environmental Studies 351) (Offered only at Mystic Seaport.)**

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping. Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore. Requirements: a midterm, an independent research paper, a presentation, and a final exam.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

HALL

**MAST 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

### *Maritime Studies, Materials Science Studies, Mathematics and Statistics*

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) Syntheses: Senior Seminar (Same as Environmental Studies 402)**

(See under Environmental Studies for full description)

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

**MAST 493(F)-031, 031-494(S) Senior Thesis**

## **MATERIALS SCIENCE STUDIES**

*Advisory Faculty:* Professor: KARABINOS, D. LYNCH, STRAIT. Associate Professors: AALBERTS, S. BOLTON\*\*\*, L. PARK. Assistant Professor: GOH. Visiting Assistant Professor: RICHARD.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

*Core Course in Materials Science:*

Chemistry/Physics 332 Materials Science: The Chemistry and Physics of Materials

Chemistry 336 Materials Chemistry

*Related Courses:*

Biology 101 The Cell

Chemistry 016 Glass and Glassblowing

Chemistry 156 Organic Chemistry

and Chemistry 251 Organic Chemistry

Chemistry 155 Current Topics in Chemistry

or Chemistry 256 Foundations of Physical and Inorganic Chemistry

Chemistry 335 Inorganic/Organometallic Chemistry

Chemistry 361 Physical Chemistry: Structure and Dynamics

Chemistry/Environmental Studies 364 Instrumental Methods of Analysis

Chemistry 366 Physical Chemistry: Thermodynamics

Geosciences 202 Mineralogy and Geochemistry

Mathematics 209 Differential Equations and Vector Calculus

Mathematics 315 Groups and Characters

Physics 015 Electronics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Quantum Physics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics

Physics 451 Solid State Physics

## **MATHEMATICS AND STATISTICS (Div. III)**

*Chair,* Professor THOMAS A. GARRITY

Professors: ADAMS, O. BEAVER, BURGER\*, R. DE VEAUX\*, GARRITY, S. JOHNSON, MORGAN\*, SILVA. Associate Professor: LOEPP. Assistant Professors: BOTTS, DEVADOSS, KLINGENBERG, PACELLI\*, STOICIU, TAPP\*. Visiting Professor: LUCA. Visiting Assistant Professor: HITCHMAN. Visiting Lecturer: PETRIE.

**MAJOR**

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning.

Students are urged to consult with the department faculty on choosing courses appropriate to an individualized program of study.



## Mathematics and Statistics

### REQUIREMENTS (*nine courses plus colloquium*)

#### *Calculus* (two courses)

Mathematics 104 Calculus II *or* an equivalent high school course  
Mathematics 105 *or* 106 Multivariable Calculus

Except in unusual circumstances, students planning to major in mathematics should complete the calculus sequence (Mathematics 103, 104, 105/106) before the end of the sophomore year, at the latest.

#### *Applied/Discrete Mathematics/Statistics* (one course)

Mathematics 209 Differential Equations and Vector Calculus *or*  
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)  
Mathematics 251 Discrete Mathematics *or*  
Statistics 201 Statistics and Data Analysis *or*  
Statistics 231 Statistical Design of Experiments *or*

a more advanced elective in discrete or applied mathematics or statistics, with prior departmental approval: Mathematics 305, 306, 315, 361, 375, 433, 452, or any Statistics course 300 or above or an appropriate course from another department as listed in the notes below.

Notes: Mathematics 251 is required in Computer Science, and Mathematics 209 is recommended in other sciences, but double majors should understand that no course may count toward both majors.

#### *Core Courses* (three courses)

Mathematics 211 Linear Algebra  
Mathematics 301 Real Analysis *or* Mathematics 305 Applied Real Analysis  
Mathematics 312 Abstract Algebra *or* Mathematics 315 Groups and Characters *or* Mathematics 317 Applied Abstract Algebra

#### *Completion* (three courses plus colloquium)

The Senior Major Course is any 400-level course taken in the senior year. In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Major Course requirement in the junior year, provided that the student has completed three 300-level mathematics courses before enrolling in the Senior Major Course (if it is a statistics seminar, one of the 300-level courses may be replaced by Statistics 231).

Two electives from courses numbered 300 and above or Statistics 231.

Weekly participation as a senior in the Mathematics Colloquium, in which all senior majors present talks on mathematical or statistical topics of their choice.

### NOTES

In some cases, an appropriate course from another department may be substituted for one of the electives, with prior permission of the Mathematics and Statistics Department. In any case, at least eight courses must be taken in mathematics and statistics at Williams. These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

### APPLIED MATHEMATICS OR OTHER SCIENCES

Students interested in applied mathematics or other sciences should consider Mathematics 209, 210, 251, 305, 306, 315, 323, 342, 354, 361, 433, or Statistics 201, 231, 346, 442, and additional appropriate courses from outside Mathematics and Statistics, including possibilities such as Chemistry 301, Computer Science 256, Computer Science 361, Economics 255, Physics 201, Physics 202, Physics 210 or more advanced physics courses. Students interested in economics should consult the Economics Department.

### BUSINESS AND FINANCE

Students interested in careers in business or finance should consider Mathematics 373, as well as courses in statistics and related areas such as Statistics 101, 201, 231, 331, 344, 346, 442, 443. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

### ENGINEERING

Students interested in engineering should consider the courses for applied mathematics immediately above, with Mathematics 209 and 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the *Bulletin* and the Williams pre-engineering advisor for further information.

### GRADUATE SCHOOL IN MATHEMATICS

Students interested in continuing their study of mathematics in graduate school should take Mathematics 301 and 312. Mathematics 302 and 324 are strongly recommended. Many of the 400-level courses would be useful, particularly ones that involve algebra and analysis. Honors theses are encouraged. Reading knowledge of a foreign language (French, German, or Russian) is helpful.

### STATISTICS AND ACTUARIAL SCIENCE

Students interested in statistics or actuarial science should consider Mathematics 341, Statistics 201, 231, 331, 346, 442 and Economics 255. Additionally, students should consider taking some number of the

## *Mathematics and Statistics*

actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors below).

### TEACHING

Students interested in teaching mathematics at the elementary or secondary school level should consider Mathematics 285, 313, 325, 381, Statistics 201 and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended.

### THE DEGREE WITH HONORS IN MATHEMATICS/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. By the time of registration during spring of the junior year, the student must have requested a faculty member to be honors advisor and must have obtained the department's approval of formal admission to the honors program. Such approval depends on both the record and the promise of the applicant. It is conditional on continuing progress.

The recommendation for honors is usually announced at the end of the spring term. Participation in the honors program does not guarantee a recommendation for honors. The decision is based not only on successful completion of the honors program but also on the merit of the student's overall record in mathematics. If the student completes the program during the fall or winter study, the decision may be announced at the beginning of the spring term, conditional on continuing merit.

### ADVANCED PLACEMENT

The Mathematics and Statistics Department attempts to place each student who elects a mathematics course in that course best suited to the student's preparation and goals. The suggested placement in an appropriate calculus course is determined by the results of the Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 3, 4, or 5 on the BC examination is ordinarily placed in Mathematics 106. A student who receives a 4 or 5 on the AB examination is ordinarily placed in Mathematics 105. A student who receives a 1 or 2 on the BC examination or a 2 or 3 on the AB examination is ordinarily placed in Mathematics 104. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from Mathematics 103 unless they obtain permission from the instructor. A student who receives a 4 or 5 on the Statistics AP examination is ordinarily placed in Statistics 231. Students interested in statistics should consult the department for placement. In any event, students registering for mathematics and statistics courses are urged to consult with members of the department concerning appropriate courses and placement. In general, students are encouraged to enroll in the most advanced course for which they are qualified: it is much easier to drop back than to jump forward. The department reserves the right to refuse registration in any course for which the student is determined to be *over-prepared*.

### GENERAL REMARKS

#### *Divisional Requirements*

All courses may be used to satisfy this requirement.

#### *Alternate Year Courses*

Core courses Mathematics 301, 305, 312, and 315 are normally offered every year. Other 300-level courses may be offered in alternate years. Senior seminars (400-level courses) are normally offered every two to four years. Students should check with the department before planning far into the future.

#### *Course Admission*

Courses are normally open to all students meeting the prerequisites. Students with questions about the level at which courses are conducted are invited to consult members of the department.

### Course Descriptions

Descriptions of the courses in Statistics follow the descriptions of Mathematics courses. More detailed information on all of the offerings in the department is available in the *Informal Guide to Mathematics Courses at Williams* that can be obtained at the departmental office.

### Courses Open on a Pass/Fail Basis

Students taking a mathematics or statistics course on a pass/fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass/fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass/fail basis.

### Study Abroad

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. Majors typically take their core courses (analysis and algebra) at Williams, and sometimes select courses away which (with prior approval) count as 300-level mathematics or statistics electives. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away.

### Graduate School Requirements

An increasing number of graduate and professional schools require mathematics and statistics as a pre-requisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

## MATHEMATICS COURSES

***NOTE: STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.***

### **MATH 101(F) Mathematical Analysis with Descriptive Statistics**

This course is intended to develop quantitative skills for non-science majors. We will cover basic algebra from an applied point of view, including working with formulas and solving for unknowns. We will investigate a variety of ways to model real-world problems. For example, how many handshakes away are you from the president and how is that related to a transportation network? We will look at the mathematics of equity, including a look at voting theories. We will cover basic finance, including loans and annuities. Finally, we will also cover descriptive statistics, including data analysis, computing with mean/median/variance, data display and contingency tables. Format: lecture and computer lab. Evaluation will be based primarily on homework, quizzes and/or exams, and computer projects.

Prerequisites: placement by a Quantitative Studies Counselor. *Enrollment limit: (expected: 15). This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 10:00-10:50 MWF

O. BEAVER

### **MATH 102(F) Precalculus**

This course prepares students for Mathematics 103, first semester calculus. The course begins with a brief review of algebra followed by a thorough treatment of algebraic, logarithmic, and trigonometric functions from a graphical, analytical and applied point of view.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: placement by a Quantitative Studies Counselor or permission of instructor. *Enrollment limit: (expected: 15).*

Hour: 9:00-9:50 MWF

PETRIE

### **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: 50-60).*

Hour: 9:55-11:10 TR, 11:20-12:35 TR  
8:30-9:45 TR

First Semester: DEVADOSS  
Second Semester: O. BEAVER

### **MATH 104(F,S) Calculus II (Q)**

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives (“differential equations”) for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not

## Mathematics and Statistics

necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 50-70).*

Hour: 9:00-9:50 MWF, 12:00-12:50 MWF, 11:20-12:35 TR First Semester: SILVA, STOICIU, O. BEAVER  
9:55-11:10 TR Second Semester: O. BEAVER

### MATH 105(E,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: 8:00-8:50 MWF, 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF First Semester: LUCA, LOEPP  
9:00-9:50 MWF, 10:00-10:50 MWF Second Semester: LUCA

### 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: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF ADAMS

### MATH 175 Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Not offered 2006-2007; to be offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math175.html)

PACELLI

### MATH 180 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Not offered 2006-2007; to be offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math180.html)

BURGER

### MATH 209(S) Differential Equations and Vector Calculus (Q)

Historically, much beautiful mathematics has arisen from attempts to explain heat flow, chemical reactions, biological processes, or magnetic fields. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. Integrating vectorfields over surfaces applies equally to blood flow, gravity, and differential geometry.

Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisites: Mathematics 105. *No enrollment limit (expected: 31). Students may not normally get credit for both Mathematics 209 and Mathematics/Physics 210.*

Hour: 11:20-12:35 TR

DEVAOSS

### MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)

(See under Physics for full description.)

### MATH 211(E,S) Linear Algebra (Q)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35-70).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF First Semester: HITCHMAN  
9:00-9:50 MWF, 10:00-10:50 MWF Second Semester: SILVA

### MATH 211T Mathematical Reasoning and Linear Algebra (Not offered 2006-2007; to be offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math211t.html)

SILVA

### MATH 251(E,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,

## Mathematics and Statistics

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: 8:30-9:45 TR

8:00-8:50 MWF

First Semester: HITCHMAN

Second Semester: HITCHMAN

**MATH 251T Introduction to Mathematical Proof and Argumentation** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math251.html](http://www.williams.edu/Registrar/catalog/depts/math/math251.html))

PACELLI

**MATH 285T Teaching Mathematics** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math285.html](http://www.williams.edu/Registrar/catalog/depts/math/math285.html))

BURGER

**MATH 301(F) Real Analysis** (Q)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 35).*

Hour: 9:55-11:10 TR

O. BEAVER

**MATH 302(S) Complex Analysis** (Q)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called “residue calculus” permits the computation of “impossible” integrals, and “conformal mapping” reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 301 or 305. *No enrollment limit (expected: 10).*

Hour: 10:00-10:50 MWF

STOICIU

**MATH 303(F) Analytic Number Theory** (Q)

The fundamental theorem of arithmetic says that every natural number beyond 1 is a product of prime numbers in a unique way, up to ordering. Analytic number theory is an area of number theory that employs powerful ideas from analysis to discover beautiful structure within the set of primes. In this course, we will investigate a number of elementary questions about arithmetic and the set of natural numbers. We will then move to the study of the distribution of prime numbers and prove the amazing Prime Number Theorem. In addition, we will consider other classical summits of the subject including the Riemann zeta function, Riesel Numbers, Sierpinski Numbers, Perfect Numbers, Carmichael Numbers as well as modern applications such as primality testing. We will also introduce some powerful tools from complex analysis that are at the heart of the subject.

Format: lecture. Evaluation will be based primarily on performance on homework, projects, and exams.

Prerequisites: Mathematics 301 or 305. *No enrollment limit (expected: 15).*

Hour: 11:00-11:50 MWF

LUCA

**MATH 305(S) Applied Real Analysis** (Q)

Real analysis or the theory of calculus-derivatives, integrals, continuity, convergence-starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or “infinite-dimensional calculus” include geodesics, harmonic functions, minimal surfaces, Hamilton’s action and Lagrange’s equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 11:00-11:50 MWF

STOICIU

**MATH 306 Chaos and Fractals** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math306.html](http://www.williams.edu/Registrar/catalog/depts/math/math306.html))

SILVA

**MATH 312(S) Abstract Algebra** (Q)

Algebra gives us the tools to solve equations. Sets such as the integers or real numbers have special properties which make algebra work or not work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study the abstract algebraic structures called groups, rings and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

LOEPP

**MATH 313 Introduction to Number Theory** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math313.html](http://www.williams.edu/Registrar/catalog/depts/math/math313.html))

PACELLI

## Mathematics and Statistics

**MATH 313T Explorations in Number Theory and Geometry** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math313t.html](http://www.williams.edu/Registrar/catalog/depts/math/math313t.html))

BURGER

**MATH 314 Polynomial Arithmetic** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math314.html](http://www.williams.edu/Registrar/catalog/depts/math/math314.html))

PACELLI

**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: 10).*

Hour: 10:00-10:50 MWF

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: 11:00-11:50 MWF

LOEPP and WOOTTERS

**MATH 317 Applied Abstract Algebra** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math317.html](http://www.williams.edu/Registrar/catalog/depts/math/math317.html))

LOEPP

**MATH 318T(F) 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.

Tutorial meetings to be arranged

STOICIU

**MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab** (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Q)

(See under Biology for full description.)

*This course does not count towards the major in Mathematics.*

**MATH 321(S) Knot Theory** (Q)

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years.

This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Format: lecture. Evaluation will be based on problem sets, midterms, and a final exam.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

ADAMS

**MATH 322 Differential Geometry** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math322.html](http://www.williams.edu/Registrar/catalog/depts/math/math322.html))

MORGAN

**MATH 323 Applied Topology** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math323.html](http://www.williams.edu/Registrar/catalog/depts/math/math323.html))

ADAMS

**MATH 324T Topology** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math324.html](http://www.williams.edu/Registrar/catalog/depts/math/math324.html))

MORGAN

**MATH 327(S) Geodetic Surfaces** (Q)

Geodetic surfaces are studied in geodetic science, the science of Earth measurements. They are determined directly or indirectly by measurements and models of the Earth's gravity, distribution of mass, magnetic



## Mathematics and Statistics

properties, topography and other phenomena that cover large areas or even encompass the whole planet. Data for analyzing the surface is obtained using diverse instruments, from Global Positioning Systems (GPS), to radar measurements taken from the space shuttle, all the way down to surveying done on the ground. These point-set measurements are then used by computer algorithms and mesh-building graphics software to reconstruct the surfaces. This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from mathematics, elegant tools from computer science, and concrete data from geodetic science. This course is designed to introduce fundamental ideas of this subject, such as curvature, polyhedral geometry, Voronoi diagrams, Delaunay triangulations, and combinatorial topology, possibly touching on advanced topics such as noise handling, Morse theory, and smoothing. We will work with theoretical tools as well as actual data sets using the Cocone software. This course is intended for students interested in mathematics, physics, engineering, and computer science.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211, or Computer Science 256. *No enrollment limit (expected: 15).*

Hour: 9:55-11:10 TR

DEVADOSS

### **MATH 327T Tiling Theory (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math327.html](http://www.williams.edu/Registrar/catalog/depts/math/math327.html))

ADAMS

### **MATH 335T(F) Biological Modeling with Differential Equations (Same as Biology 235T and Environmental Studies 235T) (Q)**

Many biological phenomena can best be examined through fairly sophisticated mathematical models. In particular, differential equation models have been used to explain fluctuations in food webs, the spread of disease, consequences of certain fishing practices, immune system response to infection, spatial distribution of species, formation of zebra stripes, and flux across cell membranes. We will introduce the mathematical machinery needed for these models, including the theory of ordinary differential equations, phase portrait dynamics, and partial differential equations. We will establish the biological assumptions that go into these models and examine the consequent dynamics. Students will work in pairs covering material and explaining it to one another, presenting worked problems, and critiquing each others presentations.

Format: tutorial.

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

S. JOHNSON

### **MATH 341 Probability (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math341.html](http://www.williams.edu/Registrar/catalog/depts/math/math341.html))

O. BEAVER

### **MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)**

(See under Computer Science for full description.)

### **MATH 373 Investment Mathematics (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math373.html](http://www.williams.edu/Registrar/catalog/depts/math/math373.html))

MORGAN

### **MATH 375 Game Theory (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math375.html](http://www.williams.edu/Registrar/catalog/depts/math/math375.html))

S. JOHNSON

### **MATH 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

### **MATH 401 Functional Analysis with Applications to Mathematical Physics (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math401.html](http://www.williams.edu/Registrar/catalog/depts/math/math401.html))

STOICIU

### **MATH 402 Measure Theory and Probability (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math402.html](http://www.williams.edu/Registrar/catalog/depts/math/math402.html))

O. BEAVER

### **MATH 403 Irrationality and Transcendence (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math403.html](http://www.williams.edu/Registrar/catalog/depts/math/math403.html))

BURGER

### **MATH 404T(F) Ergodic Theory (Q)**

Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course 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: tutorial. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 10).*

Tutorial meetings to be arranged.

SILVA

### **MATH 405(S) Geometric Ordinary Differential Equations (Q)**

Here we will embark on a theoretical study of ordinary differential equations with a geometric flavor. Our investigations will include the existence and uniqueness of solutions, linear equations, qualitative methods for non-linear equations including Lyapunov functions, Poincare-Bendixson, and linearization. We will also explore se-

## Mathematics and Statistics

lected special topics leading to a study of Poincare's discovery of chaotic behavior in celestial mechanics; and thus consider the study of dynamical systems.

Format: Lecture and discussion.

Evaluation based on homework and exams.

Prerequisites: Mathematics 301 or 305 (No differential equations background is required). *No enrollment limit (expected: 12).*

Hour: 11:00-11:50 MWF

HITCHMAN

**MATH 411 Commutative Algebra** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math411.html](http://www.williams.edu/Registrar/catalog/depts/math/math411.html))

LOEPP

**MATH 413 An Introduction to  $p$ -Adic Analysis** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math413.html](http://www.williams.edu/Registrar/catalog/depts/math/math413.html))

BURGER

**MATH 414(S) Galois Theory** (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).*

Hour: 9:00-9:50 MWF

GARRITY

**MATH 415 Geometric Group Theory** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math415.html](http://www.williams.edu/Registrar/catalog/depts/math/math415.html))

DEVADOSS

**MATH 416T Diophantine Analysis** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math416.html](http://www.williams.edu/Registrar/catalog/depts/math/math416.html))

BURGER

**MATH 417 Algebraic Error-Correcting Codes** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math417.html](http://www.williams.edu/Registrar/catalog/depts/math/math417.html))

LOEPP

**MATH 418 Matrix Groups** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math418.html](http://www.williams.edu/Registrar/catalog/depts/math/math418.html))

TAPP

**MATH 421 Algebraic Geometry** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math421.html](http://www.williams.edu/Registrar/catalog/depts/math/math421.html))

GARRITY

**MATH 425 Riemannian Geometry** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math425.html](http://www.williams.edu/Registrar/catalog/depts/math/math425.html))

MORGAN

**MATH 426 Hyperbolic 3-Manifolds** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math426.html](http://www.williams.edu/Registrar/catalog/depts/math/math426.html))

ADAMS

**MATH 433(F) Mathematical Modeling and Control Theory** (Q)

Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, morphogenesis, and the spread of pollution, forest fires, and diseases. Often the natural phenomenon has some aspect we can control—such as how much pollution, electric charge, or chemotherapeutic agent we put into a river, circuit, or cancer patient. We will investigate how to operate such controls in order to achieve a specific goal or optimize some interpretation of performance. We will employ tools from the fields of differential equations and dynamical systems. The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Format: lecture. Evaluation will be based primarily on performance of problem sets and exams.

Prerequisites: Mathematics 209 or Physics 210 and Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 9:00-9:50 MWF

S. JOHNSON

**MATH 454 Graph Theory with Applications** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/math/math454.html](http://www.williams.edu/Registrar/catalog/depts/math/math454.html))

**MATH W30 Senior Project**

Taken by candidates for honors in Mathematics other than by thesis route.

**MATH 493(F)-W31-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**MATH 499(F,S) Senior Colloquium**

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Members of the Department

## STATISTICS COURSES

### STAT 101(F,S) Elementary Statistics and Data Analysis (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test; see Mathematics 100). Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead. *Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.*

Hour: 8:00-8:50 MWF, 9:00-9:50 MWF  
8:00-8:50 MWF

First Semester: BOTT, KLINGENBERG  
Second Semester: BOTT

### STAT 201(F,S) Statistics and Data Analysis (Q)

Statistics can be viewed as the art (science?) of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as the t-test, analysis of variance and linear regression as well as exploratory and graphical data analysis techniques.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisites: Mathematics 105 or equivalent. Students without any calculus background should consider Statistics 101 instead. *Enrollment limit: 45 (expected: 45).*

Hour: 11:00-11:50 MWF, 12:00-12:50 MWF  
9:00-9:50 MWF, 10:00-10:50 MWF

First Semester: KLINGENBERG  
Second Semester: S. JOHNSON

### STAT 231T Statistical Design of Experiments (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/stat/stat231.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat231.html))

R. DEVEAUX

### STAT 313T(F) Advanced Mathematical Methods in Statistical Inference (Q)

This course will introduce students to the advanced mathematical techniques used in the theory of statistical inference. Topics in multivariate calculus, linear algebra, and discrete math will be used to understand important issues in statistics such as random samples, sufficient statistics, likelihood, point estimation, hypothesis testing, interval estimation, analysis of variance, and linear regression.

Format: Tutorial. Evaluation of the student will be based on problem sets and exams.

Prerequisite: Mathematics 105 and Mathematics 211. *Enrollment limit: 12 (expected: 12).* This tutorial is a quantitative/formal reasoning course.

Tutorial meetings to be arranged.

BOTT

### STAT 331 Statistical Design of Experiments (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/stat/stat331.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat331.html))

R. DEVEAUX

### STAT 346(S) Regression and Forecasting (Q)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this. Through no fault of its own, regression analysis has perhaps the most used of all data analysis methods. We will study both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from predicting the quality of a vintage of Bordeaux wine from the weather to forecasting stock prices, and will come from a broad range of disciplines.

Format: lecture. Evaluation will be based primarily on performance on the project, homework, and exams.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 9:00-9:50 MWF

BOTT

### STAT 358T Introduction to Biostatistics (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/stat/stat358.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat358.html))

KLINGENBERG

### STAT 421 Introduction to Categorical Data Analysis (Not offered 2006-2007; to be offered 2007-2008) (Q)

([www.williams.edu/Registrar/catalog/depts/stat/stat421.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat421.html))

### STAT 440T(S) Categorical Data Analysis (Q)

Could the Challenger explosion have been prevented with proper data analysis? This tutorial focuses on methods for analyzing categorical response data which, in contrast to continuous data, consist of observations classified into categories and comprises binary (e.g., O-ring failure) and count data. Traditional tools of statistical data analysis such as linear regression and ANOVA are not designed to handle these types of data and pose inappropriate assumptions such as constant variance and normality. We will develop Generalized Linear Models, designed to address the discrete nature of the observation. Using computer software, we will consider building and fitting such models for applications in the social sciences, biology, medicine, public health, economics and marketing.

## Mathematics and Statistics, Music

Format: Tutorial. All tutorial participants will meet once a week and alternatively present assignments and real data analyses or a discussion and critique thereof. Evaluation will be based on performances on these.

Prerequisite: Mathematics 211, Statistics 201, Statistics 346 or Economics 255, or permission of instructor. *Enrollment limit: 14 (expected: 14)*. This tutorial is a quantitative/formal reasoning course.

Tutorial meetings to be arranged

KLINGENBERG

### **STAT 441 Bayesian Statistics (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/stat/stat441.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat441.html))

BOTTS

### **STAT 442 Computational Statistics and Data Mining (Not offered 2006-2007; to be offered 2007-2008) (Q)**

([www.williams.edu/Registrar/catalog/depts/stat/stat442.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat442.html))

R. DEVEAUX

## MUSIC (Div. I)

Chair, Professor DAVID KECHLEY

Professors: BLOXAM, E.D. BROWN\*\*, KECHLEY. Associate Professors: PEREZ VELAZQUEZ, W. A. SHEPPARD. Assistant Professors: E. GOLLIN\*, M. HIRSCH. Visiting Assistant Professor: STEEGE. 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. Visiting Lecturer in Music and Director of Zambezi: MICHELIN. Ensemble Directors: BODNER (Symphonic Winds, classical saxophone, Musicianship Skills Lab), GOLD (Percussion Ensemble, percussion), CAPRONI (Marching Band), A. KECHLEY (Flute Choir), MARTULA (Clarinet Choir, clarinet), MENEGON (Jazz Combo, jazz bass), Staff (Brass Ensemble), S. WALT (Woodwind Chamber Music, bassoon). Individual Instructors: AGYAPON (African drumming), ATHERTON, (trombone, low brass), L. BAKER (bass), HEBERT (flute), HOLMES (jazz trumpet), C. JENKINS (oboe), K. 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), SUNDBERG (trumpet), M. WALT (voice), WOOLWEAVER (violin, viola), WRIGHT (piano).

### MAJOR

#### *Sequence Courses*

Music 103, 104 Music Theory and Musicianship I

Music 201, 202 Music Theory and Musicianship II

Music 207, 208, 209 Music in History I, Music in History II, and Music in History III

Music 402 Senior Seminar in Music

#### *Elective Courses*

An additional two semester courses in music, to be selected from the following:

*Group A:* any 106-133, 136, 138, 210T, 220, 230-234, 240 and 241 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 toward honors and highest honors are possible in the Music major:

- a. *Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work.

- b. *Performance*: A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of a selection of the works performed. The student's general performance career will also be considered in determining honors.
- c. *History, Theory and Analysis, or Ethnomusicology*: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

To be admitted to the honors program, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and have demonstrated ability and experience through coursework and performance in the proposed thesis area. A 1- to 2-page application to the honors program, written in consultation with a faculty member, must be made to the chair of Music before or during spring registration in the junior year.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a thesis over one semester and the winter study term. If granted, the standards for evaluating the thesis in such exceptional cases would be identical to those that apply to year-long honors projects. Final submission of the thesis must be made to the Music Department by April 15 of the senior year. The department's decision to award honors will be based on the quality of the thesis.

#### LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information contact the Department of Music.

#### 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 a CD, at a concert—how much do you really hear? This course has two goals: to refine listening skills, thus increasing the student's understanding and enjoyment of music, while at the same time providing a survey of the major composers and musical styles of the Western classical repertory to be encountered in concert halls today. Students will be introduced to music from the Baroque, Classical, Romantic, and Modern periods, including works by composers such as Bach, Mozart, Beethoven, Brahms, Mahler, and Stravinsky. Genres to be covered include the symphony, chamber music, opera, song, and choral music. Attendance at selected concerts on campus required.

Evaluation will be based on two quizzes, two tests, two concept reports, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 30).*

**Hour:** 10:00-10:50 MWF

M. 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. In addition, students will



## Music

explore various topics such as philosophies of music (including aesthetics), music cognition and perception, popular musics, and acoustics, and their relationships to defining the “fundamentals” of music. 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. The course has a musicianship component: students attend a musicianship lab (sight-singing, dictation, and keyboard skills) in addition to lectures.

Format: 2 weekly lectures and a weekly lab meeting. Evaluation will be based on quizzes/exams, weekly reaction papers, a final research project, and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference based on music reading proficiency.*

Hour: 8:30-9:45 TR

Lab: 8-8:50 W, 9-9:50 W

BODNER

### **MUS 103(F) Music Theory and Musicianship I**

*Music 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Although there is no prerequisite for Music 103, students are expected to have some knowledge of musical rudiments, reading proficiency in at least one clef, and ideally have some comfort reading both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of Music 103 to assess students’ skills and background, and determine if a student requires any additional remedial work to complement and fortify course work during the early weeks of the semester. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. Music 103 and 104 are required for the music major.*

Music 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825).

Music 103 explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of a dice game minuet.

Format: lecture two days a week; a conference meeting one day a week; 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.

*Enrollment limit: 15 per section.*

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

Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF, 12-12:50 MWF

STEEGE (lectures); LAWRENCE and STEEGE (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.

Prerequisite: Music 103. *Enrollment limit: 24 (expected: 19).*

Hour: 11:20-12:35 TR

Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF

STEEGE (lecture); BODNER, LAWRENCE, and STEEGE (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 Opera** *(Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/mus/mus106.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus106.html))

W. A. SHEPPARD

### **MUS 109 Music for Orchestra** *(Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/mus/mus109.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus109.html))

### **MUS 110 Music for Small Ensembles** *(Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/mus/mus110.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus110.html))

### **MUS 111 Popular Music: Revolutions in the History of Rock** *(Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/mus/mus111.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus111.html))

W. A. SHEPPARD

### **MUS 112 Words and Music in the 60s and 70s (Same as English 243 and INTR 165)** *(Not offered 2006-2007; to be offered 2007-2008)*

(See under IPECS—INTR 165 for full description.)

W. A. SHEPPARD and R. BELL

### **MUS 114 American Music** *(Not offered 2006-2007; to be offered 2007-2008)*

([www.williams.edu/Registrar/catalog/depts/mus/mus114.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus114.html))

M. HIRSCH

### **MUS 115(F) Introduction to Twentieth-Century Music**

Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental



## Music

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).*

Hour: 11:20-12:35 TR

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 (7, 10, and 14 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 TF

W. A. SHEPPARD

### **MUS 117 Mozart (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/mus/mus117.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus117.html))

M. HIRSCH

### **MUS 118 Bach (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/mus/mus118.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus118.html))

BLOXAM

### **MUS 120(F) Beethoven**

This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, clandestine affair with the "Immortal Beloved," tempestuous relationship with his suicidal nephew Karl—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.*

Hour: 1:10-2:25 MR

M. HIRSCH

### **MUS 122 African-American Music (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/mus/mus122.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus122.html))

E. BROWN

### **MUS 123(S) Music Technology I**

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

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: knowledge of and proficiency with musical notation is required. *Enrollment limit: 12 (due to the limitations of the electronic music studio facility). Preference given to Music majors or potential Music majors, first-year students and sophomores, and students with experience in related fields.*

Hour: 10:00-10:50 MWF

PEREZ VELAZQUEZ

### **MUS 124(F) 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. Also studied will be the historical development of singing styles in the West and how

## Music

meaning emerges from or is attached to specific vocal qualities. Students will be expected to learn the basics of at least one singing style.

Format: lecture/discussion. Evaluation will be based on two tests, two short papers, and a final project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to Music majors and ensemble participants.*

Hour: 1:10-2:25 MR

WELLS

### **MUS 125(F) Music Cultures of the World\***

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.*

Hour: 9:55-11:10 TR

MICHELIN

### **MUS 126 Musics of Asia (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/mus/mus126.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus126.html))

W. A. SHEPPARD

### **MUS 130 History of Jazz (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/mus/mus130.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus130.html))

E. D. BROWN

### **MUS 131 Gender, Class, and Race in Western Musical Society (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/mus/mus131.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus131.html))

BLOXAM

### **MUS 132 Women and Music (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/mus/mus132.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus132.html))

M. HIRSCH

### **MUS 133(S) Men, Women, and Pianos**

This course takes the piano, its repertory, and its performers as focal points for a social history of Western music, treating the piano as a locus around which issues of gender, class and race are played out in 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 virtuosi such as Liszt and Gottschalk. We will also consider a broad range of classical and popular performers, ranging from Clara Schumann, Vladimir Horowitz, Artur Rubinstein 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).*

Hour: 1:10-2:25 MR

BLOXAM

### **MUS 135 Isn't it Good, Norwegian Wood?: Storytelling in Music (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/mus/mus135.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus135.html))

BLOXAM and M. HIRSCH

### **MUS 136(S) Bach and Handel: Their Music in High Baroque Culture**

An exploration of the lives and music of the two leading composers of the High Baroque: Johann Sebastian Bach and George Friedrich Handel. Their contrasting life experiences and musical preoccupations will be set within the 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 English royalty.

Evaluation will be based on several quizzes, short papers, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 12).*

Hour: 9:55-11:10 TR

BLOXAM

### **MUS 137(F) Cathedral, Court, and City Soundscapes: Introduction to Early Music**

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).*

Hour: 1:10-2:25 MR

BLOXAM

**MUS 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/mus/mus138.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus138.html))

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 XIX c through the beginning of the XX c and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Format: three lectures and two skills lab-sessions per week. 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.*

Hour: 12:00-12:50 MWF Lab: 9:55-11:10, 11:20-12:35 TR PEREZ VELAZQUEZ (lecture); BODNER (labs)

### **MUS 202(S) Music Theory and Musicianship II**

Music 202 proceeds to the study of twenty-century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post-modernism, eclecticism, and other techniques.

Format: three lectures and two skills lab-sessions per week. 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.*

Hour: 12:00-12:50 MWF Lab: 9:55-11:10, 11:20-12:35 TR PEREZ VELAZQUEZ (lecture); BODNER (labs)

### **MUS 204T(F), 203T(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 and permission of instructor. *Enrollment limit: 6.*

Hour: 10:00-10:50 MWF

2:35-3:50 MR

First Semester: PEREZ VELAZQUEZ

Second Semester: KECHLEY

### **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.

*Expected enrollment: 8. Open to qualified non-majors with the permission of instructor. Required of Music majors.*

Hour: 10:00-10:50 MWF

BLOXAM

### **MUS 208(S) Music in History II: 1750-1900**

A survey exploring the development of music in Western society from the Classical through the Romantic 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 within the framework of the philosophy and aesthetics of the period, with special attention paid to the use and purpose of music and the role of the musician in his or her society.

Format: lecture/discussion, three days per week. Evaluation will be based on class participation, written assignments, a midterm, and a final exam.

*Enrollment limit: 15 (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

## Music

midterm, and a final exam.

*Enrollment limit: 12 (expected: 8). Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 1:10-2:25 MR

W. A. SHEPPARD

### MUS 210T(S) American Pop Orientalism (W)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media, including Hollywood film, television, popular song, Broadway musicals, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *The King and I*, *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

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.*

Tutorial meetings to be arranged.

W. A. SHEPPARD

### MUS 211 Arranging for Voices (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/mus/mus211.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus211.html))

WELLS

### MUS 212(F) Jazz Theory and Improvisation I

The theory and application of basic techniques in jazz improvisation including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with very little specific experience in jazz as well as more experienced students. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords (including inversions) and their functions within keys, and competence on an instrument is essential. Alternates between lecture style exposition of theoretical topics and their specific application in an informal performance/rehearsal setting.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and realization as well as exercises in transposition and transcription) and a final project (e.g., transcription of a recorded solo or a composition), and recital

Evaluation will be based on quizzes, a final exam, a final project and performance, as well as improvement as measured in weekly class performance and studios if appropriate.

Prerequisites: Music 103 and/or permission of instructor. *Enrollment limit: 15. Course cannot be taken pass/fail.*

Hour: 2:35-3:50 MW

BRYANT

### MUS 213(S) Jazz Theory and Improvisation II

A continuation of Music 212, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.

The format is the same as for Music 212, with two weekly meetings, alternating between theory and performance sessions, and including a final recital

Requirements: two transcription projects and an original composition, as well as a midterm and final exam and participation in a recital at the end of the semester.

Prerequisites: Music 212. *Enrollment limit: 15 (expected: 5-8).*

Hour: 11:20-12:35 TR

JAFFE

### MUS 215(S) Choral Conducting

Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include works from the early Renaissance through the late-twentieth century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 8 (expected: 8). Preference will be given to upper-class students.*

Hour: 1:10-2:25 MR

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.

## Music

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.*  
 Hour: 2:35-3:50 TF FELDMAN

### **MUS 217(F) Jazz Arranging and Composition**

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription required.

Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected.

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.

Prerequisites: Music 212 and permission of instructor. *Enrollment limit: 6 (expected: 2-3). Preference given to students who meet the prerequisites and show a strong interest in the subject matter.*

Hour: 2:35-3:50 T and TBA

JAFEE

### **MUS 220(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Africana Studies 220 and Latina/o Studies 221)\***

(See under Africana Studies for full description.)

### **MUS 221T Advanced Ear Training for Jazz Musicians: The Study of Jazz Improvisation Traditions through the Art of Transcription (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/mus/mus221.html)

JAFEE

### **MUS 223T Music Technology II (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/mus/mus223.html)

PEREZ VELAZQUEZ

### **MUS 230 Seminar in Caribbean Music (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/mus/mus230.html)

E. D. BROWN

### **MUS 231(S) Nothing But the Blues\***

For the past 100 years, blues has been an important and influential form of African-American music that has spread its influence far beyond Black Americans. This seminar examines the history and evolution of the blues and asks several questions. What values and beliefs are implicit in or are expressed through the blues? How has the social experience of African-Americans affected blues music? How has this music changed over time and in different places? Have these changes allowed this music to speak to audiences? What have various forms of the blues meant to African-Americans, to white Americans, to Europeans, Africans, and other peoples? Are there significant differences in the ways in which men and women approach singing or playing the blues? What has been the impact of the blues on other forms of music?

Prerequisites: prior knowledge of, or course work in, music, African-American history, or African-American culture. *Enrollment limit: 10.*

Hour: 2:35-3:50 MR

E. D. BROWN

### **MUS 232T Latin Music USA (Same as Latina/o Studies 232T) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(www.williams.edu/Registrar/catalog/depts/mus/mus232.html)

E. D. BROWN

### **MUS 233 African Music: Interdisciplinary Studies (Same as Africana Studies 250 and INTR 287) (Not offered 2006-2007; to be offered 2007-2008)\***

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

### **MUS 234 Afro-Pop: Urban African Dance Music (Same as Africana Studies 234) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/mus/mus234.html)

E. D. BROWN, OBO ADDY

### **MUS 240 Introduction to the Music of Duke Ellington (Not offered 2006-2007; to be offered 2007-2008)**

(www.williams.edu/Registrar/catalog/depts/mus/mus240.html)

JAFEE

### **MUS 241(S) Introduction to the Music of John Coltrane**

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, 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: 19). Preference given to Music students.*

Hour: 9:55-11:10 TR

JAFEE



## Music

**MUS 245T Music Analysis: Music with Text** (*Not offered 2006-2007; to be offered 2007-2008*) (W)  
([www.williams.edu/Registrar/catalog/depts/mus/mus245.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus245.html)) E. GOLLIN

### **MUS 251-258 Individual Vocal and Instrumental Instruction**

Individual lessons in voice, keyboard and most orchestral and jazz instruments offered for one-half course credit per semester. Must be taken in addition to four full-credit courses. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Music Office. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following list. Students will be reassigned to course numbers 252-258 based on the number of semesters of instruction already taken in one particular section.

Specific instrument or voice sections are as follows:

01 Bassoon	10 Oboe	19 Jazz Bass
02 Cello	11 Organ	20 Jazz Vocal
03 Clarinet	12 Percussion	21 Trombone
04 Bass	13 Piano	22 Harp
05 Flute	14 Classical Saxophone	23 Jazz Drums
06 Guitar	15 Trumpet	24 Jazz Saxophone
07 Harpsichord	16 Viola	25 Jazz Trumpet
08 Horn	17 Violin	26 Euphonium
09 Jazz Piano	18 Voice	27 Tuba
		28 African Drumming

Prerequisite: Music 103 or its equivalent and permission of the individual instructor. Enrollment limits apply to each section based upon availability and qualifications.

Hour: TBA

Staff

### **MUS 261-268 Chamber Music Instruction**

Chamber Music Performance Workshop offered for one-half course credit per semester. Must be taken in addition to four full-credit courses. 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 coaching sessions during the semester with a minimum expectation of one hour practice per day devoted to the assigned music for this course and to perform publicly on at least one departmental studio recital during the semester. Coaching sessions are scheduled TBA based upon instructor schedule. Make-up sessions given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and individual progress throughout the semester.

To register for the course, a student must first contact the Chamber Music Performance Coordinator, fill out registration/billing contract signed by both the Coordinator 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.

Prerequisite: Permission of the Chamber Music Performance Coordinator, Ronald Feldman. *Enrollment limits will depend upon instructor availability. Preference given to more advanced students, to be determined by audition as necessary.*

Hour: TBA

STAFF

## **300-LEVEL COURSES**

**MUS 301 An Introduction to Modal and Tonal Counterpoint** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/mus/mus301.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus301.html)) Staff

### **MUS 305, 306, 407, 408 Composition III, IV, V, and VI**

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 203T, 204T and permission of instructor.

*Enrollment limit: 2 students per instructor for all four courses.*

Hour: TBA

KECHLEY, PEREZ VELAZQUEZ

### **MUS 308(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 325, 326, 427, 428 Musical Studies**

Tutorial in nature, these courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department, an artist in residence or adjunct teacher to fulfill some project or a semester of private lessons as established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings as well as to make available for full academic credit private lessons at an advanced level, and may include such projects as:

- a. private lessons in the performance of and literature for voice, piano, organ, or an orchestral instrument. Participation in periodic Performance Seminars is required. There is an extra fee for these lessons, with the cost partially subsidized by the department. Intended only for advanced performers. *Additional guidelines for instrumental or vocal lessons for full credit must be secured at the Music Department office. This may require an audition for the entire music faculty.*
- b. jazz arranging and composition;
- c. advanced studies in jazz improvisation;
- d. coaching, rehearsal, and performance of instrumental or vocal chamber music;
- e. advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- f. advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- g. studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- h. advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

*The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.*

*Prerequisites: Music 103, 104 and 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: Schubert and Brahms**

Franz Schubert reached artistic maturity during the early years of musical Romanticism, Johannes Brahms during the later years. The relation between the two composers illuminates critical features of this aesthetic period. Brahms cherished Schubert's music and shared many of his passions and preoccupations: folksong, dance, nature, childhood, love, memory, nostalgia, dreams, and death. Both composers were awed by Beethoven, sought a balance between tradition and innovation in form and harmony, and explored the relation between song and instrumental music. But there were important differences as well. Through comparative study of Schubert's and Brahms's works, careers, and critical reception, this seminar will explore the development of musical Romanticism. We will consider, among other topics, their conservative and progressive style traits; expression of central Romantic themes; ties to Romantic literature, art, and philosophy; involvement with Viennese traditions and institutions; personal and professional relationships; and response to political, societal, and cultural developments. Drawing upon a variety of historical, analytical, and interpretive methodologies, students will study works from an array of genres—Lieder, piano pieces, chamber music, choral music, and orchestral music.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Enrollment limit: all senior music majors.*

Hour: 1:10-3:50 W

M. HIRSCH

**MUS 407, 408 Composition V and VI**

(See under Music 305 for full description).

**MUS 427, 428 Musical Studies**

(See under Music 325 for full description).

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

Required for all students approved for thesis work in music.

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

Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

## NEUROSCIENCE (Div. III)

Chair, Professor BETTY ZIMMERBERG

*Advisory Committee:* Professors: P. SOLOMON, H. WILLIAMS, ZIMMERBERG, ZOTTOLI\*. Assistant Professors: HUTSON\*, N. SANDSTROM.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the development of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain explants. Combining this wide range of disciplines, areas of research, and application for the study of a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

### THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

*Neuroscience* (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken before the end of sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Most students will take this course in the senior year.

### THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

### REQUIRED COURSES

Biology 101 The Cell

Psychology 101 Introductory Psychology

*(Both of these courses should be completed by the end of the sophomore year.)*

Neuroscience 201 Neuroscience

Neuroscience 401 Topics in Neuroscience

### ELECTIVES

Three elective courses are required. At least one elective must be from *Group A* and at least one elective must be from *Group B*. The third elective may come from either *Group A* or *Group B* or the student may wish to petition the advisory committee to substitute a related course.

#### *Group A*

Biology 204 Animal Behavior

Biology 205 Physiology

Biology 303 Sensory Biology

Biology 304 Neurobiology

Biology 316 Neuroethology

Biology 310 Neural Development

Biology 410 Cell Dynamics in Living Systems

#### *Group B*

Psychology 312 Drugs and Behavior

Psychology 315 Hormones and Behavior

Psychology 316 Clinical Neuroscience

Psychology 317T Nature via Nurture: Explorations in Developmental Psychobiology

## Neuroscience, Performance Studies

### NSCI 201(F) Neuroscience (Same as Biology 212 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 144 (expected: 60). Preference given to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

P. SOLOMON and H. WILLIAMS

### NSCI 397(F), 398(S) Independent Study

#### NSCI 401(S) Topics in Neuroscience

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are (1) to evaluate original research and critically examine the experimental evidence for theoretical issues, and (2) to gain an understanding of this discipline through group work, and oral presentations. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included memory, autism, depression, alcoholism, language development, and stress.

Format: student-led discussions and presentations, three hours a week. Evaluation will be based on presentations, participation in class discussion, and a term paper.

Prerequisites: open only to seniors in the Neuroscience program. *Enrollment limit: 24 (expected: 22).*

*This course is required of all senior students in the Neuroscience program.*

Hour: 1:10-3:50 W

ZIMMERBERG

### 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 Faculty: Professors: BUCKY, CASSIDAY, DARROW (Co-Coordinator, *Second Semester*), D. EDWARDS, EPEL, HOPPIN, OCKMAN. Associate Professors: KAGAYA (Co-Coordinator, *First Semester*), L. JOHNSON, W. A. SHEPPARD. Assistant Professors: BEAN (Co-Coordinator), BURTON, JOTTAR, MLADENOVIC. Lecturers: BROTHERS, DIGGS, JAFFE.

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theatre. The central ideas which performance studies confronts-action, body, frame, representation, race, ethnicity, gender, politics, history and transnational experience-circulate within and through the subjects and fields upon which the program draws.

Performance Studies strongly suggests that interested students take the introductory course (Theatre 220) and one of two capstone courses (Theatre 330 or Theatre 331).

Currently, the Program's status is as a program without a concentration. However, students interested in participating in the Performance Studies Program are encouraged to do five things: 1) take the introductory course, which in 2006-07 is Theatre 220, Approaching Performance Studies; 2) take a capstone course, which in 2006-07 is either Theatre 330, Aesthetics of Resistance: Contemporary Latin American Theatre and Performance; or Theatre 331, Sound and Movement in the Afro-Latino/a Diaspora; 3) try different artistic media, both in the curriculum and beyond; 4) move between the doing of art and performance and thinking about that process; and 5) prepare a portfolio of their work in different media.

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self-reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

## *Performance Studies, Philosophy*

### **THEA 220(S) Approaching Performance Studies (Same as ArtS 204 and Women's and Gender Studies 220) (W)**

Whether engaged with a 'dialogical aesthetic' (Grant Kester) or intentional movement and sound in relation to narrative, place or phenomena, we explore in this class elements from many fields: anthropology, dramatic theory, post-structuralism, psychoanalytic theory, folklore, religion, cultural studies, literary theory, philosophy, feminist theory, and queer theory. The forms we'll consider as the interdisciplinary meeting ground for those studies include theatre, film, video, music, dance, visual art, performance art, community activism, celebrations, parades, and public gatherings. As we read and watch performances, questions will be raised: What are the parameters? Are social attributes, such as ethnicity or sexuality, staged? Are cultural activities, such as tourism, beyond our purview or are they performed and displayed as they are lived? Are spectacles, simulations and consumption culturally specific?

This course is the introduction course for the Performance Studies Program.

Format: seminar. Evaluation is based on one short presentation, two short papers, final performance project, class discussion and class attendance.

No prerequisites. *Enrollment limit: 19 (expected 10). Not open to first-year students*

Hour: 1:10-2:25 MR

BEAN and DIGGS

### **THEA 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330 and Latina/o Studies 330)\***

This course explores the theories and current practices of Latin American theatre and performance; particularly how these expressive practices evolve within and against dictatorships and neocolonial regimes. We will explore how art and activism coincide in the production of counter-public spheres and aesthetics of resistance such as theatre of the oppressed, public interventions, and cyber-activism. The course concludes with an examination of site-specific performance along the US/Mexico border and the Spirit Republic of Puerto Rico.

Format: seminar. Requirements: class participation and 2 presentations, one review, one short essay (5-7 pages) and two longer essays (7-10 pages). Students are expected to visit the Hemispheric Institute of Performance and Politics website (<http://hemi.ps.tsoa.nyu.edu>).

No prerequisites. *No enrollment limit.*

Hour: 9:55-11:10 TR

JOTTAR

### **THEA 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Latina/o Studies 331 and Women's and Gender Studies 331)\***

This course focuses on the production of music and dance in the Afro-Latino Diaspora, and how Afro-Latino identities manifest through these various forms of expressive culture. We will explore the notions of transculturation and mestizaje as theoretical tools to understand the construction of race as a representational discourse performed through music and dance. We will pay particular attention to the intersections of class, race, gender and sexuality in Cuba, Brazil, Puerto Rico, and the U.S.

Format: seminar. Requirements: class participation and presentations, two short essays (3-4 pp.) and one final essay (10 pp.)

No prerequisites. *No enrollment limit.*

Hour: 11:00-12:15 MWF

JOTTAR

## **PHILOSOPHY (Div. II)**

*Chair, Professor JANA SAWICKI*

Professors: GERRARD, SAWICKI, WHITE. Associate Professors: CRUZ, DUDLEY. Assistant Professors: BARRY\*, MLADENOVIC. Visiting Assistant Professor: J. PEDRONI. Bolin Fellow: ALCALA.

To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice.

The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

### **MAJOR**

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle's physics or biology, among philosophers there continue to be champions of Aristotle's metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches in philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

A total of nine courses is required for the major in Philosophy. Students should begin with Philosophy 101 and 102, in either order; both are required for the major. These courses provide introductions to histori-

cal figures and themes that continue to be influential in many contemporary discussions in the two major areas of philosophical inquiry, i.e., practical inquiry into issues of ethics and politics, and theoretical inquiry into issues of knowledge, belief, understanding, and reality. The final required course is the Senior Seminar, Philosophy 401. Each student selects the six electives that complete the major. The exposure to figures and topics in 101 and 102 provides students with some basis for choice, but optimal shaping of an individual curriculum requires in addition consultation with faculty members and other students.

Generally speaking, as students progress from 100- to 300-level courses, there will be decreasing breadth and increasing depth. In addition, writing assignments become longer, and students assume increasing responsibility for identifying and developing the topics of their essays. Finally, students in 300-level courses are often required to assume responsibility for making oral presentations or guiding significant parts of class discussions.

Students considering graduate study in philosophy are strongly urged to develop reading competence in German, French, or Greek before graduation.

#### THE DEGREE WITH HONORS IN PHILOSOPHY

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form *either* of independent work culminating in a senior essay *or* thesis (the independent-study route) *or* of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. Juniors interested in pursuing honors should so inform the Department Chair no later than mid-April.

The independent-study route to honors requires the completion and defense of *either* a senior essay produced in the fall semester plus winter study period (maximum 40 pages) *or* a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

The directed-study route to honors required the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (10 pages or longer) written for philosophy courses they have taken; each student will be assigned an adviser to help guide the process of revision. A recommendation for graduation with honors will be made on the basis of the scope of the student's course work, the quality of the student's participation in Philosophy 401, and the thoroughness, independence, and originality reflected in the submitted papers.

#### PHIL 101(E/S) Introduction to Moral and Political Philosophy (W)

Throughout the history of Western philosophy, there have been debates concerning how human beings should live: What should we do both with our lives as wholes and in specific problematic situations? The debates have addressed us both as individuals and as members of political communities. This course aims to aid us in responding to these debates, and in living our lives, on the basis of reasoned conclusions rather than from unrecognized presuppositions. The course concentrates on Plato's *Republic*, the most influential ethical and political text within Western philosophy, but we assess the *Republic* in light of elaborations and criticisms that have developed over the past 2500 years, in works by Aristotle, Kant, and Mill.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 9:00-9:50 MWF, 1:10-2:25 MR

9:00-9:50 MWF, 10:00-10:50 MWF, 1:10-2:25 TF

First Semester: DUDLEY, CRUZ

Second Semester: TBA, DUDLEY, CRUZ

#### PHIL 102(F/S) Introduction to Metaphysics and Epistemology (W)

Metaphysics and epistemology are the two core pursuits of theoretical philosophy (as opposed to practical philosophy, the focus of Philosophy 101). Metaphysics is concerned with the ultimate character of reality. The metaphysician seeks to develop knowledge (as opposed to mere opinion or belief) of all things natural, human, and divine. She asks, for example: Are we free, or are our acts determined? Is there a God? If so, what must God be like? Epistemology is concerned with how we determine the difference between knowledge and mere opinion. The epistemologist thus asks: What does it mean truly to know something? How can we acquire such genuine knowledge? Answers to these epistemological questions are essential if we are to have any confidence in the methods and results of our metaphysical investigations. This course will emphasize the established historical classics that provide the basis for understanding contemporary work on metaphysics and epistemological issues; we will consider, among others, the work of Descartes, Hume, and Kant.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF, 11:20-12:35 TR

10:00-10:50 MWF, 9:55-11:10 TR

First Semester: WHITE, GERRARD, MLADENOVIC

Second Semester: WHITE, MLADENOVIC

#### PHIL 103(S) Logic and Language (Q)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to



## Philosophy

enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Requirements: a midterm, a final, frequent homework and problems sets.

No prerequisites. *No enrollment limit (expected: 50-80).*

Hour: 11:00-11:50 MWF

GERRARD

**PHIL 201 Continental Philosophy Workshop: Reading the Critics of Reason** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil201.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil201.html))

DUDLEY

**PHIL 202 Language and Mind** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil202.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil202.html))

CRUZ

**PHIL 209(F) Philosophy of Science**

It is a generally held belief, in our times and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of scientific theories, methods, and knowledge, advanced by logical positivists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science that emerged out of various criticisms of this view—especially those of Popper, Lakatos, Kuhn and Feyerabend—and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about the cognitive credentials of science and the proper approach to the study of science, which came to be known as "the science wars."

Requirements: frequent short assignments, class presentation, class participation, and a longer (5-7 pages) term paper.

Prerequisites: Philosophy 102; or permission of instructor. *Enrollment limit: 19 (expected: 19).*

Hour: 1:10-2:25 MR

MLADENOVIC

**PHIL 210 Philosophy of Medicine** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil210.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil210.html))

MLADENOVIC

**PHIL 212 Ethics and Reproductive Technologies** (Same as **Women's and Gender Studies 212**) (*Not offered 2006-2007; to be offered 2007-2008*) (W)

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

**PHIL 213(S) Biomedical Ethics** (W)

This course explores key concepts in bioethical theory, as well as their application to pressing moral concerns in health care and biotechnology. Through cases, readings, and discussions, we will analyze such core notions as death, illness and disability, and develop a framework of central principles for conceptualizing and resolving practical ethical problems that arise in the medical context. Much of the term will focus on questions surrounding (1) the care of the terminally ill (including, for example, the use of advance directives, withholding and withdrawing life-sustaining treatment, and physician-assisted suicide and euthanasia), (2) the management of medical information (e.g., privacy in health care, mandatory reporting, and genetic testing), (3) the use of human subjects in research, and (4) human gene transfer for purposes of therapy or enhancement. Students need not have a background in life sciences or in philosophy, but the course is analytic and rigorous.

Format: lecture/discussion. Requirements: active participation in class discussions, two case analyses (7-10 pp. each), and periodic short writing assignments (2-3 pages each).

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

Hour: 2:35-3:50 TF

J. PEDRONI

**PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science** (Same as **Cognitive Science 222**, **INTR 222** and **Psychology 222**) (Q)

(See under Cognitive Science for full description.)

**PHIL 224(F) After God** (Same as **INTR 224**, **Religion 224** and **Philosophy 224**)

(See under IPECS—INTR 224 for full description.)

**PHIL 225(S) Introduction to Feminist Thought** (Same as **Women's and Gender Studies 225**) (W)

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

SAWICKI

**PHIL 226 Big Games: The Spiritual Significance of Sports** (Same as **Religion 279**) (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil226.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil226.html))

DUDLEY

**PHIL 227 Death and Dying** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil227.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil227.html))

J. PEDRONI

**PHIL 228(F) Feminist Bioethics** (Same as **Women's and Gender Studies 228**) (W)

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



## Philosophy

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 haven’t been identified as particularly gender specific, such as resource allocation and end of life issues.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pp. each), and weekly short writing assignments (app. 2 pp. each).

No prerequisites, although previous coursework in Women’s and Gender Studies is desirable. *Enrollment limit: 19 (expected: 8-10). Preference given to Women’s and Gender Studies and Philosophy majors.*

Hour: 9:55-11:10 TR

J. PEDRONI

### PHIL 229(F) Ethics and Genetics (W)

The Human Genome Project, among other recent advancements in genetic technology, has already profoundly affected the conduct of basic biological sciences and has the potential to revolutionize medical practice and agriculture. In this course we’ll examine the philosophical and ethical concerns that accompany the use of genetic information and interventions. We will begin by addressing foundational conceptual questions, the first of which will be: what constitutes specifically *genetic* information and manipulation? In addition, we’ll consider the formulation and moral relevance of the distinctions between nature and artifice in the genetic realm, the contribution of genetics to various notions of identity, and the relationship between moral responsibility and genetic influence or determinism. The remainder—and bulk—of the course will take up specific ethical issues relating to genetic information and technology. Such topics may include privacy and the disclosure of genetic information, genetic testing and screening, preimplantation genetic diagnosis and the creation of “savior” siblings, human gene transfer (a.k.a. “gene therapy”), cloning of human and nonhuman animals, patenting and intellectual rights, genetic experimentation with humans, and the agricultural use of genetically modified organisms.

Format: lecture/discussion. Requirements: active participation in class, periodic short writing assignments (2-3 pages each), and one long term paper (10-15 pages) on a topic of the student’s choosing. Previous coursework in biology, genetics or philosophy may be helpful but is by no means required.

No prerequisites. *Enrollment limit: 19 (expected : 10-15). Preference given to Philosophy majors, Biology majors, and Pre-Med students.*

Hour: 2:35-3:50 TF

J. PEDRONI

### PHIL 230(F) Pluralism and the Law (Same as Legal Studies 230, Political Science 219 and Women’s and Gender Studies 230)

The ideal of “the rule of law, not of men” reflects a commitment by most modern democracies to the regular and impartial administration of public rules. Free societies are also characterized by a pluralism of reasonable but frequently divergent views among its citizens. This course explores the tension between the rule of law ideal and different forms of pluralism. Drawing on judicial opinions and works in philosophy and legal theory, we will examine law from the perspectives of gender, race, class, and other standpoints. These perspectives inform alternative, often critical, understandings of existing legal doctrines in areas ranging from private law to the constitution. We will focus on how these competing accounts pose philosophical challenges to the social norms and institutional structures the law endorses—by questioning the status of knowledge claims, the role of moral principle, and the basis of political legitimacy in law. Finally, we will ask whether the law can overcome those concerns in light of emerging theories in contemporary legal philosophy. Readings will include a few illustrative appellate cases but will consist largely of works by philosophers and legal scholars such as Locke, Rousseau, John Rawls, Michael Sandel, Duncan Kennedy, Robin West, Lucie White, Robert Cover, Martha Minow, Roberto Unger, and Frank Michelman.

Requirements: class participation and two 5- to 7-page papers.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to juniors and seniors.*

Hour: 11:20-12:35 TR

ALCALA

### PHIL 231(S) Ancient Political Theory (Same as Political Science 231)

(See under Political Science for full description.)

### PHIL 232(S) Modern Political Theory (Same as Political Science 232)

(See under Political Science for full description.)

### PHIL 236 Contemporary Ethical Theory (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil236.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil236.html))

BARRY

### PHIL 237 What Does a Work of Art Mean? (Not offered 2006-2007)

([www.williams.edu/Registrar/catalog/depts/phil/phil237.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil237.html))

GERRARD

### PHIL 238(F) Controversial Art (Same as ArTH 217)

Suppose a work of art offends you. Should that ever matter? Suppose you think a work of art is dangerous. Does that ever matter? We will study recent examples of controversial museum exhibitions, such as the Cincinnati Mappelthorpe exhibition and the Brooklyn Museum of Art Sensation exhibition. We will investigate claims that rap music promotes violence against women. We will read the philosophical and legal literature concerning offense and censorship in pornography. We will be prepared to modify the syllabus if any local controversies develop.

Format: seminar. Requirements: frequent short assignments and a major final project.

Prerequisites: at least one Philosophy course and at least one Art course. *Enrollment limit: 15 (expected: 15). Preference given to seniors and juniors. This course will satisfy the seminar requirement for Art History majors.*

Hour: 1:10-2:25 TF

GERRARD

## Philosophy

**PHIL 240 German Idealism: Kant to Hegel (Same as German 240)** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil240.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil240.html))

DUDLEY

**PHIL 241T(S) Philosophy of Education: Why Are You Here? (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, is the nature of education itself. What is education? Which purposes can and should it serve? Is education the sort of thing that can be “received” and, if so, how?

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 the philosophical challenge to specify the optimal means of human development.

In this tutorial 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: tutorial. Requirements: each week one tutorial partner will write a 5- to 7-page paper on the assigned reading, which the other partner will critique. The two partners will switch roles in alternate weeks.

Prerequisites: Philosophy 101, or Philosophy 102, or permission of the instructor. *Enrollment Limit: 10 (expected: 10). Preference will be given to majors or prospective majors in philosophy. Several spaces will be reserved for sophomores.*

Tutorial meetings to be arranged.

DUDLEY

**PHIL 270 Arguing about God (Same as Religion 283)** (*Not offered 2006-2007*)

([www.williams.edu/Registrar/catalog/depts/phil/phil270.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil270.html))

GERRARD

**PHIL 271T(S) Woman as “Other” (Same as Women’s and Gender Studies 271T) (W)**

At mid-century, Simone de Beauvoir, 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.” In other words, man is the absolute subject, and woman takes on all of the negative qualities (bodily, mortal, irrational) that he prefers not to see in himself. At the same time, Beauvoir asserts: “One is not born a woman, one becomes one.” How, given the fact that woman historically have been reduced to objects for men, that they have internalized the gaze of men, can they become subjects for themselves? How can (and do?) they become self- rather than other-determined? What are the conditions of possibility for authentic, self-determining womanhood? For authentic personhood? 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 effort 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 influential works by Beauvoir, Luce Irigaray and Judith Butler.

Format: tutorial; students will work in pairs. Requirements: each student will write and present orally a five-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: 6-8).*

Tutorial meetings to be arranged.

SAWICKI

**PHIL 272T Free Will and Responsibility** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil272.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil272.html))

BARRY

**PHIL 273T Hume’s Treatise on Human Nature** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil273.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil273.html))

CRUZ

**PHIL 274T Messing with People: The Ethics of Human Experimentation** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil274.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil274.html))

J. PEDRONI

**PHIL 280 Analytic Philosophy: Frege, Russell, and the Early Wittgenstein** (*Not offered 2006-2007*)

([www.williams.edu/Registrar/catalog/depts/phil/phil280.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil280.html))

GERRARD

**PHIL 281 Philosophy of Religion (Same as Religion 281)** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil281.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil281.html))

BARRY

**PHIL 282(S) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Religion 280)**

(See under Religion for full description.)

**PHIL 286T (formerly 215) Conceptions of Human Nature** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/phil/phil286.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil286.html))

MLADENOVIC

**PHIL 288(S) The Embodied Mind: A Cross-Cultural Exploration (Same as Religion 288)**

(See under Religion for full description.)

**PHIL 300(S) Reading Cavell Reading: Philosophy, Literature, and Film (Same as English 418)**  
(See under English for full description.)

**PHIL 304T Authenticity: From Rousseau to Poststructuralism (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil304.html) SAWICKI

**PHIL 305 Existentialism and Phenomenology (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil305.html) SAWICKI

**PHIL 308T Wittgenstein's Philosophical Investigations (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil308.html) MLADENOVIC

**PHIL 309 Kant (Not offered 2006-2007; to be offered 2007-2008)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil309.html) DUDLEY

**PHIL 316(S) Nothing, God, Freedom (Same as INTR 316 and Religion 316)**  
(See under IPECS—INTR 316 for full description.)

**PHIL 317(S) The Philosophy of Hilary Putnam**  
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.*  
Hour: 2:35-3:50 MR GERRARD

**PHIL 327 Foucault: Power, Bodies, Pleasures (Same as Women's and Gender Studies 327) (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil327.html) SAWICKI

**PHIL 331 Contemporary Epistemology (Not offered 2006-2007; to be offered 2007-2008) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil331.html) CRUZ

**PHIL 333 Aristotle's Ethics (Same as Classics 333) (Not offered 2006-2007; to be offered 2007-2008)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil333.html)

**PHIL 334(S) Philosophy of Biology (Same as History of Science 334)**  
In the comparatively short period of only two centuries, biology became one of the most interesting and both intellectually and socially influential sciences. Philosophical interest in its concepts, scientific methodology, and reliability of its results is now probably greater than it ever was before. In order to understand philosophical significance of contemporary biology, we will focus on the theory of evolution, and discuss the following questions and problems: What are the main claims of the theory of evolution, and how are we to interpret them? For example, what is an "adaptationist explanation" and under which conditions are such explanations satisfactory? What is 'fitness,' and how should the concept be employed to help us provide good evolutionary explanations? What is natural selection acting upon—a species, an organism, or organism's genes? And how are we to define 'species,' faced with different definitions used in different biological sciences? Darwin, and other evolutionists after him, firmly reject teleological explanations in biology—yet to explain the emergence and stability of particular traits in organisms and species we must say what purpose do these traits serve, which seems like a teleological explanation after all. How are we to resolve this apparent tension in the heart of the evolutionary theory?—Finally, in the last segment of the course, we will examine the influence biology had on other disciplines, by studying the methods, assumptions and some specific claims of sociobiology and evolutionary psychology.  
Format: lecture/discussion. Requirements: class participation, three 5-pages long papers, and a longer (7-10 pgs.) final paper.  
Prerequisites: Philosophy of Science, or three courses in Biology, or (in special circumstances) consent of the instructor. *Enrollment limit: 19 (expected: 10-15).*  
Hour: 1:10-3:50 W MLADENOVIC

**PHIL 335 Moral Objectivity (Not offered 2006-2007) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil335.html) BARRY

**PHIL 379 American Pragmatism (Same as American Studies 379) (Not offered 2006-2007; to be offered 2007-2008)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil379.html) GERRARD

**PHIL 388T(S) Consciousness (W)**  
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent

## Philosophy

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, consciousness and artificial intelligence, disorders of consciousness, or the scientific reduction of mind to brain. The syllabus can be found at:

[http://www.williams.edu/philosophy/fourth\\_layer/faculty\\_pages/jcruz/courses/consciousness.html](http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/consciousness.html)

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 neuroscience, or concentrators in 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).*

Tutorial meetings to be arranged

CRUZ

**PHIL 389 Being and Structure** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil389.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil389.html))

WHITE

**PHIL 390T(F) Truth (W)**

Is a true account one that corresponds to things the way they are? Or is it one that fits optimally with other accounts we accept? Or is it one that successfully guides us in our actions within the world? Positive answers to these questions point, respectively, towards correspondence, coherence, and pragmatist theories of truth, all of which continue to have their champions. Within the broader context of Euro-American philosophy through the twentieth century and up to the present, they are joined by phenomenological, postmodernist, semantic, deflationary, prosentential, and pluralistic approaches to the problem of truth (all of which are interesting and important, although more difficult than the first three to get at by means of a single question). In this tutorial, we will investigate this terrain. The first ten tutorial meetings of the semester will consider defenses of and objections to each of these approaches. In the final two meetings, tutorial partners will take turns presenting the positions they deem best. Format: tutorial. Requirements: students meet with the instructor in pairs for roughly an hour each week; students will write essays every other week (6 in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation, and oral argument, as well as critical reasoning and writing. Prerequisites: Philosophy 101 or 102 or permission of instructor. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

WHITE

**PHIL 391 Issues in Systematic Philosophy** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil391.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil391.html))

WHITE

**PHIL 392 Hegel and Systematic Philosophy** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/phil/phil392.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil392.html))

DUDLEY

**PHIL 393(F) Hegel: Freedom and History**

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.*

Hour: 2:35-3:50 MR

DUDLEY

**PHIL 401(F) Senior Seminar: Philosophical Naturalism (W)**

Philosophical naturalism is the thesis that the entirety of the universe is composed of natural things or processes, and philosophers including Aristotle, Hume, Hegel, Nietzsche, Foucault, Mackie, and Fodor subscribe, in some sense, to it. This elusive commitment has been variously interpreted to mean that everything in the universe is physical or material, or that everything is amenable to scientific investigation, or that nothing is supernatural, or that nothing is known a priori, or that everything is natural in some broader sense of that word. Thus, the thesis is sometimes metaphysical, sometimes epistemological, and sometimes methodological. Indeed, depending on its guise, philosophical naturalism has sometimes seemed a bland and uncontroversial truism, while in others it has seemed a daring, provocative, and, to some, manifestly false view. In this seminar, we will aim to come to grips with philosophical naturalism. Our first project will be to understand different kinds of naturalism, and our second will be to assess whether there is any reason to believe of any of those kinds that it is true. We will attend

## *Philosophy, Physical Education, Physics*

especially closely to historical and contemporary naturalism in ethics, epistemology, language, and mind. Format: seminar, two sections. Requirements: weekly short essays (2-3 pages) and a final research paper (15-20 pages) written in several drafts.

Prerequisites: *required of, and open only to, senior Philosophy majors.*

Hour: 1:10-3:50 W, 7:00-9:40 p.m. M

CRUZ

### **PHIL 491(F)-W30 Senior Essay**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

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

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

### **PHIL 497(F), 498(S) Independent Study**

## **PHYSICAL EDUCATION, ATHLETICS, RECREATION AND DANCE**

*Chair and Director, HARRY C. SHEEHY III*

Assistant Professors: D. BARNARD, W. BARRALE, S. BURTON, R. FARLEY, P. FARWELL, R. FISHER, J. GREENWOOD, E. GREES, K. HERMAN, D. JOHNSON, W. KANGAS, S. KUSTER, Z. LEVY, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, D. PAULSEN, M. PINARD, C. POHLE, R. POHLE, A. RORKE, M. RUSSO, F. VANDERMEER, P. WELLS, M. WHALEN, R. WHITE. Instructors: K. CALLAHAN-KOCH, H. SILVA, K. AGYAPON. Sports Medicine: M. FRAWLEY, R. STANT, L. WILK.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of physical education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring semester. Four sections meet two times per week in seventy-five minute periods and two sections meet three times per week in fifty-minute periods.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.

Badminton	Running
Bicycling	Sailing
Broomball	Ski Patrol
Canoeing	Skiing (alpine and cross country)
Dance (African, Ballet, Modern)	Snowboarding
Diving	Squash
Figure Skating	Swimming
Fly Fishing	Swing Dance
Golf	Tae Kwon Do
Horseback Riding	Tai Ji
Ice Climbing	Telemarking
Ice Hockey	Tennis
Kayaking	Trail Crew
Lifetime Fitness	Volleyball
Martial Arts	Water Aerobics
Method Matwork, Pilates based	Weight Training
Mountain Biking	Wellness
Outdoor Living Skills	Wilderness Leadership
Rock Climbing	Women's Self Defense
Rowing	Yoga

## **PHYSICS (Div. III)**

*Chair, Professor KEVIN JONES*

Professors: K. JONES, MAJUMDER, STRAIT, WOOTTERS. Associate Professors: AALBERTS, S. BOLTON\*\*\*. Assistant Professors: TUCKER-SMITH\*, WHITAKER. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense

## Physics

of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

### ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department (*see page 90*).

### PHYSICS MAJOR

#### *Introductory courses*

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

2) Physics 141 *Particles and Waves—Enriched*. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

#### *Advanced Placement*

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

#### *Requirements for the Major*

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

#### *Required Physics Sequence Courses*

Physics 141    Particles and Waves—Enriched  
or Physics 131    Particles and Waves  
Physics 142    Foundations of Modern Physics  
or Physics 151    Seminar in Modern Physics  
Physics 201    Electricity and Magnetism  
Physics 202    Waves and Optics  
Physics 210    Mathematical Methods for Scientists  
Physics 301    Quantum Physics  
Physics 302    Statistical Physics

#### *Required Mathematics Course*

Mathematics 105    Multivariable Calculus *or* Mathematics 106    Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

#### *Options*

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.



## Physics

- 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 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 are two such offerings: Physics 100 and Physics 109.

**PHYS 100 The Search for Rhythm and Pattern in the Universe** (*Not offered 2006-2007; to be offered 2007-2008*) (Q)

([www.williams.edu/Registrar/catalog/depts/phys/phys100.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys100.html))

K. JONES

**PHYS 109(F) Sound, Light, and Perception** (Q)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Format: lecture/lab/discussion. 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,

## Physics

all with a quantitative component.

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

Hour: 9:55-11:10 R

Conferences: 9:55-11:10 T, 2:35-3:50 T

S. BOLTON and AALBERTS

### PHYS 131(F) Particles and Waves (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The 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 weekly problem sets, weekly quizzes, hour tests, labs, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

STRAIT

### PHYS 132(S) Electromagnetism and the Physics of Matter (Q)

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday's Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein's theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 131 or 141 or permission of instructor, and Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

MAJUMDER

### PHYS 141(F) Particles and Waves—Enriched (Q)

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication and more emphasis on waves. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving "word problems" that require calculus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics and Mathematics 103 (or equivalent placement). *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T

MAJUMDER

### PHYS 142(S) Foundations of Modern Physics (Q)

The twentieth century was an extremely productive and exciting time for physics. Special relativity has extended physics into the realm of high speeds and high energies. Quantum mechanics has successfully described phenomena at small energies and small distance scales. Our understanding of atoms, molecules, and solids has developed from a few revolutionary ideas into a sophisticated framework which today supports technologies that were unimaginable in 1900. This course will introduce many important developments in physics, including special relativity, the Bohr model of the atom, Schrodinger's wave mechanics in one dimension, the chemical bond, energy bands in solids, and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly quizzes, 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: 1-4 T,W

WHITAKER

### PHYS 151(F) Seminar in Modern Physics (Q)

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. Relativity, quantum mechanics, and statistical physics are the pillars of the modern framework, and constitute the core of this course. As we study this material, we will also be exploring the process of research in physics, partly by doing some experiments of our own. We will discuss the interaction between experiment and theory, as well as the roles of simplicity, elegance, and unity in the search for explanations. This is a small seminar designed for first-year

## Physics

students who have placed out of Physics 141.

Format: lecture/discussion, three hours per week; laboratory, every other week. Evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component.

Prerequisites: placement by the department (see advanced placement above). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 18 (expected: 18).*

Hour: 11:00-12:15 WF

Lab: 1-4 W

AALBERTS

### PHYS 201(F) Electricity and Magnetism (Q)

In this course, we study electromagnetic phenomena and their mathematical description. Topics include electromagnetic induction, alternating circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express in remarkably succinct form the essence of the theory.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based weekly quizzes, problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Mathematics 105 or 106. *No enrollment limit (expected:25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,T

WHITAKER

### PHYS 202(S) Waves and Optics (Q)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 201. Co-requisite: Physics/Mathematics 210 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

STRAIT

### PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in 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, two in-class exams and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

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 Schroedinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected:15).*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,W

K. JONES

### PHYS 302(S) Statistical Physics (Q)

The natural world is built with many small components interacting in a simple but coordinated way. With a statistical view, we may make sense of the cooperative phenomena which emerge. For example, we can associate macroscopic thermodynamic properties with ensembles of microscopic states. With calculations and simple numerical exercises we shall probe a wide variety of physical phenomena: magnetism, gasses, heat engines, thermal radiation, electrons in solids, polymers, random walks in fluids or in the stock market, and genomic information.

Format: lecture/discussion, three hours per week; computer laboratory, two hours per week. Evaluation will be based on weekly problem sets, tests, labs, and a small project, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 WF

Lab: 1-4 W

AALBERTS

## Physics

**PHYS 315 Computational Biology (Same as Computer Science 315 and INTR 315) (Not offered 2006-2007) (Q)**  
(See under Computer Science for full description.)

**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: 11:00-11:50 MWF

WOOTTERS and LOEPP

**PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)**  
(See under Biology for full description.)

**PHYS 332 (formerly 318) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (Not offered 2006-2007) (Q)**  
(See under Chemistry for full description.)

**PHYS 402T(S) Applications of Quantum Mechanics (Q)**

This course will explore a number of important topics in quantum mechanics such as perturbation theory and the semiclassical interaction of atoms and radiation. Research or review articles from the physics literature will be assigned to supplement standard texts and to help motivate discussion. Applications and examples will be taken mostly from atomic physics with some discussion of precision measurements and fundamental symmetries.

The class as a whole will meet once a week for 50 minutes to discuss questions on the reading. Each student will also be assigned to a tutorial meeting with the instructor and one or two other students, at which the students will take turns presenting solutions to assigned problems. Written solutions to selected problems will be due a few days later.

Format: tutorial, 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: 20 (expected: 10).*

Hour: 1:10-2:25 F

K. JONES

**PHYS 405T Electromagnetic Theory (Not offered 2006-2007; to be offered 2007-2008) (Q)**  
([www.williams.edu/Registrar/catalog/depts/phys/phys405.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys405.html))

S. BOLTON

**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).*

Hour: 1:10-2:25 F

WOOTTERS

**PHYS 418 Gravity (Not offered 2006-2007; to be offered 2007-2008) (Q)**  
([www.williams.edu/Registrar/catalog/depts/phys/phys418.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys418.html))

TUCKER-SMITH

*Courses numbered 450 through 459 are independent reading courses in advanced topics. Students will read a textbook or other material and work problems. Once a week the students and the instructor will meet for discussion and student presentations. Due to the initiative and independence required, interested students should consult with the instructor before registering for one of these courses. Enrollments will be limited, usually to 4 or fewer.*

## Physics, Political Economy

**PHYS 451 Solid State Physics** (*Not offered 2006-2007*) (Q)  
([www.williams.edu/Registrar/catalog/depts/phys/phys451.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys451.html))

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*.

WOOTTERS

**ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics**  
(See under Astrophysics for full description.)

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

AALBERTS

## POLITICAL ECONOMY (Div. II)

*Chair*, Professor JAMES E. MAHON (*First Semester*)  
DOUGLAS GOLLIN (*Winter Study and Second Semester*)

*Advisory Committee*: Professors: BRADBURY, C. JOHNSON, MAHON\*\*\*. Associate Professor:  
D. GOLLIN. Assistant Professor: PAUL.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in the shaping of public policy. The major includes substantial study of the central analytical approaches in both political science and economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken in the three required Political Economy courses. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 301 examines major writings in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines interactions of international and domestic forces in contemporary issues. 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.

### MAJOR

Economics 110 Principles of Microeconomics  
Economics 120 Principles of Macroeconomics  
Economics 253 Empirical Economic Methods  
    *or* Economics 255 Econometrics  
Political Science 201 Power, Politics, and Democracy in America  
    *or* Political Science 203 Introduction to Political Theory  
Political Science 202 World Politics: An Introduction to International Relations  
    *or* Political Science 204 Introduction to Comparative Politics  
Political Economy 301/Economics 299/Political Science 333 Economic Liberalism and Its Critics  
(*NOTE: students may not take all three of the following electives in the same department.*)  
*One Comparative Political Economy/General Public Policy course:*  
    Economics 204 Economic Development in Poor Countries  
    *or* Economics 209 Labor Economics  
    *or* Economics 213 Natural Resource Economics  
    *or* Economics 221 Economics of the Environment  
    *or* Economics 503 Public Economics  
    *or* Political Science 270T Environmental Policy  
*One U.S. Political Economy and Public Policy course:*  
    Political Science 209 Poverty in American  
    *or* Political Science 216 Constitutional Law I: Structures of Power  
    *or* Political Science 217 Constitutional Law II: Rights  
    *or* Political Science 317 Environmental Law  
    *or* Economics 205 Public Economics  
    *or* Economics 230 Economics of Health and Health Care



## Political Economy

### *One International Political Economy course:*

Political Science 229 Global Political Economy  
or Political Science 223 International Law  
or Political Science 265 International Law  
or Political Science 327 Global Politics of Development and Underdevelopment  
or Economics 215 International Trade, Globalization, and Its Effects  
or Economics 360 International Monetary Economics  
or Economics 507 International Trade and Development  
Political Economy 401 Politics of the International Economy  
Political Economy 402 Political Economy of Public Policy Issues

### THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair before spring registration. Written guidelines for such proposals are available in the chair's office or on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline should be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in early summer, when spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

### STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, plenty of Political Economy majors go abroad. Since the most popular time to take POEC 301 is the fall of the junior year, if you're thinking of spending only one semester abroad, Spring is the better choice. But lots of 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 may take POEC 301 in your sophomore or senior years. The former is preferable (POEC 301 is not too hard for sophs) but the latter is more common, mainly because many people don't decide to become POEC majors in time. You'll probably want to get some major credits when abroad. The easiest to get are upper-level electives in political science and economics. Most programs for US students in Europe have a political science course on the EU, which is a good fit. We recommend against taking econometrics abroad.

### COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 45.

### **POEC 301(F) Economic Liberalism and Its Critics (Same as Economics 299 and Political Science 333)**

Economic liberalism holds that, if left alone by government, people will make mutually beneficial transactions with one another, leaving society better off. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe 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. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

Format: discussion/lecture. Requirements: eight 2-page papers and a final exam.

Prerequisites: one course in Economics and *either* Political Science 201 or 203 or AP credit in American Politics (or permission of instructor). *Enrollment limit: 35 (expected: 32). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

*Required in the Political Economy major but open to non-majors.*

Hour: 1:10-2:25 MR

MAHON and MEARDON

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

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

### **POEC 401(F) Contemporary Problems in Political Economy**

This course examines contemporary problems in political economy, integrating international, comparative and US public policy. The course begins with discussions of key issue areas in political economy such as public finance, economic development and international trade, intentionally incorporating both Economics and Political



## Political Economy, Political Science

Science approaches to their study. In each issue area, the focus moves from theory to empirical analysis and then to case studies. The course also incorporates a thematic component based on policy issues of current concern, and concludes with student group projects and presentations on a contemporary policy issue of student choice analyzed domestically and internationally.

Format: lecture, discussion, seminar. Requirements: five short papers, group paper and project, class participation.

Prerequisites: Economics 110 and 120; Political Science 201 or 203 and 202 or 204, or equivalent; upper-level electives in International and Comparative Political Economy (see list above). *Enrollment limit: 20 (expected: 10-20). Preference given to Political Economy majors. Required in the Political Economy major but open to non-majors.*

Hour: 11:00-12:15 MWF

MEARDON and PAUL

### POEC 402(S) Political Economy of Public Policy Issues

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

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).

*Required in the major and open only to Political Economy majors.*

Hour: 9:55-11:10 TR

BRADBURY and C. JOHNSON

### POEC 493(F)-W31 Honors Thesis

## POLITICAL SCIENCE (Div. II)

Chair, Professor CATHY M. JOHNSON

Professors: CRANE, C. JOHNSON, MACDONALD, MAHON\*\*\*, MARCUS, M. REINHARDT, A. WILLINGHAM\*\*\*. Associate Professors: M. DEVEAUX\*\*, M. LYNCH, MCALLISTER\*\*, SHANKS. Assistant Professors: MARASCO, MELLOW\*, PAUL, THOMAS. Visiting Assistant Professors: BONG, A. SWAMY, R. SKINNER. Adjunct Professors: JAMES, K. LEE\*\*. Stanley Kaplan Visiting Postdoctoral Fellow in Political Science and Leadership Studies: ROVNER.

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

### MAJOR

**SUBFIELD CONCENTRATION ROUTE:** Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. 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.

**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.

## Political Science

Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan.

### ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member at the designated time and places. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired by the end of the sophomore year with an advisor who will continue with them through graduation.

### COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of the politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and require prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits.

### WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

### THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study in a foreign country. No more than one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

### THE DEGREE WITH HONORS IN POLITICAL SCIENCE

The Political Science Department grants honors to candidates who, (1) complete the Senior Seminar, (2) receive at least a grade of 3.50 on a Senior Thesis (493-W31-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, and (3) have a minimum GPA of 3.5 in Political Science for the first six semesters. (Political Science 493-W31-494 DO NOT count toward the total of nine required of all majors.)

### ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

### **PSCI 100(F) Asia and the World (Same as Asian Studies 201 and International Studies 101)\***

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

*Comparative Politics and International Relations Subfields*

Hour: 1:10-2:25 MR

CRANE

### **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, and a comprehensive in-class final exam. Students will also be required to obtain (free) online subscriptions to the *New York Times* and other current periodicals.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference given to first-year students and sophomores.*  
*International Relations Subfield*

Hour: 11:20-12:35 TR

MCALLISTER

**PSCI 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)**

(See under Leadership Studies for full description.)

BURNS

**PSCI 201(E,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: two short papers, one exam, 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: 8:30-9:45 TR, 11:20-12:35 TR

8:30-9:45 TR, 11:20-12:35 TR

First Semester: R. SKINNER

Second Semester: MARCUS, R. SKINNER

**PSCI 202(E,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: midterm, a final exam, reading response papers, and class participation.

No prerequisites. *Enrollment limit: 40 per section first semester (expected: 40 per section); 30 per section second semester (expected: 30 per section). This is an introductory course, open to all, including first-year students.*

*International Relations Subfield*

Hour: 9:55-11:10 TR

9:55-11:10 TR, 1:10-2:25 TF

First Semester: M. LYNCH

Second Semester: PAUL

**PSCI 203(E,S) Introduction to Political Theory**

Political theory treats the fundamental political question of how we ought to live together. Theorists through the ages have grappled with this problem, variously emphasizing an aspect of this question that was especially pressing during their own time, such as extent and limits of state authority over individuals, or the nature of justice, or legitimate authority, or the true implications of democratic equality. The study of political theory is an intellectual and textual exercise. But what is its role in the contemporary study and practice of politics? Why and how should we, today, read historical texts of political theory? What sort of knowledge does political theory yield? What do political theorists hope to accomplish through theoretical inquiry into political concepts and formations? This course introduces the study of political theory by surveying some of its most significant controversies. Drawing on both contemporary and classical sources, we will examine the tasks of political theory in relation to such themes as justice, power, authority, obligation, freedom, action, and violence. Some of the authors we may read include Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Hegel, Marx, Arendt, Adorno, Rawls, and Foucault.

Format: lecture/discussion. Requirements: two or three papers, final exam.

No prerequisites. *Enrollment limit: 25 each section (expected 25). Preference given to first- and second-year students.*

*Political Theory Subfield*

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF

9:55-11:10 TR, 1:10-2:25 TF

First Semester: MARASCO

Second Semester: M. DEVEAUX

## Political Science

### **PSCI 204(F) Introduction to Comparative Politics**

People around the world are all like Americans—or at least they all want to be like Americans, right? Fat chance! People in different countries not only have different resources, but also different experiences, institutions, and values. The very foundations of political life—ideas about belonging, the fair division of social roles, about family and religion, authority, law—are deeply bound up with culture and history. Comparative politics seeks to account for the fantastic variety of political life around the globe. Why were there so many dictators in Latin America? Does oil or diamond wealth inexorably lead to corruption or dictatorship? Why is Canada so darned peaceful? How come some revolutionary governments end up stable and powerful (the U.S., Cuba) whereas others go berzerk and fall apart (France, Cambodia)? This class grounds students in the fundamental conceptual categories used in comparative political analysis, including nationalism, the state, political culture, institutionalism, religion and politics, constitutionalism, and political economy.

Format: discussion/lecture. Requirements: two papers and a final exam.

No prerequisites. *Enrollment limit: 35 per section (expected: 20 per section). This is an introductory course, open to all, including first-year students.*

*Comparative Politics Subfield*

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

A. SWAMY

### **PSCI 205(S) Leaders in Contemporary Conservative Thought (Same as Leadership Studies 205)**

(W)

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 12-page paper.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to sophomores, juniors and Political Science majors and Leadership Studies concentrators.*

*American and Theory subfields*

Hour: 1:10-2:25 TF

MACDONALD

### **PSCI 207(F) Political Elections**

Elections in American politics are dynamic events in which many different groups struggle to gain control of political institutions at the local, state, and federal levels. During the campaigns, candidates and their supporters move across the land, appearing on television and radio, and through the printed press. Simultaneously, various organizations and interest groups attempt to gain influence with the candidates and with public opinion by raising money, making endorsements, running political appeals in the various media, and supplying activists to work for the candidates they favor. This course explores the factors that shape the outcome of political elections in America. Among the factors we will consider are the state of the economy, international events, the role of political parties at the state and national levels, the current partisan balance, ideology, media, special interests, money, candidates, the “hot” issues of the moment and long enduring issues, campaign debates, and campaign polling and public opinion. We will consider in detail the 2006 national mid-term elections both for Federal office (President, Senate and House) and for state offices (governors, state legislators).

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

No prerequisites. *Open to first-year students only with Advanced Placement credit in American Politics. Enrollment limit: 35 (expected: 20-24). Preference given to Political Science majors.*

*American Politics Subfield*

Hour: 11:20-12:35 TR

MARCUS

### **PSCI 209 Poverty in America (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/psci/psci209.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci209.html))

C. JOHNSON

### **PSCI 212(S) Mass Media**

This course will examine the various roles performed by the mass media in American democracy. We will study how the media helps citizens learn about politics and how it shapes their opinion. We will pay special attention to the importance of television advertising, and of the Internet. We also examine how the media has changed over time, with the rise of new technologies, and with the influence of commercial pressures.

Format: lecture/discussion. Requirements: a midterm and a final exam, a 20-page research paper, and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American Politics. *Enrollment limit: 35 (expected: 35). Preference to Political Science majors.*

*American Politics Subfield*

Hour: 8:30-9:45 TR

R. SKINNER

### **PSCI 213 Theory and Practice of Civil Rights Protest (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci213.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci213.html))

A. WILLINGHAM

### **PSCI 214(F) Congress**

The purpose of this course is to introduce you to the policy process by studying the U.S. Congress. We will confront a variety of questions including: How does contemporary political science explain and understand Congress? How and by whom is legislation shaped? What external forces (elections, interest groups, the public, the presidency, for example) shape political decision-making within Congress? How is Congress organized and how

well-suited is that organization to efficient and effective policy making? How well does the institution collectively (or its members individually) meet democratic standards of leadership, accountability, and representation? What reforms are needed if any, and with what effect?

Format: lecture/discussion. Requirements: a midterm and a final exam, two papers of medium length (10-15 pages), and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American Politics. *Enrollment limit: 35 (expected: 35). Preference to Political Science majors.*

*American Politics Subfield*

Hour: 1:10-2:25 MR

R. SKINNER

**PSCI 216(F) Constitutional Law I: Structures of Power**

Constitutional Law I focuses on the legal and political regime established by the U.S. Constitution. We concentrate on two themes at the core of American constitutionalism: (1) the respective powers of, and interaction among, the federal government's three branches ("separation of powers"); and (2) the intersections and boundaries of federal and state authority ("federalism"). Specific topics include the Supreme Court's power to overturn actions by political agents; Congress's authority to make laws governing matters not mentioned in the Constitution; Congress's power to strip the courts of authority to decide certain issues; states' power to resist the decrees of federal courts; the president's emergency powers; and war-making authority of both the president and Congress. Most of the reading consists of Supreme Court opinions, but some reading and much discussion will address historical context. Recurring issues include the extent to which the Court does and should heed the framers' intent; the extent to which the Court does and should take into account public opinion and other political considerations; and the significance of John Marshall's famous but somewhat cryptic admonition: "we must never forget that it is a constitution we are expounding."

Format: lecture/discussion. Requirements: a midterm, final exam, 8- to 10-page paper, and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American politics.

*Enrollment limit: 35 (expected: 35). Preference to Political Science Majors.*

*American Politics Subfield*

Hour: 11:00-12:15 MWF

THOMAS

**PSCI 217(S) Constitutional Law II: Rights**

Constitutional Law II explores constraints imposed on governmental power by a system of civil rights. Areas examined include equal protection, due process, freedom of speech and religion. Within these and other broad doctrines, countless specific controversies arise. Those we address include abortion, same-sex marriage, affirmative action, flag-burning, and the death penalty. Much of the reading consists of Supreme Court cases, but we will also pay close attention to the broader context surrounding these cases. A recurring question is the relevance of the Court's undemocratic nature. Should the Court see itself as a tribune of the powerless, which must restrain the political branches or, alternatively, should it generally defer to the people's elected representatives? A closely related question involves the extent to which the Court should confine the rights it protects to those specifically listed in the Constitution. Finally, to what extent do and should judges consult their moral or even political views, as opposed to undertaking a more objective, apolitical or distinctly "judicial" analysis, in reaching decisions?

Format: lecture/discussion. Requirements: a midterm, final exam, 8- to 10-page paper, and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American politics.

*Enrollment limit: 35 (expected: 35). Preference to Political Science Majors.*

*American Politics Subfield*

Hour: 11:00-12:15 MWF

THOMAS

**PSCI 218 The American Presidency (Same as Leadership Studies 218) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/psci/psci218.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci218.html))

MELLOW

**PSCI 219(F) Pluralism and the Law (Same as Legal Studies 230, Philosophy 230 and Women's and Gender Studies 230)**

(See under Philosophy for full description.)

**PSCI 222 The United States and Latin America (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci222.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci222.html))

MAHON

**PSCI 223(S) International Law**

International law embodies the rules that govern the society of states. It spells out who can be a state and how to become one, what states can do, what they cannot do, and who can punish transgressions; it also determines the status of other actors, like international organizations, heads of state, refugees, transnational religious institutions and multinational corporations. International law is like domestic law, with one difference: the same group that makes the law enforces it. In other respects it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is laughable and purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet law is still where we look first for justice. This course will examine the historical bases of contemporary international law, its development since World War II in the context of the Holocaust and decolonization, and current dilemmas in its practice.



## Political Science

Students will study treaties and cases.

Format: lecture/discussion. Requirements: two midterm exams, one final exam.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 11:00-12:15 MWF

SHANKS

### **PSCI 225 International Security** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/psci/psci225.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci225.html))

M. LYNCH

### **PSCI 229(F) Global Political Economy**

This course offers a broad introduction to the politics of global economic relations, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. It seeks to question things we take for granted and make the familiar strange in order to look at the world with new eyes. Toward that end, we begin with an overview of the recent history of globalization, setting the stage for the rest of the course by answering the important question "How did we get here?" Then we progress to the empirical core of the course, examining global trade, global finance and development. Along the way we focus on key issues of theoretical and current political interest, including free trade and its myriad effects, the World Trade Organization, global money politics, debt relief and financial crisis. We conclude the course with a close look at the potentially dangerous imbalances of the global political economy.

Format: lecture/discussion. Requirements: four short papers, final exam.

No prerequisites. *Enrollment limit: 40 (expected 40). Preference given to political science and political economy majors.*

*International Relations Subfield*

Hour: 9:55-11:10 TR

PAUL

### **PSCI 230(S) American Political Thought**

Although it is often believed that American political philosophy is wholly liberal, deep currents in American political thought are antagonistic to traditional liberal understandings. Even the Declaration itself—often taken to be the greatest pronouncement of liberal principles—speaks to values and concepts that do not sit easily alongside liberalism. Indeed, American political thought might be read as a perpetual debate about how best to order antagonistic values and concepts: nature and convention, liberty and equality, liberalism and democracy, individualism and community, universalism and patriotism. This course focuses on these tensions, taking up American political thought from before the Founding to the present. We will examine the political thought of statesmen (such as Jefferson, Hamilton, Madison, Lincoln and Woodrow Wilson), of "outsider" leaders (like Frederick Douglass and Elizabeth Cady Stanton), and of intellectual leaders (like Mark Twain), moving to contemporary intellectuals and political thinkers, seeing how these figures have wrestled with and fostered the tensions within American political thought.

Format: lecture/discussion. Requirements: class participation, 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.*

Hour: 2:35-3:50 MR

THOMAS

### **PSCI 231(S) Ancient Political Theory (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 does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the works 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: four 5-page papers.

No prerequisites. *Enrollment limit: 35 (expected: 18). Preference given to Political Science majors.*

*Political Theory Subfield*

Hour: 9:55-11:10 TR

M. REINHARDT

### **PSCI 232(S) Modern Political Theory (Same as Philosophy 232)**

This course surveys some of the canonical texts and major themes of European political theory between the sixteenth and nineteenth centuries, including Machiavelli, Hobbes, Locke, Rousseau, Burke, Kant, Hegel, Marx and Mill. We will consider a range of topics, from questions about what constitutes modernity, liberalism, democracy, equality, and freedom to questions about the relation between the modern state and capitalism, the emergence of the individual, and various challenges to traditional and religious authority. We will examine how women, non-Europeans, and the poor figure in these texts, even (or, perhaps, especially) when they do not explicitly appear. Through our course of study, we will reflect upon what makes these texts powerful and enduring works in political thought and will thus be considering the nature and function of political theory as an intellectual enterprise.

Format: lecture/discussion. Requirements: active and constructive class participation, three 5-page papers

No prerequisites. *Enrollment limit: 25 (expected 18). Preference given to political theory concentrators.*

*Political Theory Subfield*

Hour: 2:35-3:50 TF

MARASCO



**PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience** (*Not offered 2006-2007; to be offered 2007-2008*)\*  
([www.williams.edu/Registrar/catalog/depts/psci/psci239.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci239.html))

A. WILLINGHAM

**PSCI 241 Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and INTR 295)** (*Not offered 2006-2007; to be offered 2007-2008*)\*  
(See under International Studies for full description.)

*International Relations and Comparative Politics Subfields*

DARROW and MACDONALD

**PSCI 245(F) Nationalism in East Asia (Same as Asian Studies 245 and History 318)\***

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Format: lecture/discussion. Requirements: two 5-page papers, class participation, final exam.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to political science and Asian Studies majors.*

*Comparative Politics Subfield*

Hour: 9:55-11:10 TR

CRANE

**PSCI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Environmental Studies 246)\***  
(See under Environmental Studies for full description.)

**PSCI 247(S) Political Power in Contemporary China\***

The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?

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

No prerequisites. *Enrollment limit: 35 (expected: 35). Preference given to Political Science and Asian Studies majors. Open to first-year students with Advanced Placement credit in Comparative Politics.*

*Comparative Politics Subfield*

Hour: 1:10-2:25 MR

CRANE

**PSCI 251(S) The Politics of India (Same as Asian Studies 251)\***

India, often called "the world's largest democracy," is one of the most interesting and complex countries in the world. This course explores India's many kinds of politics. We will examine five broad areas: the historical roots of India's institutions in the country's struggle for independence; debates and conflicts over economic policy; policies toward and conflicts over India's many cultural divisions, including caste, language and religion; the variety of politics and patterns in the country's various regions; and foreign policy. Format: lecture/discussion. Requirements: two essays, final examination, active and constructive class participation.

No prerequisites. *Enrollment limit: 30 (expected: 25). Preference given to political science and to Asian Studies majors.*

*Comparative Politics Subfield*

Hour: 11:00-12:15 MWF

A. SWAMY

**PSCI 252 Terrorism in Comparative Perspective** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/psci/psci252.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci252.html))

MACDONALD

**PSCI 253(S) Japanese Politics (Same as Asian Studies 253)\***

Japan's politics are unique. Its culture and people are thoroughly Eastern, yet its institutions were designed in the West; it comfortably shares a place among the greatest powers, yet its history is unlike theirs. This course examines the politics and policies of contemporary Japan. We survey the core political institutions of the postwar era, examine patterns of political interaction, and investigate current policy debates. The 1990s were marked by numerous political changes at various levels in Japan, including the introduction of a new electoral system, a shift from one-party rule to coalition government rule, bureaucratic breakdown, and extreme volatility in economic policy outcomes. This course investigates the significance of these changes and identifies enduring patterns. No prior knowledge of the broader theoretical literature is assumed or expected, however.

## Political Science

Format: lecture/discussion. Requirements: response papers, midterm exam, class participation, a final take-home essay exam.

No prerequisites. *Enrollment limit: 35 (expected: 20). Preference given to Political Science and Asian Studies majors.*

*Comparative Politics Subfield*

Hour: 11:20-12:35 TR

BONG

### **PSCI 254(F) Democracy in Comparative Perspective**

This course deals with aspects of democracy and democratization, beginning with the meaning of democracy. Almost every significant political movement in the world purports to be democratic, but the popularity of democracy says little about what it is and is not. Thus, the first objective of the course is to weigh competing definitions. In particular, democracy increasingly is being viewed in procedural terms: democratic societies 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 consider democracy to be universal. 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 in depth the impact of the “third wave” of democratization on Latin America and Africa. What processes are being designated as “democratic,” why do they coincide with high levels of socio-economic inequality, and what is the impulse behind democratization?

Format: seminar. Requirements: One 3-page paper, one 5- to 7-page paper, and one 15-page project.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to sophomores, juniors and Political Science majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

*Comparative Subfield*

Hour: 1:10-2:25 TF

MACDONALD

### **PSCI 255(S) Democracy and Social Conflict in Developing Countries (W)**

Can democracy survive in developing countries? Can development occur under democratic auspices? Traditionally, comparative political scientists believed that introducing competitive politics into a poor society would simply heighten social conflict, which would prevent development from occurring and in turn undermine democracy. While we are much more optimistic today that democracy can take root in poor societies, it is still not clear if development can occur under democratic conditions. This course will begin with a review of the debates on this question and then focus on numerous case studies of democratic experiences in the Third World, including nations where democracy clearly failed and was overthrown. Our purpose is to understand whether and how these negative consequences of democracy can be avoided.

Format: seminar. Requirements: one 3-page paper, one 5- to 7-page paper, and one 15-page project.

No prerequisites. *Enrollment limit: 19 (expected: 17). Preference given to Political Science and Asian Studies majors.*

*Comparative Subfield*

Hour: 7:00-9:40 p.m. M, 1:10-3:50 W

A. SWAMY

### **PSCI 260T(S) Realism in Politics (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 is also a distinct approach to the conduct and 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 realism in international relations also highlights 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.

Format: tutorial. Requirements: six papers and six critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores, juniors and Political Science majors.*

*International Relations Subfield*

Hour: 8:30-9:45 MWF

MACDONALD

### **PSCI 261(F) American Foreign Policy (Same as Leadership Studies 261)**

(See under Leadership Studies for full description.)

### **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 Eu-

rope 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: 20 (expected: 20).*

*Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 2:35-3:50 TF

MCALLISTER

**PSCI 265(F) The International Politics of East Asia\***

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek for security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the Sun? Will Japan continue to live as a nation with enormous economic power but no military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? Will North Korea survive? What should be done to dissuade the totalitarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asia.

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*

Hour: 11:20-12:35 TR

BONG

**PSCI 268(F) U.S. and the Two Koreas\***

As the staging-ground for the collision between the great powers, the Korean peninsula has been a pivotal geopolitical area in modern history. Since the creation of a diplomatic relationship with the Korean kingdom in 1882, the United States has been long and deeply involved in the historical changes that influenced the fate of Korea as a country. With the end of the Cold War and the new threat of international terrorism, the US involvement in the foreign policy decisions of the Korean peninsula is far more critical today than in the past. The main goal of this course is to introduce students to the complexities of US relations with both North and South Korea. This will involve surveying the historical background, and examining the key issues and challenges the countries face today. Is the US responsible for the division of Korea and the delayed democratization in South Korea? Can the US-South Korean military alliance survive another fifty years? Despite military threats from the North, why have South Koreans become increasingly critical of US policy? Is "regime change" the best way for the US to resolve the North Korean nuclear crisis and make the country safer from terrorism? Using the perspectives of the US and the two Koreas, this course explores these topics to gauge the undercurrents that affect US-Korean relations.

Format: lecture/discussion. Requirements: leading a class discussion, five short papers, class participation, final take-home exam.

Prerequisites: at least one course in Political Science or Asian Studies. *Enrollment limit: 35 (expected: 23).* *Preference given to Political Science and Asian Studies majors.*

*International Relations Subfield*

Hour: 2:35-3:50 MR

BONG

**PSCI 269(S) International Movements and Human Rights**

This course examines the development of international human rights from a historical perspective. Beginning with the transatlantic movement to abolish slavery in the 18th century, we will explore several central questions and enduring debates concerning the spread of human rights over the last three centuries. Are human rights universal? How important are individual actors and ideals in altering conceptions of human rights? Can international human rights ever be reconciled with the principle of state sovereignty? What conditions lead to the contraction or expansion of international human rights? Why have grave abuses of human rights around the world persisted despite the rise of international institutions and NGO's in the 20th century? What lessons from the history of the international movement for greater human rights remain relevant for scholars and activists today?

Format: lecture/discussion. Requirements: two take-home midterm exams and a research paper

No prerequisites. *Enrollment limit: 25 (expected: 25).* *Preference given to political science majors.*

*International Relations Subfield*

Hour: 1:10-2:25 MR

SHANKS

**PSCI 270T(F) Environmental Policy (Same as Environmental Studies 270T) (W)**  
(See under Environmental Studies for full description.)

## Political Science

### **PSCI 277(S) Political Islam\***

The terrorist attacks of September 11, 2001, focused world attention on political Islam. Political movements defined in terms of Islam have been an important and growing force in the politics of the Middle East and beyond for several decades, however. Islamic politics takes many forms beyond al-Qaeda: the Iranian revolution, the domestic violence after canceled elections in Algeria, the violence as well as civil society in Egypt, the electoral successes in Jordan, Lebanon and Yemen, the violent struggles against Israel in Lebanon and Palestine, the politicization of Muslim immigrant communities in Europe and America, the social arguments over women adopting the veil and Islamic education, theoretical debates about the compatibility of Islam with democracy, the rise of new media forms, and much, much more. This course explores many of the difficult questions surrounding the rise of Islamic politics in a wide range of political contexts. What is political Islam? Why, how, and to what extent has it succeeded? What are its goals? Is it inherently violent, anti-Western, or hostile to modernity, as many claim, or is it potentially progressive, democratic, and moderate? How have different states dealt with the challenge—and does their repression explain the turn to violence? What is the meaning of jihad? How have other Islamists responded to the violent terrorism of al-Qaeda? Can Islam and the West peacefully co-exist, or is the war on terror leading towards an inexorable clash of civilizations?

Format: lecture/discussion. Requirements: biweekly response papers, two 5- to 7-page papers and a final exam. No prerequisites. *Enrollment limit: 35 (expected: 35). Preference given to Political Science majors and African and Middle Eastern Studies concentrators.*

*International Relations and Comparative Subfields*

Hour: 11:20-12:35 TR

M. LYNCH

### **PSCI 285(S) The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285)**

(See under Leadership Studies for full description.)

### **PSCI 295(S) Intelligence and National Security (Same as Leadership Studies 395)**

(See under Leadership Studies for full description.)

### **PSCI 300 Research Design and Methods (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/psci/psci300.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci300.html))

SHANKS

### **PSCI 302(S) Race, Culture, and Incarceration (Same as Africana Studies 410)\***

(See under Africana Studies for full description.)

### **PSCI 310(F) Political Psychology (Same as Psychology 345)**

Political psychology studies the central foundation of politics. Most theories of politics and political regimes begin with a claim about the inherent qualities of being human. For example, many political philosophers begin their political programs with foundational claims about “human nature.” These claims are then used to support their vision of politics. Claims about progress presume that human nature will be improved with the right political program. Another example, the enlightenment held that rationality would be strengthened by progress, and thereby make democracy more viable. Those who defend authoritarian regimes of all sorts often do so by proclaiming that the general public is incapable of self-rule and must accept rule by their betters. Many of these arguments turn on how rational people are when they engage in political decision-making and in their capacity and willingness to pursue justice for all. We explore what psychology tells us about people as political citizens and leaders. Political psychology explores how people understand and act in and on the world around them, and more specifically, when people attend to politics and how people make political judgments. The course pays special attention to the powerful, but surprising, multiple roles that emotions play in all aspects of politics.

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

Prerequisites: any of the following; Political Science elective at the 200 or 300 level, or Psychology 101, 212, 221, 232, 242, 252, or 300 level course. *Enrollment limit: 30 (expected: 24). Preference given to Political Science and Psychology majors.*

*American Politics Subfield*

Hour: 8:30-9:45 TR

MARCUS

### **PSCI 312 Southern Politics (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci312.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci312.html))

A. WILLINGHAM

### **PSCI 314T American Political Development (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/psci/psci314.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci314.html))

MELLOW

### **PSCI 315 Parties in American Politics (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/psci/psci315.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci315.html))

MELLOW

### **PSCI 317(F) Environmental Law (Same as Environmental Studies 307)**

(See under Environmental Studies for full description.)

### **PSCI 318(F) The Voting Rights Act and the Voting Rights Movement\***

This course examines a key example of struggle over government policy after it becomes law. We investigate efforts to implement policy and the counter-offensive to subvert the same, often while retaining the letter of the law. The major focus of the course is the U.S. Voting Rights Movement, a product of the Voting Rights Act of 1965, and one prime illustration of the debate over a policy consensus in the context of fragmentation represented by federalism, separation of powers, and racial and ethnic diversity in the polity. The course selects from a range of contemporary policy areas for comparison, including abortion rights, environmental protection, educational equity, immigration, regulation of business, and public support for the arts.

## Political Science

Format: discussion. Requirements: five short papers.

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

*American Politics Subfield*

*Research Skills Course*

Hour: 2:35-3:50 MR

A. WILLINGHAM

**PSCI 319 War and the Constitution** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/psci/psci319.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci319.html))

THOMAS

**PSCI 324 Genocide, Exile and Famine** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/psci/psci324.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci324.html))

SHANKS

**PSCI 325(F) Culture and Identity in World Politics** (W)

September 11 brought a new appreciation of the importance of culture, identity, religion, and ideas in world politics. The rise of political Islam and the American-led war on terror sharply focused the attention of International Relations on these long-neglected issues. This course takes a critical look at culture and identity in world politics, using a variety of methods and cases to explore their real significance. Is the "war on terror" really about religion? Are violent ethnic conflicts and genocides really about identity? Do identity politics make conflicts more difficult to resolve? Is anti-Americanism becoming a new form of global identity politics which challenges American hegemony? Or is globalization creating a common, market-centered global identity? Does mass media promote identity conflicts or help to overcome cultural differences? As a CRAAS course, the seminar will explicitly focus on the methods of critical social science inquiry, and on the process of research design.

Format: discussion. Requirements: multiple short papers and final research paper.

No prerequisites. *Enrollment limit: 16 (expected 16). Preference given to Political Science majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

*International Relations Subfield*

Hour: 11:00-12:15 MWF

M. LYNCH

**PSCI 326 Imperialism** (*Not offered 2006-2007; to be offered 2007-2008*) (W)

([www.williams.edu/Registrar/catalog/depts/psci/psci326.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci326.html))

PAUL

**PSCI 327 The Global Politics of Development and Underdevelopment** (Same as Environmental Studies 329) (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/psci/psci327.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci327.html))

PAUL

**PSCI 331(TF) Non-Profit Organization and Community Change** (W)

Two converging realities create a political and intellectual problem: an evolving recognition of the vitality of private sector supported community organization work; and the challenge that such organizations may have to assume a larger role due to reductions in public agency support and declining participation among the poor and racial minorities. In the United States these agencies—essentially NGOs—play important roles in communities and movements, often modeling the very programs adopted by the government. Some, like the Highlander Center, have near-mythical status in our memories about what it means to struggle for social change; others, including HARYOU, were critical in structuring thought about anti-poverty strategies. In recent years some like Teach for America have plunged into the thick of the effort to keep public education a viable option. This tutorial examines the role of non-profits and social justice work in the United States focusing on the non-profit as a type, governance and staffing, fund-raising and persecution. The tutorial examines research and writing on the non-profit in U.S. social justice advocacy as well as focuses on specific cases.

Format: tutorial. Requirements: five 3-page papers and a final paper of 15 pages.

Prerequisites: an interest in and experience with community-based organizations involved in advocacy work with adult citizens on race, economics, equity, or other issues. *Enrollment limit: 10.*

*American Politics Subfield*

Hour: 8:30-9:45 MWF

A. WILLINGHAM

**PSCI 333(F) Economic Liberalism and Its Critics** (Same as Economics 299 and Political Economy 301)

(See under Political Economy for full description.)

**PSCI 336 Sex, Gender, and Political Theory** (Same as Women's and Gender Studies 336) (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/psci/psci336.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci336.html))

M. DEVEAUX

**PSCI 337 Art and Justice** (Same as ArtS 311 and INTR 307) (*Not offered 2006-2007; to be offered 2007-2008*) (W)

(See under IPECS—INTR 307 for full description.)

M. REINHARDT and DIGGS

**PSCI 338(S) Critical Theory and the Frankfurt School** (W)

Critical theory contends that the role of the theorist is to critique and expose. It charges that scientific and philosophical pretensions simply to describe social reality in fact serve mainly to justify the status quo and its deep inequities. This course explores the origins, development, and impact of the ideas of the major critical theorists, those of the Frankfurt School, with particular emphasis on the writings of Max Horkheimer, Theodor W. Adorno, Herbert Marcuse, and Walter Benjamin. We will begin with background readings from Kant, Hegel, and Marx to trace the philosophical touchstones for the idea of critical theory and then proceed to address the various ways in which the Frankfurt School theorists attempt to integrate various aspects of the thought of Nietzsche, Weber, and Freud into the project of formulating a critical theory of society. We will consider a range of topics,



## Political Science

including the nature of critical theory, political sociology and the critique of liberalism, mass culture and the fate of art, psychoanalysis, pessimism and despair, the philosophy of history, and the politics of liberation. We will conclude our study with a consideration of the impact of Frankfurt School critical theory on recent developments in social and political thought.

Format: lecture/seminar. Requirements: active and constructive class participation, oral presentation, two 5- to 7-page papers, final 10-page paper

Prerequisites: one course in political theory or philosophy, or permission of instructor. *Enrollment limit: 16 (expected: 16). Preference given to seniors and juniors.*

*Political Theory Subfield*

Hour: 1:10-2:25 MR

MARASCO

### **PSCI 345T(S) Political Leadership in Ancient Chinese Thought (W)\***

Are politics and statecraft fundamentally the same the world over? This tutorial delves into the ways in which political power and political leadership are defined and elaborated in ancient Chinese texts. After the first week, during which we will meet together for some background in Chinese history and philosophy, students will meet in pairs to read and write on the *Tao Te Ching*, *The Analects*, *Mencius*, *Chuang Tzu*, and *Han Fei Tzu*. We will consider questions such as what is power and how should it be exercised? What makes for effective and just leadership? No background in philosophy or Chinese studies is required.

Format: tutorial. Requirements: five lead essays and five critiques, one final paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Political Science and Asian Studies majors.*

*Comparative Politics and Political Theory Subfields*

Hour: 8:30-9:45 MWF

CRANE

### **PSCI 346(F) (formerly 246) Mexican Politics (W)\***

The futures of Mexico and the United States are now bound up more closely than ever. Yet Mexico enters this future with a very different past and a distinctive political system. The first half of this course is historical, concentrating on the slow emergence of the Mexican national state and a national consciousness. Along the way we delve into Mexican art, cuisine, religious expression, music, literature, and film. The second half considers the fitful and uneven emergence of a new political order in Mexico, beginning with an examination of why the long-dominant PRI regime has fallen apart. It then looks at new developments in several areas: migration and U.S. immigration policy; the border; the role of the state; and the Chiapas rebellion and indigenous autonomy. We end the course by returning to some of the issues of the first half, asking what it means to be both Mexican and "modern," the economic results of NAFTA, what it feels like to live in "Amexica," and what kind of politics we might expect to arise there.

Format: lecture/discussion. Requirements: a map quiz, three short papers and a longer research paper.

Prerequisites: any course on Latin America. *Enrollment limit: 19 (expected: 18).*

*Comparative Politics Subfield*

Hour: 1:10-2:25 TF

MAHON

### **PSCI 347(S) Korea's Democratization (W)\***

Various themes purport to explain democratization and its effects. This seminar uses the politics of the Korean Peninsula as a testing-ground for these contending theories. Before the 1997 Asian financial crisis, South Korea was widely regarded as among the leaders of the so-called "third wave of democracy." It attained a rare but exemplary success, as it achieved both spectacular economic growth and political liberalization. Yet recently there have been an increasing number of intellectual and political debates both inside and outside the country on whether the country can cope with the consequences of further political and economic "maturation." As we tack back and forth between democratization theories and the Korean experience, we will pursue the following topics: national identity, the unabated tension between ethnic conceptualization and civic order, civil society before and after the anti-authoritarian movement, the rise and fall of the minjung ideology, developmental state vs. crony capitalism, women and male-oriented politics, nationalist, anti-American, and pro-North Korean youth in Korea, segewha movement in response to globalization, and selective co-option of overseas Koreans.

Format: discussion. Requirements: lead a class discussion, class participation, seven reviews, research paper.

Prerequisites: at least one course in Political Science or Asian Studies. *Enrollment limit: 18 (expected: 18). Preference given to Political Science and Asian Studies majors.*

*Comparative Politics Subfield*

Hour: 2:35-3:50 MR

BONG

### **PSCI 349T Cuba and the United States (Not offered 2006-2007; to be offered 2007-2008) (W)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci349.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci349.html))

MAHON

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

Open to junior majors with permission of the department chair.

## SENIOR COURSES

### **PSCI 410(S) Seminar in American Politics**

The focal point of this research seminar will be on the state of American democracy early in its third century of existence. Two frameworks provide a basis for judging the state of American politics: first, we begin with a comparison of politics at the founding of the Republic with the state of politics in our own time. This allows us to say whether it is the same, or different, and if different, whether for better or worse. Second, each seminar participant will engage in research on a particular aspect of American politics. Among the topics that will be considered are: the competing conceptions of democracy; the appropriate roles of the various institutions of politics (the



## Political Science

press, political parties, local, state, and national politics); and, the social and economic systems and their diverse effects. Combined, these two elements will enable the members of the seminar to engage in a discussion of how well the American political system is doing.

Format: seminar. Requirements: a research paper and oral presentations in the seminar.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 18 (expected: 15). Preference given to senior political science majors with concentration in American politics. American Politics Subfield*

Hour: 1:10-3:50 W

MARCUS

### **PSCI 420T(F) Law and Rights in International Politics**

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*

Hour: 2:35-3:50 TF

SHANKS

### **PSCI 420 Senior Seminar in International Relations: Globalization and War (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

CRANE

### **PSCI 420(S) Senior Seminar in International Relations: American Hegemony and the Future of the International System (W)**

Since the time of Thucydides, world politics has often been a story of several great powers competing for power, wealth, and security. The collapse and dissolution of the Soviet Union, however, left the United States in a position of dominance that has no parallel in history. This course examines how international relations theorists and American policymakers have grappled with the dilemmas and opportunities of global hegemony since 1989, with a particular focus on the challenges that have emerged in the aftermath of September 11. Will other powers, such as China or a united Europe, inevitably challenge American dominance? Should America actively seek to promote its ideas and values throughout the world? Does a hegemon have unique and special responsibilities for advancing international justice? What kind of grand strategy should the United States pursue, both now and in the future? Why does so much of the world seem to resent American hegemony?

Format: seminar. Requirements: course assignments will include weekly papers and a 25- to 30-page research paper.

Prerequisites: two courses in international relations. *Enrollment limit: 16 (expected: 16). Preference given to senior Political Science majors.*

*International Relations Subfield*

Hour: 2:35-3:50 MR

M. LYNCH

### **PSCI 420/440(F) Senior Seminar in International Relations and Comparative Politics: Terrorism in International Relations and Comparative Politics**

This senior seminar will consider rival definitions of terrorism. We will try to identify the differences among the definitions and will assess what is at stake politically and morally in the differences among rival definitions. Then the course will examine particular situations in which terrorism has featured prominently, including Northern Ireland and the Mideast. Finally, we will consider what it means for the U.S. to wage a “war on terrorism.” What does that mean in terms of American priorities and what follows internationally and domestically from declaring terrorism as the foremost threat to American security?

Format: seminar. Requirements: readings, class presentation, and research paper.

Prerequisites: Political Science 202 or Political Science 204. *Enrollment limit: 15 (expected: 15). Preference given to senior political science majors with concentration in comparative politics or international relations.*

*International Relations and Comparative Subfields*

Hour: 2:35-3:50 TF

MACDONALD

### **PSCI 430(S) 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 Agamben, Arendt, Butler, Cavell, Cohen, Connolly, Fanon, Foucault, Fraser, Ranciere, Rawls, Rorty, Said, Schmitt, Sen, Shelby, Spivak, Strauss, Virno, Wolin, and Žižek.

Format: seminar. Requirements: seven weekly 1 and 1/2-page papers, regular class participation, and a 12- to

## Political Science, Psychology

15-page final essay.

Prerequisites: junior or senior standing and two courses in political theory or permission of instructor. *Enrollment limit: 16 (expected: 12). Preference given to senior political science majors with concentration in political theory.*

*Political Theory Subfield*

Hour: 1:10-3:50 T

M. REINHARDT

### **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: 11:00-11:50 MWF

SHANKS

### **PSCI 495(F)-W32, W32-496(S) Individual Project**

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay. Prerequisites: two elective courses in the major's subfield specialization.

### **PSCI 497(F), 498(S) Independent Study**

Open to senior Political Science majors with permission of the department chair.

## PSYCHOLOGY

**(Div. II, with some exceptions as noted in course descriptions)**

Chair, Professor LAURIE HEATHERINGTON (*First Semester*)

Professor BETTY ZIMMERBERG (*Second Semester*)

Professors: CRAMER\*\*\*, FEIN, HEATHERINGTON\*\*\*, KASSIN\*\*\*, KAVANAUGH, KIRBY, P. SOLOMON, ZIMMERBERG. Associate Professors: M. SANDSTROM\*\*, SAVITSKY, ZAKI. Assistant Professors: EIBACH, HANE, N. SANDSTROM, A. SOLOMON. Senior Lecturer: ENGEL\*\*\*. Visiting Assistant Professor: SUNDERMEIER. Visiting Lecturer: LEYVA.

### MAJOR

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

- 1) Psychology 101 Introductory Psychology
- 2) Psychology 201 Experimentation and Statistics
- 3) Three 200-level courses, with at least one from each of the following groups.

Group A	Psychology 212 Neuroscience
	Psychology 221 Cognitive Psychology*
	Psychology 222 Cognitive Science*
Group B	Psychology 232 Developmental Psychology
	Psychology 242 Social Psychology
	Psychology 252 Psychological Disorders
	Psychology 272 Psychology of Education

\* Either Psychology 221 or 222, but not both, can count towards the three required 200-level courses.

- 4) Three 300-level courses from at least two of the areas listed below:

- Area 1: Behavioral Neuroscience (courses with middle digit 1)
- Area 2: Cognitive Psychology (courses with middle digit 2)
- Area 3: Developmental Psychology (courses with middle digit 3)
- Area 4: Social Psychology (courses with middle digit 4)
- Area 5: Clinical Psychology (courses with middle digit 5)
- Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation *Empirical Lab Course*.

- 5) Psychology 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

#### THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

#### 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 Department Chair 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 Department Chair, 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(E,S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

*No enrollment limit (expected: 160).*

Hour: 10:00-10:50 MWF

Members of the Department

#### PSYC 201(E,S) Experimentation and Statistics (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic designs and methods of analysis.

Format: lecture/lab. Requirements: three papers, midterm exam, and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 15 per section. Not open to first-year students. Preference given to Psychology majors.* Two sections each semester—students must register for the lab and lecture with the same instructor.

Hour: 1:10-2:25 MR, 11:00-12:15 MWF Lab: 1:10-3:50 T,W  
11:20-12:35 TR, 1:10-2:25 TF Lab: 1:10-3:50 T,W

First Semester: FEIN, SAVITSKY  
Second Semester: N. SANDSTROM, ZAKI

## Psychology

### **PSYC 212(F) Neuroscience (Same as Biology 212 and Neuroscience 201)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory every other week. Evaluation will be based on laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 60). Open to first-year students who satisfy the prerequisites. Preference given to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

P. SOLOMON and H. WILLIAMS

### **PSYC 221(F) Cognitive Psychology**

A survey of the experimental analysis of the mental processes. Topics include memory, visual perception, attention, problem-solving, reasoning, language, and unconscious processes. Special emphasis is on the interdisciplinary nature of cognitive psychology, including contributions from computer science, neuroscience, and philosophy.

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

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 50). Open to first-year students.*

Hour: 11:00-12:15 MWF

SUNDERMEIER

### **PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)**

*(See under Cognitive Science for full description.)*

*Satisfies one semester of the Division II requirement.*

### **PSYC 232(F) Developmental Psychology**

An introduction to the study of human growth and development from infancy through adulthood. Topics for discussion include perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic and cognitive-developmental models.

Format: lecture/discussion. Requirements: occasional participation in Blackboard discussion boards, one short paper on children's media, two midterm exams and a cumulative final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 1:10-2:25 TF

HANE

### **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: 55 (expected: 55). Open to first-year students.*

Hour: 8:30-9:45 MWF

First Semester: EIBACH

9:55-11:10 TR

Second Semester: FEIN

### **PSYC 252(F,S) Psychological Disorders**

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 11:20-12:35 TR

First Semester: A. SOLOMON

8:30-9:45 TR

Second Semester: M. SANDSTROM

### **PSYC 271(S) Processes of Teaching and Learning**

There is a great deal of impassioned debate over American education today. What accounts for learning? What role do teachers and students play in learning processes? How and what may be assessed in learning experiences? In this course we will examine research and theories on learning and teaching in order to critically reflect on the complexities, challenges and possibilities in today's schools. We will review different perspectives on teaching-learning processes with particular emphasis on an active-learning approach. We will draw on case studies from elementary, middle and secondary school in several domains such as early literacy, science and mathematics, and will examine issues of cultural diversity in educational settings and compare teaching and learning experiences across contexts and cultures. Students will develop their own research paper in a specific domain of interest as a way to creatively apply and relate the issues discussed in class.

Format: seminar. Requirements: weekly readings, active participation in seminar discussions, 4 short reaction-papers and a final research paper with 1 draft submitted in the middle of the semester.

Prerequisites: Psychology 101. *Enrollment limit: 25.*

Hour: 1:10-3:50 W

LEYVA

### **PSYC 272 Psychology of Education (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/psyc/psyc272.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc272.html))

ENGEL

## Psychology

**PSYC 312 Drugs and Behavior** (*Not offered 2006-2007; to be offered 2007-2008*) (W)  
([www.williams.edu/Registrar/catalog/depts/psyc/psyc312.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc312.html)) ZIMMERBERG  
*Satisfies one semester of the Division III requirement.*

### **PSYC 315(F) Hormones and Behavior**

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: 1:10-2:25 R, 2:35-3:50 R

N. SANDSTROM

### **PSYC 316(S) Clinical Neuroscience**

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Evaluation will be based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 19 (expected: 12). Satisfies one semester of the Division III requirement.*

Hour: 8:30-9:45 MWF

Lab: 1:10-2:25 M, 2:35-3:50 M

P. SOLOMON

### **PSYC 322(F) Concepts: Mind, Brain, and Culture**

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

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.*

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

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 W

ZAKI

### **PSYC 325(S) Psychology of Language**

Language plays a central role in our lives and is the primary manner in which we communicate our experiences and views of the world with one another. In this course, we ask several fundamental questions about the psychology of language: Are all languages essentially the same or different? What is the relationship between language and thought? How are concepts represented by language? Why do children learn languages so effortlessly? To what extent is language a special cognitive system? What are the biological foundations of language? We will address these questions by critically reviewing classic and contemporary literature concerning language comprehension and production, with emphasis given to experimental techniques researchers have used to study language. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: a series of weekly 1- to 2-page response papers, participation in class discussion, written and oral reports of empirical research.

Prerequisites: Psychology 221 and 201 (or 222 and 201) or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors.*

Hour: 1:10-2:25 TF

Lab: 1:10-3:50 W

SUNDERMEIER

### **PSYC 326(F) Decision-Making**

Why does our ability to reason sometimes fail us? Why do we occasionally make choices that are bad for us? We address these questions by surveying experimental approaches to understanding reasoning and decision-making processes in human behavior, and by solving and analyzing problems that psychologists have used to investigate these processes. Class discussion focuses on cognitive theories of rational and irrational thinking as well as behavioral theories of suboptimal choices. Topics include impulsiveness and self-control, the subjective values of short-term versus long-term rewards, addictions and bad habits, probability judgments, gambling, and moral reasoning. All students will design and conduct an empirical research project.



## Psychology

Format: Empirical Lab Course. Requirements: short papers, a written report of research project, and class participation.

Prerequisites: Psychology 221 or 222 or permission of instructor. *Enrollment limit: 19 (expected: 15).*

Hour: 1:10-2:25 TF

Lab: 1:10-2:25 R, 2:35-3:50 R

KIRBY

### PSYC 332(S) Cognitive Development

In this course we consider how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and how language, once acquired, changes the way children understand their world. We study how children remember events, both every day and traumatic, and how memory relates to narratives about the self. We examine the development of thinking, reasoning, and imagination (e.g. pretend play, imaginary companions) and their intersection with related topics, such as children's ability to distinguish between fantasy and reality. Throughout these discussions, we consider the impact of biology (e.g. changes in the brain) and culture on cognition, as well as the similarities and differences in the cognitive abilities of normally-developing children and children with developmental problems (e.g., autism). All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: 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: 14). Preference to psychology majors.*

Hour: 1:10-2:25 MR

Lab: 1:10-2:25 W, 2:35-3:50 W

KAVANAUGH

### PSYC 333 Children's Lives: Thinking, Feeling and Doing (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html))

CRAMER

### PSYC 335(S) Prenatal and Infant Development

The period from conception to age two is marked by impressive rapidity in physical, cognitive, linguistic, social, and emotional growth. The theoretical and empirical work addressing these broad areas of development from the prenatal period and throughout the first two years is covered. Special attention is given to the dynamic interplay of environmental and biological influences on early development and the unique methodological challenges posed to scientists who examine infant behavior and development.

Format: Empirical Lab Course. Requirements: active class participation, regular thought papers and class presentations based on these, and a written report and accompanying presentation of an independent research project.

Prerequisites: Psychology 232 and Psychology 201. *Enrollment limit: 19. Preference given to Psychology majors.*

Hour: 11:20-12:35 TR

Lab: 1:10-2:25 R, 2:35-3:50 R

HANE

### PSYC 336 Adolescence (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/psyc/psyc336.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc336.html))

ENGEL

### PSYC 337(F) Childhood Disorders and Therapy

This course is a study of clinical child psychology. Disorders typically found in childhood and adolescence, including anorexia, phobias, learning disabilities, infantile autism, and schizophrenia are examined; and several different treatment approaches, including non-directive play therapy, behavior modification, and contemporary psychoanalysis are discussed.

Format: seminar. Requirements: an hour exam, a final exam, and a term paper.

Prerequisites: Psychology 232 and 252. *Enrollment limit: 19 (expected: 18). Preference given to Psychology majors.*

Hour: 2:35-3:50 MR

CRAMER

### PSYC 340(S) Ideologies, Values, Beliefs

The September 11th attacks, the war on terror, and the polarization of the electorate have stimulated a resurgence of interest in the psychological bases and functions of ideologies. In this course we will examine conservative and liberal, reactionary and progressive ideologies from a social psychological perspective. How do ordinary people become political extremists? Why do people sometimes vote against their own material self-interest? How do ideologies bias our interpretations of events? Why do some social problems attract a great deal of attention while other, arguably more important problems are ignored? How do implicit ideologies influence everyday judgment? We will draw on theoretical perspectives and methodologies from social psychology to address these and many other relevant questions. Students will conduct an empirical research project.

Format: Empirical lab course. Requirements: brief reaction papers and a final written report of research. Prerequisites: Psychology 201 and 242 or permission of instructor. *Enrollment limit: 19. Preference given to Psychology majors.*

Hour: 9:55-11:10 TR

Lab: 1:10-2:25 M, 2:35-3:50 M

EIBACH

### PSYC 341 Stereotypes, Prejudice, and Discrimination (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html))

FEIN

### PSYC 343(S) The Self

This course considers "the self" from a social-psychological perspective. We read and evaluate current and classic research to better understand how beliefs and concerns about the self influence emotion, judgment, and behavior. In particular, we consider the causes and consequences of individuals' tendency to be "egocentric" (i.e.,



## Psychology

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.*

Hour: 11:00-12:15 MWF Lab: 1:10-2:25 R, 2:35-3:50 R

SAVITSKY

**PSYC 344 Advanced Research in Social Psychology** (Not offered 2006-2007; to be offered 2007-2008)  
([www.williams.edu/Registrar/catalog/depts/psyc/psyc344.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc344.html))

FEIN

**PSYC 345(F) Political Psychology (Same as Political Science 310)**

(See under Political Science for full description.)

**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 a written/oral report of research.

Prerequisites: Psychology 242. *Enrollment limit: 19 (expected: 19).*

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

KASSIN

**PSYC 351 Childhood Peer Relations and Clinical Issues** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/psyc/psyc351.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc351.html))

M. SANDSTROM

**PSYC 352(S) Clinical and Community Psychology**

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to explore their own educational and occupational goals. The course includes a supervised field-work placement arranged by the instructor in a local social service or mental health 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 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: 7:00-9:40 p.m. M

M. SANDSTROM

**PSYC 354 Social Interaction and Psychopathology** (Not offered 2006-2007; to be offered 2007-2008)  
(W)

([www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html))

HEATHERINGTON

**PSYC 355(F) Psychotherapy: Theory and Research (W)**

Psychotherapy is a young, barely 75-year old psychological endeavor which attempts to promote change and healing through social interaction. Does talking with a psychotherapist really help people to change—emotionally, cognitively, and/or behaviorally—and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, videotapes and transcripts of therapy sessions, case studies, and contemporary empirical research studies on psychotherapy outcomes and change processes. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be used to address these goals.

Format: seminar. Requirements: active class participation, four 5-page position papers and two oral class presentations based on these, final term paper in the form of a grant proposal outlining an important question for psychotherapy research, reviewing the extant literature, and proposing a study to address these questions.

Prerequisites: Psychology 201 and Psychology 252. *Enrollment limit: 19 (expected: 19). Preference to psychology majors.*

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

Hour: 8:30-9:45 MWF

HEATHERINGTON

**PSYC 358(S) Mood and Personality**

Over the lifespan there are stable differences between individuals in mood—such as differences in how irritable, optimistic or anxious a person feels on average. We will investigate the origins, hypothesized functions, and consequences of the major moods, consider how mood tendencies inform personality, and explore what is known about both conscious and unconscious influences on mood. Readings will include theoretical articles, empirical reports, and several detailed case studies. Both pathological and normal mood will be considered. Attention will be given to contemporary evolutionary, biogenetic, cognitive, behavioral and psychodynamic theory and research, with particular emphasis on integrative models that incorporate all of those perspectives. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: class participation, brief weekly assignments including one or more brief presentations, two exams, and an empirical project and report.

Prerequisites: Psychology 201. *Enrollment limit: 19 (expected: 19). Priority given to Psychology majors.*

Hour: 2:35-3:50 MR

Lab: 1:10-2:25 T, 2:35-3:50 T

A. SOLOMON

## *Psychology, Religion*

### **PSYC 372(F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of children and pedagogy translate into everyday practices with students? Students will be encouraged to reflect and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices, and the students' learning? What does it take to be an educated person?

Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, 2 5-page papers and a 20-page final paper.

Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 1:10-3:50 W

ENGEL

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

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and submit it to the department chair for approval *prior* to the end of the drop/add period.

### **PSYC 401(F) Perspectives on Psychological Issues**

This course considers controversial psychological topics of both historical and current import from diverse psychological perspectives. The course is centered around student-led discussions within sections and in debates between sections. The topics considered for 2006 are self-deception, the nature of intelligence, and intimate relationships.

Format: seminar. Requirements: participation in class discussions and debates and three short position papers. *No enrollment limit (expected: 15 per section). This course is required of all senior Psychology majors.*

Hour: 11:20-12:35 TR

Members of the Department

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

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department.

Prerequisites: permission of the department.

## **RELIGION (Div. II)**

*Chair, Associate Professor DENISE K. BUELL*

Professors: DARROW, DREYFUS. Associate Professor: BUELL. Assistant Professors: HAMMERSCHLAG, SHUCK. Visiting Assistant Professor: GUTSCHOW\*. Bolin Fellow: MANIGAULT.

### **MAJOR**

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a universal phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion his/her own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. It consists of at least nine semester courses as follows:

#### *Required sequence courses*

- Religion 101 Introduction to Religion
- Two seminars (courses numbered 280, 301-309)
- Religion 402 Issues in the Study of Religion

#### *Elective courses*

Five additional courses in Religion are to be selected in such a way that at least one course is taken in both the Western and non-Western traditions. Students will construct their sequence in consultation with departmental advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysti-

cism, 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. Requirements: a midterm paper and a final exam.

Enrollment limit: 25 (expected: 15-25).

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

8:30-9:45 MW

First Semester: HAMMERSCHLAG, DARROW

Second Semester: DREYFUS

#### REL 200 Religion and the Modern World (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/rel/rel200.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel200.html))

TAYLOR

#### THE JEWISH TRADITION

#### REL 201 The Hebrew Bible (Same as Classics 201, Comparative Literature 201 and Jewish Studies 201) (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/rel/rel201.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel201.html))

DEKEL

#### REL 203(S) Judaism: Innovation and Tradition (Same as Jewish Studies 101)

What is the relationship between modern notions of Jewish identity, thought and practice and the Hebrew Bible? How does the modern Reform movement link itself to the laws of the rabbinic sages? Are there consistent values and ideals that mark Jewish moral thought throughout its history? What elements of the Jewish tradition have enabled its elasticity and historic persistence? By providing an introduction to the traditions of Jewish thought and practice through the ages, this course will take up these questions. Though the course's method of progression will be primarily chronological, commencing with myths of Israel's beginnings and culminating with contemporary debates over Jewish identity, we will additionally emphasize the strong ties between methods of Jewish thought and practices and the surrounding cultural environments in which they developed. We will approach the tradition not only with historical concerns, but with literary and philosophical aims as well. We will analyze the interpretive strategies, theological presuppositions, and political aims that accompany the tradition both in its continuities and its ruptures. Finally, we will consider the extent to which we can speak of Judaism under the category of religion, considering as well the other categories that have been proposed for Judaism, Jews and Jewishness, such as nation, people, race and ethnicity, and the motivations behind such designations. Texts will include the Hebrew Bible, Holz (ed), *Back to the Sources*; Halbertal, *People of the Book*; Mendelssohn, *Jerusalem*; Hertzberg (ed), *The Zionist Idea*; Levi, *Survival in Auschwitz* as well as excerpts and articles available in a course packet.

Format: lecture/discussion. Assignments will include participation in class discussion, 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: 2:35-3:50 MR

HAMMERSCHLAG

## Religion

### REL 204(F) Redeeming a Broken World: Messianism in Modernity (Same as Jewish Studies 204) (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.*

Hour: 11:20-12:35 TR

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. Evaluation will be based on class participation, short written assignments, and two longer papers.

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

Hour: 9:55-11:10 TR

DEKEL

### REL 206 The Book of Job and Joban Literature (Same as Classics 206, Comparative Literature 206 and Jewish Studies 206) (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/rel/rel206.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel206.html))

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 noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

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

## THE CHRISTIAN TRADITION

### REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210) (Not offered 2006-2007; to be offered 2007-2008)(W)

([www.williams.edu/Registrar/catalog/depts/rel/rel210.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel210.html))

BUELL

**REL 212(F) The Development of Christianity: 30-600 C.E. (Same as History 324) (W)**

How did Christianity develop in the first few hundred years? What factors in its historical and cultural contexts influenced the ways in which it developed? The class is designed to introduce you to the history of early Christianity between 30-600 C.E. While this class addresses the basic flow of events and major figures in early-Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early-Christian thought and practice. The course is organized chronologically, geographically, and thematically. We shall consider how these categories make a difference for the study of early Christianity.

Format: lecture/discussion, with in-class group work. Requirements: active and informed participation, 3 short papers (3-4 pages), midterm essay (5-7 pages), and a take-home final exam.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to sophomores considering a major in religion or history.*

Hour: 11:20-12:35 TR

BUELL

**REL 214(S) The Christianization of Europe (Same as History 329) (W)**

(See under History for full description.)

**REL 215(F) The First Crusade (Same as History 425) (W)**

(See under History for full description.)

**REL 216(F) The Middle Ages (Same as History 225)**

(See under History for full description.)

**REL 217 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under History for full description.)

**REL 220(F) Reformation and its Results (Same as History 330)**

This course tracks the major developments in Christian thought from the Reformation to the nineteenth century. We will begin by examining the background to the Reformation, showing how the Reformation along with its precursors indirectly helped to usher in a modern 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 realignment of nation-states. We will conclude by assessing the attempts of eighteenth and nineteenth century philosophers and theologians to salvage a moral if no longer normative place for Christianity at the table of modernity, a process that continues to grow ever more ambivalent.

Format: lecture/discussion. Requirements: student presentations, two 5- to 7-page writing assignments, a take-home midterm exam and a final research paper (12-15 pages).

No prerequisites. *Enrollment limit 30 (expected 15). Open to all. Preference given to Religion and History majors.*

Hour: 9:55-11:10 TR

SHUCK

**REL 221 Post-Enlightenment Christian Thought (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/rel/rel221.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel221.html))

SHUCK

**REL 222(F) The Word-Made-Flesh (Same as Arth 401)**

(See under Art—Arth for full description)

KESSLER

**REL 224(F) After God (Same as INTR 224)**

(See under IPECS—INTR 224 for full description.)

**NORTH AMERICAN RELIGIONS**

**REL 225(F) Religions of North America (Same as American Studies 225)**

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.*

Hour: 1:10-2:25 MR

SHUCK

**REL 226(S) New Religions in North America (Same as American Studies 226)**

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



## Religion

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.

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).*

Hour: 11:20-12:35 TR

SHUCK

### **REL 228T(S) (formerly 222) North American Apocalyptic Thought (Same as American Studies 228T)**

Apocalyptic thought pervades much of contemporary American culture, whether among Protestant evangelicals, new religions, novelists and filmmakers, or even scientists and environmentalists who warn of ecological catastrophe and the deadly consequences of nuclear proliferation. No, not exactly. This course will introduce, using historical, sociological, and philosophical accounts, how North Americans have thought about and continue to think about questions of the End, both in a cultural and in a personal sense.

Format: tutorial. Requirements: each student will write and present orally, five 1,000 word essays every other week on the readings for the week and a final 2,000-2,500 word essay. Students not presenting will be expected to critique their colleague's work. Evaluation will be based upon written work, critiques, and thoughtful participation.

No prerequisites. *Enrollment limit 10 (expected: 10). Open to all.*

Tutorial meetings to be arranged.

SHUCK

### **REL 229(S) Religion in Black Film, Media, and Literature (Same as Africana Studies 285 and English 285)\***

(See under Africana Studies for full description.)

## 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: 8:30-9:45 TR

DARROW

### **REL 231(F) The Origins of Islam: God, Empire and Apocalypse (Same as History 209)\***

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



## Religion

study approach focusing on one textual, artistic, or architectural artifact.

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

Hour: 8:30-9:45 TR

DARROW

**REL 232 Women and Islam (Same as History 309 and Women's and Gender Studies 232) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel232.html)

DARROW

**REL 233 Islamic Mysticism: The Sufis (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel233.html)

DARROW

**REL 236(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216)\***

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.*

Hour: 1:10-2:25 MR

DARROW

### THE SOUTH-ASIAN TRADITIONS

**REL 241 Hinduism: Construction of a Tradition (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel241.html)

DREYFUS

**REL 242 Buddhism: Concepts and Practices (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel242.html)

DREYFUS

**REL 245(F) Tibetan Civilization\***

Often depicted in novels and movies as Shangrila, a mythical and ideal country, Tibet has had the dubious privilege of being a focus of Western orientalism. In recent years, this fascination has given rise to a veritable craze, which has affected particularly the entertainment culture. One cannot but wonder about the motives and sources of this mythology. But, rather than focus narcissistically on "our" representations, this course mostly looks at "them," examining more particularly the cultural and historical aspects of Tibetan civilization. We first consider the early history of Tibet, the introduction of Buddhism in this country, the relations between Buddhism and the indigenous religion, and some of the stages in the development of Tibetan Buddhism. In this way we see how Buddhism in Tibet, like in other Buddhist countries, is integrated in an overall religious system that comprises much more than the doctrines and practices often essentialized as "Buddhism." We also examine the historical developments that led to the development of the institutions (such as the Dalai-Lama) unique to Tibet and consider the more recent tragic events and what they augur for the future of the Tibet. Throughout the course we examine the unusually central role that the complex interreaction that religion and politics has had in Tibetan history. In this way, we get a footing in the Tibetan world and the final part of the course, the assessment of Western representations of Tibet, becomes not just an exercise in self-reflection but also a gate to a better understanding of a remarkable civilization.

Format: lecture/discussion. Requirements: full attendance and participation and two 4- to 6-page essays. No prerequisites. *Enrollment limit: 30 (expected: 30).*

Hour: 11:00-12:15 MW

DREYFUS

**REL 246 The Gendering of Religion and Politics in South Asia (Same as Women's and Gender Studies 246) (Not offered 2006-2007; to be offered 2007-2008)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel246.html)

GUTSCHOW

**REL 249 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Anthropology for full description.)

### COMPARATIVE INQUIRY

**REL 270T Father Abraham: The First Patriarch (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/rel/rel270.html)

DARROW

**REL 279 Big Games: The Spiritual Significance of Sports (Same as Philosophy 226) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Philosophy for full description.)

### CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

**REL 280(S) 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 alter-

## Religion

nate 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: 1:10-2:25 TF

HAMMERSCHLAG

**REL 281 Philosophy of Religion (Same as Philosophy 281) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Philosophy for full description.)

**REL 283 Arguing about God (Same as Philosophy 270) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Philosophy for full description.)

**REL 284 Foucault (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/rel/rel284.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel284.html))

SHUCK

**REL 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/rel/rel287.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel287.html))

DREYFUS

**REL 288(S) The Embodied Mind: A Cross-Cultural Exploration (Same as Philosophy 288)**

This course examines some of the central questions concerning the nature of the mind: the nature of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the role of reflexivity, etc. In confronting these 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 an 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 intentionality, 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, which are based on first person approaches, by relating them to the third person studies of neurobiologists such as Damasio. 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 central questions of the course. We conclude by considering the relation between first and third person studies of the mind, focusing on Varela's concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements: practice of meditation, a class presentation and a research paper (15 pages).

No prerequisites. *Enrollment: 22 (expected: 15). Preference given to students with relevant background.*

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

DREYFUS

**REL 292(S) What is Life? (Same as INTR 292 and Chemistry 292)**

(See under IPECS—INTR 292 for full description.)

**REL 302 Religion and Reproduction (Same as Women's and Gender Study 325) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/rel/rel302.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel302.html))

GUTSCHOW

**REL 304(F) From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344)\***

This course explores some of the theoretical trajectories available in "our" pluri-cultural and (post)modern world by focusing on the relation between truth and interpretation, particularly in a pluri-cultural context. We start with Gadamer's hermeneutics, which stresses the importance of being aware of one's cultural background and prejudices, an important prerequisite for understanding cultural differences. Hermeneutics has also, however, several blind spots, which we examine through the critiques of Derrida, Foucault and Said. With Derrida we learn the critical tools and the rigor necessary to question some of the central notions such as identity and difference which are often taken for granted. With Foucault we question the relation between truth and power in interpretation, and thematize the complexities of power. With Said's *Orientalism*, a seminal description of the ways in which the West has (mis)represented the "East," we examine the nature of (mis)interpretation of other cultures and the role that ethnocentrism has played in the formation of modernity. We also consider some of the more compelling critiques of Said's work such as Bhabha's warning against the essentialization of difference and

## Religion

Spivak's argument against the often too easy appropriation of cultural differences. We conclude by considering two concrete situations in India and Egypt which illustrate the relevance of the post-colonial critique and its main proponents, Said, Spivak and Bhabha (otherwise known as the "Holy Trinity"). Reading list: H.G. Gadamer, *Truth and Method*. F. Saussure, *Course in General Linguistics*. J. Derrida, *Of Grammatology*. P. Rabinow, *Foucault Reader*. E. Said, *Orientalism*. T. Mitchell, *Colonizing Egypt*. Hawley, *Sati: The Blessing and the Curse*. Format: lecture/discussion. Requirements: full attendance and participation and three essays (4-6 pages). No prerequisites. *Enrollment limit: 30 (expected: 20)*.

Hour: 1:10-3:50 T

DREYFUS

### REL 305T(S) Haunted: Ghosts in the Study of Religion (W)

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves or their opposite, our immobility approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge students to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Format: tutorial. 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 3- to 4-page papers, five 5- to 7-page papers, and offer five oral critiques of their partner's paper. Students will revise two papers.

No prerequisites. *Enrollment limit: 10 (expected: 10)*. Preference given to Religion majors.

Tutorial meetings to be arranged

BUELL

### REL 306 Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (Not offered 2006-2007; to be offered 2007-2008) (W)

([www.williams.edu/Registrar/catalog/depts/rel/rel306.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel306.html))

BUELL

### REL 308 (formerly 275) Shopping: Desire, Compulsion and Consumption (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/rel/rel308.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel308.html))

DARROW

### REL 310(F) Ethnography of Religion (Same as Anthropology 310)

This course is a critical introduction to content, theory, and methodology in the ethnography of religion. We will examine selected ethnographies that focus on a variety of religious settings, and discuss the practical, methodological, and ethical issues related to the ethnography of religion. Four broad questions will dominate our discussions: 1) What is ethnography, and how can it be used to describe religion cross-culturally? 2) What are the strengths and limitations of ethnography as an approach to the study of religion, and can ethnographic studies of religion offer something that historical, sociological and/or fictional approaches cannot? 3) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to be human in different social and religious settings? 4) What are the ethical and political implications of representing religion in fieldwork studies? We will consider works by the following authors: William James, Clifford Geertz, Zora Neale Hurston, Maya Deren, Janice Boddy, Renato Rosaldo, James Spickard, Marla Frederick, and Elizabeth Bowen. We will also view excerpts of films during the semester with options for full viewing at additional meetings.

Format: seminar. Requirements: evaluation will be based on short, weekly reflection papers, thoughtful interaction, one critical book review (5- to 7-pages), and one mini-ethnography (10- to 15-pages).

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

Hour: 1:10-3:50 W

MANIGAULT

### REL 316(S) Nothing, God, Freedom (Same as INTR 316 and Philosophy 316)

(See under IPECS—INTR 316 for full description.)

### REL 397(F), 398(S) Independent Study

#### REL 402(S) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 2006-2007 is *Haunted: Ghosts in the Study of Religion* (see Religion 305 for description, however, note that it will be offered as a seminar for students who enroll in 402).

Requirements: class reports, papers, and substantial research projects.

Prerequisites: senior major status or permission of instructor. *Enrollment limit: 15 (expected: 4)*.

Hour: 1:10-3:50 W

BUELL

### REL 493(F)-W31; W31-494(S) Senior Thesis

## ROMANCE LANGUAGES (Div. I)

*Chair, Professor LEYLA ROUHI*

Professors: BELL-VILLADA, NORTON, ROUHI. Assistant Professors: S. FOX, FRENCH, MARTIN, PIEPRZAK\*. Visiting Professor: NICASTRO. Visiting Assistant Professor: OUÉDRAOGO. Lecturer: DESROSIERS, GLOVER. Teaching Associates: ALCAZAR, BA, CASTEL, MORENO, SANCHEZ-PEREA.

### 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 105 level with optimally one course each from the following areas:

- 1) Poetry and Poetics
- 2) Prose Narrative and Fiction
- 3) Theatre and Dramatic Literature
- 4) Thematics, Special Topics, Survey Courses

Students must also take a 400-level capstone seminar which may count toward any of the four required areas.

As RFLR 104 is a special course that replaces 105 and 106 for those students starting French at the 103 level, 104 will count towards the major as a substitute for RLFR 106.

Students entering the major program at the 109/110-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at the 200-level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

**MAJOR—French Studies**

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- 1) at least two courses in French language and/or literature above the French 103 level;
- 2) a senior seminar;
- 3) *Electives*: The remaining courses needed to complete the major must be drawn from at least *three* different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

History 331 The French and Haitian Revolutions

Religion 301 Psychology of Religion

All courses in French literature and language above the 103 level.

In addition, students should take at least two non-language courses that are taught in French.

**THE DEGREE WITH HONORS IN FRENCH**

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 French background, the course sequence will consist of French 101-102,

French 103 and 104, and three courses in French above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at French 103, in addition to the three courses in French beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in French or Francophone cultural history (art, literature, drama, music) and the other in French or Francophone intellectual, political or social history.

See French Studies Major description above for list of possible electives in other departments.

#### PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

#### STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study-in-France programs require applicants to have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French-speaking environment. Credit for up to four courses towards the major can be granted at the discretion of the Department: normally 2 major credit for one semester and up to 4 major credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

#### LANGUAGE AND CIVILIZATION COURSES

##### **RLFR 101(F)-W88-102(S) Introduction to French Language and Francophone Cultures**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco.

Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on active class



## Romance Languages

participation, workbook exercises and compositions, chapter tests, midterms, and final examinations. Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.* For students who have taken less than two years of high school French. *Conducted in French.*

*Enrollment limit: 20 (expected: 20). 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  
9:00-9:50 MTWRF

First Semester: MARTIN  
Second Semester: OUEDRAOGO

### **RLFR 103(F) Intermediate French I: Intermediate Studies in French Language and Francophone Cultures**

As a continuation of French 101-102, this first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing communication skills necessary to function in daily life; learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. *Conducted in French.*

Format: class meets three hours a week with the professor, plus a fourth hour conference class with the French Teaching Assistants.

Requirements: active class participation, workbook exercises and compositions, short papers, chapter tests, mid-term, 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 enrollment: 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 MWF

Conference: 1:10-2 W

MARTIN

### **RLFR 104(S) Intermediate French II: Advanced Intermediate 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 film 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 109. *Conducted in French.*

Requirements: class participation, short papers, oral class presentations, quizzes and exams.

Prerequisites: French 103. This course is exclusively for continuing French 103 students. Students who have placed at the advanced intermediate level on the placement exam must register for French 105. *Enrollment Limit: 20 (expected: 20). If overenrolled, preference given to continuing 103 students and potential French majors.*

Hour: 10:00-10:50 MWF

Conference: 2:10-3 W

OUEDRAOGO

### **RLFR 105(F) Advanced French I: Linguistic and Cultural Intrigue in the Francophone World**

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.* Format: Lecture/discussion. Requirements: class participation, attendance, short papers, and five hour-long exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20). Preference given to students needing the course for foreign study admission and those continuing from French 103.*

Hour: 11:20-12:35 TR

NORTON

### **RLFR 106(S) Advanced French II: Linguistic and Cultural Intrigue in the Francophone World**

The plot thickens as Claire Plouffe's quest takes her and Jean-Louis Royer to the lush tropical climes of Fort-de-France in Martinique, to the relaxed multi-cultural setting of Sénégal and French West Africa, on to the homey comforts of Geneva and Switzerland, the rustic, lavender-laden ambience of Provence and the South of France, and finally, the vertiginous return to Quebec and the unraveling and resolution of the enigma. Now, the range of cultural signs is even more disparate, from the disquieting confrontations with colonialism and racial injustice, the aspirations of *négritude*, the animist spirituality of African culture, the linguistic and political independence of the Suisse Romande, and the ancient sense of linguistic and cultural autonomy that has helped shape Provence's distinctiveness within the unity that is France. As the mystery reaches its *dénouement*, the



## Romance Languages

unraveling leads to a series of revelations that shed light on the tales of murder, treachery, betrayal, and purported forgery that have served as the backdrop to Claire's long quest for the mysterious manuscript. This course continues the basic structure, goals and methodology developed in French 105. It assumes active familiarity with the French present, compound past, imperfect, and subjunctive tenses, as well as with most of the basic irregular verbs. Its focus continues to highlight writing, reading, and aural comprehension skills in the context of multi-cultural interpretation and grammar review. *Conducted in French.*

Format: Lecture/discussion. Requirements: class participation, attendance, short papers, and five hour-long exams.

Prerequisites: French 101-102, 103, 105 or examination placement. *Enrollment limit: 20 (expected: 20). Preference given to students continuing from RLFR 105 and those admitted by placement.*

Note: See RLFR 105 for more information on the sequencing of French 105/106.

Hour: 11:20-12:35 TR

NORTON

### LITERATURE COURSES

#### **RLFR 109(F) Introduction to French Literature: Laughter and Despair**

Through an organized web of obsessions, this course will introduce students to some seminal moments of French literature and culture. In the face of human misery and futility, the writers selected respond in a multiplicity of ways, ranging from despair to laughter. The course will gravitate around dialectically opposed though not exclusive notions such as seriousness and frivolity (frivolous seriousness, serious frivolity), depth and superficiality, being and appearance, the Court and the City. By establishing connections between the various genres and periods, the course will show how the reading of one text infects and enhances our understanding of another. Readings will include: Villon, Du Bellay, Ronsard, Pascal, Molière, Perrault, Constant, Flaubert, and Ionesco. *Conducted in French.*

Requirements: class participation, several short papers, an oral presentation, and an hour exam.

Prerequisites: French 104 or 105 or by placement test or by permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

NORTON

#### **RLFR 110 War and Resistance: Two Centuries of War Literature in France, 1804-2004 (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/rf/rf110.html](http://www.williams.edu/Registrar/catalog/depts/rf/rf110.html))

MARTIN

#### **RLFR 111(F) Introduction to Francophone Studies\***

This course is a basic introduction to Francophone studies with special focus on Sub-Saharan African and Caribbean literature and cinema. It explores how literature and cinema contribute to the understanding of the main historical, political, social and cultural issues relevant to both geographical areas. The course examines the different landmarks in the evolution of Francophone literature by starting with a contextualization of its birth in the 1920's, and then covering stages including the African students' activist publications in Paris in the early 1930's and how this led to the advent of the highly debated Negritude movement. It then moves on to the 1950's and examines how literature, especially the novel, was used as a means for colonial protest, and finally it studies post-independence writings and looks at how they reflect the African people's deep sense of disenchantment and frustration due to the fact that the new era failed to meet their expectations of a better life. The course also highlights the relationship between Africa and the Caribbean as expressed through literature and cinema, based on the historical, cultural and religious legacy that binds them. Topics covered include colonial encounters, the Negritude movement, reviving African myths and legends, between tradition and modernity, the African woman's condition, the identity quest, current political and social issues. Literary works studied include novels such as *L'enfant noir* (Camara Laye), *Une vie de boy* (Ferdinand Oyono), *Sous l'orage* (Seydou Badian), *Une si longue lettre* (Mariama Bâ), *La carte d'identité* (Jean-Marie Adiaffi), *Bleu-Blanc-Rouge* (Alain Mabanckou), *Moi, Tituba sorcière... Noire de Salem* (Maryse Condé); plays such as *Monsieur Thôgô Gnini* (Bernard Dadié) and *La tragédie du Roi Christophe*; and poems such as "Femme noire" and "Congo" (Léopold Sédar Senghor). Films studied include *Moolaadé* (Ousmane Sembène), *Kéita ! L'héritage du griot* (Dani Kouyaté), *Yeelen* (Souleymane Cissé), *Rue Case-Nègres* (Euzhan Palcy). *Conducted in French.*

Format: discussion/seminar. Grades are based on participation, one oral presentation, two short papers (3-4 pages) and one final paper (6-8 pages).

Prerequisites: RLFR 105, or results of the Williams College Placement Exam, or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 MR

OUÉDRAOGO

#### **RLFR 112(S) Advanced Oral Practice**

This course is meant to develop active oral-aural skills: increase oral fluency through interactive discussions dealing with culture, politics and other issues of current interest; improve the ease with which one understands all types of standard speech including taped material, readings, radio and television broadcasts and movies. The course focuses on the study of special features that distinguish spoken language from written form, such as the use of specific words and expressions, difference in degrees of formality, repetitions, etc. Course materials include recordings from French radio station "Radio France International," French TV channel "TV 5," films and videos. Class activities include conversation, listening to recordings and reporting on them, transcribing them and pointing out aspects that are specific to spoken language. Students will also have to conduct interviews in French (outside class), make recordings and transcriptions to be presented in class. No textbook is required. Class attendance and participation are a must.

Format: discussion/language class. Grades are based on one midterm and one final exam, quizzes, class presen-

## Romance Languages

tations and participation throughout the semester.

Prerequisites: RLFR 109, or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 TF

OUÉDRAOGO

**RLFR 204 The Spirit of the Renaissance: Rediscovery and Invention** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/rfr/rfr204.html](http://www.williams.edu/Registrar/catalog/depts/rfr/rfr204.html))

NORTON

**RLFR 206 The Female Prison: Convents and Brothels** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/rfr/rfr206.html](http://www.williams.edu/Registrar/catalog/depts/rfr/rfr206.html))

DUNN

**RLFR 208 Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV** (Same as **Comparative Literature 208**) (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/rfr/rfr208.html](http://www.williams.edu/Registrar/catalog/depts/rfr/rfr208.html))

NORTON

**RLFR 212 Sister Revolutions in France and America** (Same as **Leadership Studies 212 and History 393**) (*Not offered 2006-2007; to be offered 2007-2008*)  
(See under Leadership Studies for full description.)

**RLFR 214(S) Paris on Fire: Incendiary Voices from the City of Light (1830-2005)**

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, Luhrmann, 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 109, 110, 111 or permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to French and Comparative Literature majors and those with compelling justification for admission.*

Hour: 1:10-2:25 MR

MARTIN

**RLFR 226 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War** (*Not offered 2006-2007; to be offered 2007-2008*)\*

([www.williams.edu/Registrar/catalog/depts/rfr/rfr226.html](http://www.williams.edu/Registrar/catalog/depts/rfr/rfr226.html))

PIEPZAK

**RLFR 310(S) Sexuality and Seduction in Nineteenth and Twentieth-Century France** (Same as **Women’s and Gender Studies 310**)

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. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

*Enrollment limit: 20 (expected: 20). If overenrolled, preference 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 311(F) Francophone Cinema**

This course immerses students into Francophone African and Caribbean cinema. The issues explored include colonial and postcolonial mentalities, social realism, tradition and modernity, women’s roles, African immigration to Europe, popular culture and the diaspora. The course examines the evolution of African cinema from its beginning in the 1950’s to the present. We will observe how this medium moved from being used as a tool for colonial conquest, as a means for satisfying some exotic needs of the West, to a device for ethnographic research, what Jean Rouch refers to as “ethnofiction”. Then, refusing to be subjected to the only perspective of the Other, African filmmakers from the 1960’s struggled to conquer the art by imposing their own perspective, by claiming

the right for Africans to be seen through their own eyes. The course also studies the relationship between Africa and the Caribbean as expressed for example through the topic of the initiatory journey, an allegory of the quest for identity and for the past. Films studied include Bassek Ba Kobhio's *Le grand Blanc de Lambarene*, Kramo-Lanciné Fadika's *Djeli, conte d'aujourd'hui*, Mweze Ngangura's *Pièces d'identité*, Ousmane Sembene's *Xala and Moolaadé*, Anne-Laure Folly's *Femmes aux yeux ouverts*, Moufida Tlatli's *Les silences du Palais*, Adama Drabo's *Ta Dona*, Dani Kouyaté's *Kéita! L'héritage du griot*, Souleymane Cissé's *Yeelen*, Merzak Allouache's *Salut cousin*, Abderrahmane Sissako's *Heremakono*, Mahamat-Saléh Haroun's *Abouna*, Yamina Benguigui's *Inch Allah Dimanche*, Euzhan Palcy's *Rue Cases-Nègres*, Guy Deslauriers's *L'exil du roi Behanzin*.

Format: discussion/seminar. Grades are based on participation, one oral presentation, two short papers (4-5 pages) and one final paper (10-12 pages) on the films studied.

Prerequisites: any 200-level RLFR course, or results of the Williams College Placement Exam, or permission of instructor. *Enrollment limit: 20 (expected: 15).*

Hour: 11:00-12:15 MW

OUÉDRAOGO

**RLFR 312T Writing Islands (Same as Comparative Literature 312T) (Not offered 2006-2007; to be offered 2007-2008) (W)\***

(See under Comparative Literature for full description.)

**RLFR 314(F) Between the Two World Wars**

The period from 1913 to 1939 was an adventurous time for the French novel. In this course, we will study novels by Gide, Proust, Colette, Camus, Martin du Gard, Mauriac, Malraux, and Sartre. Although there is great diversity among these authors, they were all reacting to the aftermath of the First World War and the breakdown of traditional French culture. Through the popular character of the rebellious adolescent, they experimented with revolt against the stifling social order of Church and family. The real challenge of the period, however, concerned not a break with the past or discoveries of new levels of consciousness and freedom, but rather the mature acceptance of responsibility for the future and the articulation of fresh spiritual and political visions. Conducted in French. Requirements: several short papers and oral class presentations. Prerequisites: any French literature course or permission of the instructor.

Hour: 2:35-3:50 TF

DUNN

**RLFR 408(S) Senior Seminar: Fantastic Spaces and Imaginary Places: Literary Texts and Images in Medieval and Early Modern French Literature (Same as Comparative Literature 358)**

When Aristotle speaks of Homer's powers of language, he describes the Poet's skill as a function 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 ecstasy, and the contemplation of mind. The primary vehicle through which we will examine these issues is the literary text: namely, 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 the giants, *Gargantua and Pantagruel*, Pierre de Ronsard's sonnet cycles on love and nature (*Les Amours*), and Michel de Montaigne's *Essais* and the spatialization of mind. We will examine how these overarching literary issues intersect with parallel developments in the visual arts (Burgundy of the 15th century, The School of Fontainebleau, Clouet), ecclesiastical and domestic architecture, including the development of the château, landscape design and its allegorical configurations, and the discovery of the New World. *Conducted in French.*

Format: seminar. Requirements: class participation, three five-page papers, a midterm examination, and an oral presentation.

Prerequisites: French 109, 110, 111, or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to French and Comparative Literature majors.*

Hour: 9:55-11:10 TR

NORTON

**RLFR W30 Honors Essay**

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

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

**RLFR 511(F) Intensive Grammar and Translation**

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history. *Conducted in English.*

Evaluation will be based on participation, papers, a midterm, and a final exam.

*Enrollment open for graduate students; others by permission of instructor.*

Hour: TBA

DESROSIERS

**RLFR 512(S) Readings in French Art History and Criticism**

This course is an intensive translation seminar for the Williams College Graduate Program in Art History and for interested undergraduate students, with permission of instructor.

The core of the course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of Art History. The various texts read in this class will be analyzed in form and content, translated or summarized in order to develop the skills and understand the techniques necessary to accurately read French. Grammar will systematically be reviewed in context.

## Romance Languages

Evaluation will be based on participation, papers, a midterm, a project and a final examination.

Prerequisites: French 511 or permission of instructor.

Hour: TBA

DESROSIERS

## ITALIAN

### RLIT 101(F)-W88-102(S) Elementary Italian

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class, which meets five hours a week, is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

*Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian.*

*Instructor will prioritize on the basis of study abroad plans and year at Williams.*

Hour: 9:00-9:50 MWF and 8:55-9:45 TR

NICASTRO

### RLIT 103(F) Intermediate Italian

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 25 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

## SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 301, any 200 level or above (*excluding RLSP 205 and RLSP 303*), and 403. One 200-level course must be completed at Williams. Other courses, taken at overseas programs, may be used to satisfy the requirements of the major, with approval of the department. The Spanish faculty strongly suggests that students take 201 and 200 at some point in their studies, and especially recommends that they do so before rather than after studying abroad.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics.

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

## Romance Languages

(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—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: **S. FOX**  
Second Semester: **FRENCH**

#### **RLSP 103(F) Intermediate Spanish**

This course is a continuation of Spanish 101-102. It focuses on the review of grammar and stresses the spoken as well as the written tongue. Films and reading selections will explore the cultures and current issues of Spain and Latin America. Format: class meets four hours a week. Requirements: weekly written exercises of 1 to 2 pages,



## Romance Languages

regularity of class participation, oral reports, frequent quizzes, and a final exam.

Prerequisites: Spanish 101-W-102 or results of the Williams College placement exam. *Enrollment limit: 22 per section (expected: 22 per section).* Two sections.

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 2:10-3, 3:10-4 W FRENCH, 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 Conferences: 2:10-3 W S. FOX

### RLSP 105(F) Advanced Composition and Conversation

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on 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: 9:00-9:50 MWF, 10:00-10:50 MWF Conferences: 2:10-3, 3:10-4 W GLOVER

### RLSP 106(S) Advanced Composition and Conversation

This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin-American writers. Weekly compositions, plus regular exercises in the language laboratory.

Requirements: a weekly essay based on the stories read in class, written laboratory exercises, participation in the grammatical and literary discussions, quizzes, a midterm, and a final exam.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20. Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 11:00-11:50 MWF Conferences: 2:10-3, 3:10-4 W BELL-VILLADA

### RLSP 200(S) (formerly 112) Latin-American Civilizations\*

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Requirements: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final.

Prerequisites: Spanish 105 or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 9:55-11:10 TR FRENCH

### RLSP 201(F) (formerly 111) The Cultures of Spain

Linguistically, culturally, and historically, the Iberian peninsula bears the traces of the past civilizations that once inhabited the land. Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews have all been instrumental in shaping the modern nation and the contributions of these groups are the starting point in any understanding of Spain's rich cultural heritage and traditions. Cultural diversity in contemporary Spain reflects at once the distinct autonomous regions which constitute the socio-political fabric of the country, such as Catalonia and the Basque Country, and also patterns of migration both within and beyond the European Union. In this course we will examine and consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as censorship and repression, brought about by the institution of the Inquisition, for example, or during the Franco Regime. Materials will include representative works from literature, art, architecture, music, and film. Secondary texts providing essential socio-political and historical context will be supplied. *Conducted in Spanish.*

Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm and a final. Prerequisites: Spanish 105, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20 (expected: 20).*

Hour: 11:00-11:50 MWF S. FOX

### RLSP 202(F) The Generation of 1898 (W)

A study of the poetry, essays, and novels of major authors of the "generación del 98" in light of the intellectual and historical context of the period. We will read works by Unamuno, Machado, Azorín, Blasco Ibáñez, Baroja, and Ortega y Gasset among others, aiming to understand not only the aesthetic and intellectual priorities and concerns of each writer, but also the ways in which the works relate to one another. *Conducted in Spanish.*

Format: discussion/seminar. Evaluation will be based on class participation, several short writing assignments, and a final paper. At least one of the short assignments will be edited and re-written; the final paper will be hand-



## Romance Languages

ed in as a draft first and then edited.

Prerequisite: Spanish 105 or higher. *Enrollment limit: 19 (expected: 19). Preference given to majors and students with a background in literature.*

Hour: 8:30-9:45 MW

ROUHI

**RLSP 203 Major Latin-American Authors: 1880 to the Present** (Not offered 2006-2007; to be offered 2007-2008) (W)\*

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp203.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp203.html))

**RLSP 205(S) The Latin-American Novel in Translation** (Same as Comparative Literature 205)\*

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide 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.*

Hour: 2:35-3:50 MR

BELL-VILLADA

**RLSP 208 The Spanish Civil War in Literature and Film** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp208.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp208.html))

S. FOX

**RLSP 209 Spanish for Heritage Speakers: Introduction to the Cultural Production of U.S. Latinas/os** (Same as Latina/o Studies 209) (Not offered 2006-2007; to be offered 2007-2008)\*

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

**RLSP 211 Survey of Medieval and Golden Age Spanish Literature** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html))

**RLSP 217 Love in the Spanish Golden Age** (Not offered 2006-2007; to be offered 2007-2008)

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp217.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp217.html))

ROUHI

**RLSP 220(S) Women in Twentieth-Century Spain** (Same as Women's and Gender Studies 222)

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Format: seminar. Requirements: RLSP 105 or above, or results of the Williams College Placement Exam, or permission of instructor.

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.*

Hour: 1:10-2:25 MR

S. FOX

**RLSP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America** (Same as Comparative Literature 230T) (W)\*

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 peoples 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 and physical violence. It was a century of civil wars (Mexico, Argentina, Peru, Uruguay, 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 two key precursors (selections from Ércilla's epic "La Araucana" and Aphra Behn's "Oroonoko") and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Eduarda Mansilla, Dorotea Duprat de Lassere and Lucio V. Mansilla. In addition, we will 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 (Piglia, Eltit, Roa Bastos). Format: tutorial. Students will decide whether they prefer to take the course in Spanish (for spanish/comparative literature credit) or in English (for comparative literature 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 4- to 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.*

Tutorial meetings to be arranged.

FRENCH

## Romance Languages, Russian

**RLSP 241T(F) Redefining the “Helping Hand”: Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (Same as Latina/o Studies 241T) (W)\***  
(See under Latina/o Studies for full description.)

**RLSP 301(S) Cervantes’ *Don Quijote* (W)**

This course is an in-depth study of Cervantes’ masterpiece *Don Quijote*. With this novel, Cervantes forever transformed the European literary landscape and the future of prose fiction. We will consider the singularity of Cervantes’ achievement from the perspectives of language, literature, and culture. The literary and social background of the period will also shape our understanding of the work’s historical context. Additional reading will include a selection of major critical studies. *Conducted in Spanish.*

Format: seminar. Evaluation will be based on meaningful class participation and 20-25 pages of writing divided into several discrete assignments, some of which will include rewriting, and a final paper.

Prerequisites: any 200-level Spanish course. *Enrollment limit: 19 (expected: 15).*

Hour: 11:00-12:15 MW

ROUHI

**RLSP 306T Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T)**

(*Not offered 2006-2007; to be offered 2007-2008*) (W)\*

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp306.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp306.html))

BELL-VILLADA

**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 Garcia Marquez, Carpentier, Fuentes, Poniatowska, and Tomas Eloy Martinez 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 HELGA DRUXES

Professors: CASSIDAY, DRUXES, GOLDSTEIN. Assistant Professor: VAN DE STADT. Teaching Associate: KUSTOVA.

### LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W88-102 covers the basics of Russian grammar. Russian 103 and 104 offer additional instruction in grammar and provide extensive practice in reading and conversation. Russian 201 and 202 aim to develop facility in speaking, writing, and reading.

### STUDY ABROAD

The department strongly encourages students desiring to attain fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisite for study abroad.

### LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature and culture in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with the major achievements in Russian literary and cultural history.

### THE CERTIFICATE IN RUSSIAN

To enhance a student’s educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student’s major at Williams by enabling the student to expand his or her knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for the 100- and 200-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must receive a score of at least 85% on a standardized language proficiency test administered by the department.

*Required Courses*

101  
102  
103  
104  
201

*Electives*

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art.

For students who start Russian at Williams, the major requires a minimum of ten courses: Russian 101-102, 103, 104, 201, 202, and 402; one elective in Russian above 202; and two electives from either Russian courses above 202 or appropriate offerings of other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: Russian 402; one elective in Russian above 203; and seven other courses selected from Russian courses above 102 and appropriate offerings in other departments.

Students selecting the major must normally complete Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version.

Examples of appropriate courses in other departments are:

History 140 *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay  
History 240 Muscovy and the Russian Empire  
History 241 The Rise of the Soviet Union  
History 440 Reform, Revolution, Terror: Russia, 1900-1939

Russian majors may receive major credit for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

**RUSS 101(F)-W88-102(S) Elementary Russian**

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 202.

Format: the class meets five hours a week. Regular assignments requiring work in the language lab are given. Requirements: active class participation, completion of all written and lab assignments, quizzes, tests, and a final exam.

Credit granted only if both semesters are taken. Students electing this course are required to attend and pass the sustaining program in the winter study period.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR  
9:00-9:50 MWF and 8:30-9:45 TR

First Semester: HOPE  
Second Semester: VAN DE STADT

**RUSS 103(F), 104(S) Intermediate Russian**

A continuation of Elementary Russian 101-102, this course seeks to develop conversation, comprehension, and composition skills through the use of a variety of materials that treat topics from Russian and Soviet culture, current events, and daily life. Selected readings from Russian short stories are included, as are the review and expansion of grammar topics covered in 101-102.

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written and lab assignments, quizzes, and a final exam.

Prerequisites for 103: Russian 101-102 or permission of instructor.

Prerequisites for 104: Russian 103 or permission of instructor.

Hour: 10:00-10:50 MWF  
10:00-10:50 MWF

First Semester: VAN DE STADT  
Second Semester: GOLDSTEIN

**RUSS 201(F), 202(S) Advanced Russian**

This course focuses on vocabulary building and intensive development of reading, spoken, and written skills. Conversation is not so much emphasized as is the ability to present and defend a point of view. A wide variety of literary and journalistic texts will be read and discussed. Russian television news and films will also be viewed.

## Russian

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, several short essays, and a final exam.

Prerequisites for 201: Russian 104 *or* permission of instructor.

Prerequisites for 202: Russian 201 *or* permission of instructor.

Students considering study in Russia are strongly advised to complete these courses before embarking on such study.

Hour: 11:00-11:50 MWF  
11:00-11:50 MWF

First Semester: GOLDSTEIN  
Second Semester: VAN DE STADT

**RUSS 203 Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203)** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/russ/russ203.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ203.html)) VAN DE STADT

**RUSS 204(S) Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (W)**

At the beginning of the twenty-first century, we are perfectly positioned to assess the revolutionary changes that swept over Russia during the last hundred years, as well as the impact of revolution on the country's literature. In this course, we will focus on the development of Russian prose fiction in general, and the Russian novel in particular, placing emphasis on the revolutions that marked the beginning and end of the twentieth century in Russia and their reflection in the country's literature. We will pay special attention to the pre-Revolutionary avant-garde, the rise and fall of Soviet literature, and the emergence of Postmodernism in Russia. Readings by Belyi, Bulgakov, Pasternak, Nabokov, Solzhenitsyn, and others. Knowledge of Russian is not required. All readings will be in English.

Format: lecture/discussion. Requirements: active class participation, three short papers, a group project, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Russian and Comparative Literature majors.*

Hour: 1:10-2:25 TF

CASSIDAY

**RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/russ/russ206.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ206.html)) GOLDSTEIN

**RUSS 208(S) Twentieth-Century Russian Art and the Birth of Abstraction (Same as ArtH 266)**  
(See under Art—ArH for full description.)

Hour: 1:10-2:25 MR

GOLDSTEIN

**RUSS 221(F) Russia Confronts the East**

This course will explore the prominent place the Caucasus and the Islamic East hold in the Russian literary imagination. We will take a broad view of the topic, ranging from medieval epic to modern film, from prose to poetry, and from literature's "greatest hits" to the justly and unjustly forgotten. Throughout, we will seek to understand the uses of the East in Russian culture as a whole and in individual literary works in particular, the role it plays in the formation of a Russian national identity, and the literary resources the East provides to Russian authors. Readings will include works by Pushkin, Lermontov, and Tolstoy, among others, as well as contemporary journalism on the war in Chechnya.

Format: lecture/discussion. Grades will be based on class participation and regular writing assignments.

No prerequisites. *Enrollment limit: 25.*

Hour: 11:20-12:35 TR

HOPE

**RUSS 222 The Russian Short Story (Same as Comparative Literature 222)** (*Not offered 2006-2007; to be offered 2007-2008*) (W)  
([www.williams.edu/Registrar/catalog/depts/russ/russ222.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ222.html)) VAN DE STADT

**RUSS 301 Russian and Soviet Film** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/russ/russ301.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ301.html)) CASSIDAY

**RUSS 303 Russia in Revolution** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/russ/russ303.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ303.html)) CASSIDAY

**RUSS 305(F) Dostoevsky and His Age (Same as Comparative Literature 305)**

This course will examine the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings will include Dostoevsky's highly influential novella, *Notes from Underground*, his first major novel, *Crime and Punishment*, his masterpiece, *The Brother Karamazov*, and several shorter works. Over the course of the semester, we will talk about Dostoevskii's age and society, examining the larger trends and problems reflected in his novels: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; religious and philosophical debate. *All readings will be in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, an article review presented orally to the class, and a final research project.

No prerequisites. *No enrollment limit (expected: 30).*

Hour: 2:35-3:50 MR

CASSIDAY

**RUSS 306 Tolstoy and His Age (Same as Comparative Literature 306)** (*Not offered 2006-2007; to be offered 2007-2008*)  
([www.williams.edu/Registrar/catalog/depts/russ/russ306.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ306.html)) CASSIDAY

**RUSS 307(F) Music and Nineteenth-Century Russian Literature**

Albeit distinct art forms, music and literature have enjoyed a very fruitful relationship in a number of artistic traditions, and this was particularly true in the rich and varied cultural life of nineteenth-century Russia. Musicians, composers, or even specific compositions, sometimes became the subject of literary masterpieces. Other times it was a celebrated work of literature that inspired incidental music, romances, and operas. In this course we will examine the broad and fascinating relationship between literature and music in short works by 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 a final presentation.

Prerequisites: Russian 202 or permission of the instructor. *No enrollment limit (expected: 3-5).*

Hour: 1:10-2:25 MR

VAN DE STADT

**RUSS 402(S) Senior Seminar: Russian Drama and Performance**

The theater has been widely called the most collaborative of the arts, involving the participation of playwrights, artists, directors, designers, musicians, actors, technicians, and even spectators. This seminar will explore the tension resulting from the collaborative nature of dramatic performance, as well as attempts to resolve this tension on the Russian stage. Readings will include a variety of plays, contemporary theories of drama and the theater, criticism, and reviews. In addition to reading the classics of the Russian dramatic repertoire (Griboedov, Pushkin, Gogol, Ostrovskii, Chekhov, etc.), we will also explore the role of drama and performance within Russian culture. All course readings will be in the original, and the seminar will be conducted entirely in Russian. Format: seminar. Requirements: active class participation, frequent short writing assignments, class presentations, and a final research project.

Prerequisites: Russian 202 or permission of the instructor. *No enrollment limit (expected: 3-5).*

Hour: 2:35-3:50 TF

CASSIDAY

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

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

## SCIENCE AND TECHNOLOGY STUDIES (Div. II)

Chair, Professor DONALD deB. BEAVER

*Advisory Committee:* Professors: ALTSCHULER, D. BEAVER\*\*\*, DETHIER, KAPLAN\*, THOMAN\*. Assistant Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College's three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

**SCST 101(S) Science, Technology, and Human Values (Same as History of Science 101)**

(See under History of Science for full description.)

**SCST 401(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.



## *Science and Technology Studies, Williams Program in Teaching*

Format: seminar. Requirements: research paper *or* project.  
Enrollment limit: 5. Satisfies one semester of the Division II requirement.  
Hour: TBA

D. BEAVER

### *Elective Courses*

Biology/Environmental Studies 134 The Tropics: Biology and Social Issues  
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science  
Environmental Studies 307/Political Science 317 Environmental Law  
Environmental Studies 402 Syntheses  
History of Science 240 Technology and Science in American Culture  
History of Science/Philosophy 334 Philosophy of Biology  
History of Science/Astronomy 338 The Progress of Astronomy  
Music 223T Music Technology II  
Philosophy 209 Philosophy of Science  
Philosophy 210 Philosophy of Medicine  
Sociology 368 Technology and Modern Society

### *Courses of Related Interest*

ANSO 205 Ways of Knowing  
Arth/Environmental Studies 201 American Landscape History  
Arth 257 Architecture 1700-1900  
Environmental Studies 302 Environmental Planning Workshop  
Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface  
History 475 Modern Warfare and Military Leadership  
History of Science 224 Scientific Revolutions: 1543-1927  
History of Science 320/History 293 History of Medicine  
Physics 100 Physics of Everyday Life

**SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY**

**STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS**

## **WILLIAMS PROGRAM IN TEACHING**

*Director, SUSAN ENGEL*

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study. Students seeking certification through an arrangement with the Massachusetts College of Liberal Arts (MCLA) should consult with Susan Engel before the end of their sophomore year.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

- ◆ Psychology 101 Intro to Psych (required for further psychology courses);
- ◆ Psychology 232 Developmental Psychology and/or
- ◆ Psychology 242 Social Psychology;
- ◆ Psychology 272 Psychology of Education;
- ◆ Psychology 336 Adolescence;
- ◆ Psychology 372 Advanced Seminar in Teaching and Learning
- ◆ At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.



## Williams Program in Teaching, Theatre

Other courses of interest include:

Economics 359	The Economics of Higher Education
Mathematics 285	Teaching Mathematics
Philosophy 331	Contemporary Epistemology
Philosophy 379	American Pragmatism
Psychology 332	Cognitive Development
Psychology 333	Children's Lives: Thinking, Feeling, and Doing
Psychology 341	Stereotypes, Prejudice, and Discrimination
Psychology 351	Peer Relations

### THEATRE (Div. I)

Chair, Professor DAVID EPPEL

Professors: BAKER-WHITE\*, EPPEL. Assistant Professors: BEAN, JOTTAR, LIEBERMAN, SANGARE. Lecturers: BROTHERS, CATALANO. Visiting Lecturer: B. SHEPARD. William Dwight Whitney Professor of Arts and Theatre: BUCKY. Arthur Levitt, Jr. '52 Artist-in-Residence: KREITZER.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williamstheatre, the production arm of the Department of Theatre, operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

#### MAJOR

The major in Theatre requires six specific courses, plus three electives as specified below. The specific courses are:

- Theatre 103 Acting I
- Theatre 102 Theatre Technologies
- Theatre 201 Theatrical Design: Process and Collaboration

One course focusing on Critical Studies/Dramatic Literature taught from within the department and to be taken in first two years (prospective majors should consult with department chair for a list of appropriate courses)

Prospective theatre majors should attempt to complete the above four courses, in no particular order, by the end of sophomore year.

The remaining two specific courses are:

- Theatre 301 Junior Seminar
- Theatre 401/402 Independent Senior Practicum

Students must also take three electives from the department's other offerings, and at least one of these electives must be drawn from each of the two categories "Theatre Scholarship" and "Theatre Practice."

*Theatre Practice*: courses where students learn the basic artistic skills of theatre practice through creative endeavor. (Examples: *Acting, Scenic Design, Lighting Design, Costume Design, Directing*.)

*Theatre Scholarship*: courses where students employ critical skills through research and reflection focused on the traditional canon or on selected more recently defined subject areas. (Examples: *Approaching Performance Studies, Contemporary Play and Performance Analysis, Theatre History, Classical Drama, Modern Drama, Shakespeare, African American Drama, Performance and the Law*.)

Courses which mix modes of inquiry between the above categories may be counted in either; in any case, majors should consult with the department chair to assure an adequate distribution of electives.

The department strongly recommends that students elect additional collateral courses in dramatic literature taught by the English, Classics, and modern language departments, and courses in opera taught by the Music Department. Students with an interest in theatre design should particularly elect Art Studio courses in drawing.

*Production requirement for the major*: All majors in Theatre are required to participate in a minimum of eight department productions in addition to the laboratory requirement for Theatre 102. Participation in at least three of the eight must be in technical production, and one must be in stage management. Assignment to productions is normally made in consultation with the department chair.

Theatre majors are strongly urged to include dance and fencing in fulfilling their Physical Education requirements.

## Theatre

### THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of dramatic texts which the student has read, drawn from a list supplied by the Department. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation. Honors candidates are exempt from the senior project in theatre (THEA 401/402).

### 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 in the spring of their junior year. For those wishing to study abroad in the fall 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 102(F) Introduction to Theatre Technology**

As an overview of performance spaces, play technologies, and production, the course will examine how and where plays are performed, produced, and designed. Students will attend lectures, participate in labs in drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

No prerequisites.

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 W

CATALANO

#### **THEA 103(F) Acting I**

The development of technical skills and intellectual and emotional resources required for the actor. Included will be the study of voice and movement, characterization, performance styles, textual analysis, and control. May be offered in multiple sections in some semesters.

Evaluation will be based on committed participation in the preparation and performance of production exercises, and some modest written assignments.

No prerequisites. *Enrollment limit: 14. Preference given to first-year students or sophomores considering the theatre major.*

*This course is a prerequisite for Theatre 204.*

Hour: 1:10-3:50 MR, 1:10-3:50 TF

SANGARE

#### **THEA 201(S) Theatrical Design: Process of Collaboration**

This course examines the designer's process and collaborative role in the creation of theatre through a combination of lecture, discussion, and individual/group projects. Text and music will be analyzed in ways that help clarify how a designer develops a point of view while solving the practical needs of production. All aspects of

## Theatre

design—scenery, lighting, costume, and sound—will be explored with particular emphasis on how these elements synthesize and contribute to the larger intellectual, emotional, and physical context of the stage. Basic presentation skills and technique will be taught as crucial elements of design development.

Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

No prerequisites. *Enrollment limit: 10.*

Hour: 1:10-3:50 MR

LIEBERMAN

### **THEA 204(S) Acting II**

Building on the foundation of Theatre 103, students will develop performance skills in the realist tradition, primarily through intense scene work. Readings will include selections by Stanislavsky, Meisner, Adler, or similar theorists. Improvisation may be used to explore simplicity, clarity of expression, listening, and specificity in the actor's task. Focus on the imagination and creation of character will be emphasized through the scene work. The dramatic literature employed will range from early realist/naturalist classics to contemporary playwriting. Students will reflect critically on their progress through written and oral critiques. Scene work will require extensive preparation outside of class.

Prerequisites: Theatre 103 and sophomore standing. *Enrollment limit: 14.*

*This course is a prerequisite for Theatre 306.*

Hour: 1:10-3:50 TF

SANGARE

### **THEA 205 The Culture of Carnival (Not offered 2006-2007; to be offered 2007-2008)\***

([www.williams.edu/Registrar/catalog/depts/thea/thea205.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea205.html))

BROTHERS

### **THEA 210(S) Multicultural Performance\***

This course will focus on exploring and questioning examples of multicultural performance in the nineteenth and twentieth centuries and trace chronologically recent theatre history where representations of culture have occurred, whether celebratory, derogatory, or indifferent. We will consider work by both American and international playwrights, directors, and choreographers.

Format: lecture/discussion. Evaluation will be based on two papers, one at midterm and a final paper (10 pages); in-class and Blackboard discussions.

No prerequisites. *Enrollment limit: 19 (expected: 19). No first-years admitted.*

Hour: 1:10-2:25 TF

BEAN

### **THEA 211(F) Topics in African-American Performance: The Civil Rights and Black Arts Movement On and Off the Stage (Same as Africana Studies 211 and American Studies 211)\***

1960s are often said to be the most political moment in African American history because of the emergence of two sociopolitical movements simultaneously. The black theatre of and about the period reflects the two movements that shaped it—the mostly Southern, rural-based Civil Rights Movement, and the mostly Northern, urban-centered Black Arts Movement. Beginning in 1955, we will look at public performance in the black community by revisiting the funeral of Emmett Till and the black church as represented in *The Amen Corner* by James Baldwin. We will then move to the first play to be directed, written and acted by African Americans on Broadway, Lorraine Hansberry's *A Raisin in the Sun* (1959). From Hansberry, we will look at other Broadway work by Baldwin (*Blues for Mr. Charlie*, 1964) and Ossie Davis (*Purlie Victorious*, 1961), both based in the civil rights movement. We will then move south geographically to consider the integrated theatre company that toured Mississippi during the Voter Rights Campaign of 1964, the Free Southern Theater. The FST itself moved from a theatre of the Civil Rights Movement to a theatre of the Black Arts Movement. We will then transition to the work of the Black Arts playwrights LeRoi Jones/Imamu Amiri Baraka, Ed Bullins, Ron Milner, Sonia Sanchez, Adrienne Kennedy, Alice Childress, Douglas Turner Ward and Joseph A. Walker. These Black Arts playwrights/activities were all generating plays written in the black idiom and were then produced at new, black-run theatres such as the New Lafayette in Harlem and the Negro Ensemble Company, as well as commercial and non-profit theatres on and off-Broadway in New York and Los Angeles, and on college campuses.

Format: seminar. Evaluation based on two group scene projects, one 10-20 pp. final paper on an assigned topic, class participation and class attendance.

No prerequisites. *Enrollment limit: 19 (expected 15). Preference, in order, given to sophomores, Theatre majors, and Africana Studies concentrators.*

Hour: 1:10-2:25 TF

BEAN

### **THEA 214(F) Writing for the Theatre (Same as English 214)**

A course designed for those interested in writing and creating for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving adaptation 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 project. Students will be expected to share in each other's work on a weekly basis.

Format: seminar. Evaluation will be based on attendance, completion of class assignments, and class participation.

No prerequisites. *Enrollment limit: 15 (expected 10). Preference given to Theatre majors.*

Hour: 11:00-12:15 MWF

KREITZER

### **THEA 215(F) Reading Contemporary Drama, or Turn of This Century Drama (Same as Comparative Literature 215)**

The medium of theatre is both ancient and, paradoxically, perhaps our most fluid and immediate. What do our plays say about our world today? Join a working playwright in reading the new plays she finds most vital and exciting, including the work of Caryl Churchill, Suzan-Lori Parks, Tom Stoppard, and Paula Vogel, as well as

## Theatre

brand new voices, including plays so new they're not yet published.

Format: seminar. Evaluation: Students will be expected to respond to these plays both in written assignments and in-class discussions.

*No prerequisites. Enrollment limited: 15 (expected 10). Preference given to Theatre majors.*

Hour: 10:00-10:50 MWF

KREITZER

### **THEA 220(S) Approaching Performance Studies (Same as ArtS 204 and Women's and Gender Studies 220) (W)**

Whether engaged with a 'dialogical aesthetic' (Grant Kester) or intentional movement and sound in relation to narrative, place or phenomena, we explore in this class elements from many fields: anthropology, dramatic theory, post-structuralism, psychoanalytic theory, folklore, religion, cultural studies, literary theory, philosophy, feminist theory, and queer theory. The forms we'll consider as the interdisciplinary meeting ground for those studies include theatre, film, video, music, dance, visual art, performance art, community activism, celebrations, parades, and public gatherings. As we read and watch performances, questions will be raised: What are the parameters? Are social attributes, such as ethnicity or sexuality, staged? Are cultural activities, such as tourism, beyond our purview or are they performed and displayed as they are lived? Are spectacles, simulations and consumption culturally specific?

This course is the introduction course for the Performance Studies Program.

Format: seminar. Evaluation is based on one short presentation, two short papers, final performance project, class discussion and class attendance.

*No prerequisites. Enrollment limit: 19 (expected 10). Not open to first-year students*

Hour: 1:10-2:25 MR

BEAN and DIGGS

### **THEA 221T Contemporary Play and Performance Analysis (Same as Women's and Gender Studies 221T) (Not offered 2006-2007; to be offered 2007-2008) (W)**

([www.williams.edu/Registrar/catalog/depts/thea/thea221.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea221.html))

BEAN

### **THEA 226 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and English 206) (Not offered 2006-2007; to be offered 2007-2008)**

([www.williams.edu/Registrar/catalog/depts/thea/thea226.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea226.html))

BAKER-WHITE

### **THEA 228(F) Theatrical Self-Production**

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.*

Hour: 1:10-3:50 MR

BROTHERS and LIEBERMAN

### **THEA 229(S) (formerly 312) Modern Drama (Same as Comparative Literature 202 and English 202)**

(See under English for full description.)

### **THEA 301(F) Junior Seminar: Theory and Practice**

This course provides advanced examination of theatre modes and theories, explored through reading and analysis of dramatic works, representing eras from Aristotle to the present. We will begin the semester with an in-depth analysis of the South African play TSHEPANG, by Lara Foote-Newton, which will be presented at the '62 Center in early Fall. The class will examine how the form and structure of the production evolves from the idea of the play, and conversely, how the content has influenced the dramatic elements seen on stage. The class will study the implications of Aristotle's theory of catharsis—the purgation of emotions through their representation on stage. We will look at how that theory of theatre has been applied through the centuries. Each week, one student will be responsible for presenting a paper to the seminar based on the area being studied that week. Papers are to be distributed to all members of the seminar at least two days before presentation, so that informed discussion can take place in class.

Each member of the seminar will mount an event at the end of the semester, representing an aspect of the work we'll be studying.

Format: seminar. Requirements: Several presentations to the group. The papers presented will be graded and a final presentation.

*Prerequisites: limited to junior theatre majors. No enrollment limit. (expected: 7).*

Hour: 11:20-12:35 TR

EPPEL

## Theatre

### **THEA 302(F) Scenic Design**

This course examines the artistic, intellectual, and practical roles of a set designer in the development of works of theatre. Through the analysis of carefully selected text and music-based drama, a range of techniques will be explored and utilized to create theoretical stage designs. Although emphasis will be on 3-dimensional modeling as the primary means of process and presentation, sketching, drafting, and digital tools will be important factors in course work. Unique, diverse, and strong points of view will be encouraged.

Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

Prerequisites: Theatre 201 or permission of instructor.

Hour: 11:00-12:50 MWF

LIEBERMAN

### **THEA 303 Stage Lighting** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/thea/thea303.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea303.html))

SEITEL

### **THEA 305(S) Costume Design**

A study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.

Evaluation will be based on multiple design assignments including a detailed final design project, which might be exhibited. In addition the evaluation will be based on costume labs, image and research files, costume history sketchbook, committed participation and attendance.

Prerequisites: Theatre 201 or permission of instructor.

Hour: 11:20-12:35 TR

Lab: 1:10-3:50 W

BROTHERS

### **THEA 306(S) Acting III: Variable Topics Acting Studio**

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 and permission of the instructor. *Enrollment limit 12 (expected: 10).*

Hour: 1:10-3:50 TF

B. SHEPARD

### **THEA 307 Stage Direction** (*Not offered 2006-2007; to be offered 2007-2008*)

([www.williams.edu/Registrar/catalog/depts/thea/thea307.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea307.html))

### **THEA 308(S) Directing Workshop**

This is a studio workshop dealing with the preparation, performance, and evaluation of brief dramatic exercises and one-act plays. The emphasis will be on the director's confrontation with the text, the actors, and the directorial controls chosen in support of interpretative concept.

Prerequisites: Theatre 201, 203, 307 or permission of the instructor.

Hour: 11:00-12:50 MWF

B. SHEPARD

### **THEA 311 Greek and Roman Drama: Renewal and Transformation** (Same as Classics 103 and Comparative Literature 109) (*Not offered 2006-2007; to be offered 2007-2008*)

(See under Classics for full description.)

### **THEA 315(F) Renaissance Drama** (Same as English 314)

(See under English for full description.)

### **THEA 322(F) Performance Criticism** (Same as Comparative Literature 322) (W)

There are two goals for this course: to have students see performance and write critically about it. Throughout the course we will always be concerned with (1) the definition and practices of performance, (2) the ways of writing critically about those practices, and (3) the conflicts between criticism and performance. The "definitions and practices" of performance vary as widely as the "ways of writing critically," and we will be exposed to numerous critical approaches to writing about performance. Live (CenterSeries, Williamstheatre productions, Dance Program offerings) and recorded (film) performance will be considered the objects of study.

Format: seminar. Evaluation based on five pieces of critical writing on performance, oral analyses of colleagues' work, class participation and class attendance.

Prerequisites: one 200-level course in a course that emphasizes the study of live or recorded performances (please check with instructor for clarification); or, permission of instructor. *Enrollment limit: 19 (expected 15). Preference given to upper-class students.*

Hour: 1:10-2:25 MR

BEAN

### **THEA 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance** (Same as American Studies 330 and Latina/o Studies 330)\*

This course explores the theories and current practices of Latin American theatre and performance; particularly how these expressive practices evolve within and against dictatorships and neocolonial regimes. We will explore how art and activism coincide in the production of counter-public spheres and aesthetics of resistance such as theatre of the oppressed, public interventions, and cyber-activism. The course concludes with an examination of site-specific performance along the US/Mexico border and the Spirit Republic of Puerto Rico.

Format: seminar. Requirements: class participation and 2 presentations, one review, one short essay (5-7 pages)



## *Theatre, Women's and Gender Studies*

and two longer essays (7-10 pages). Students are expected to visit the Hemispheric Institute of Performance and Politics website (<http://hemi.ps.tsoa.nyu.edu>).

No prerequisites. *No enrollment limit.*

Hour: 9:55-11:10 TR

JOTTAR

**THEA 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Latina/o Studies 331 and Women's and Gender Studies 331)\***  
(See under Latina/o Studies for full description.)

**THEA 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Latina/o Studies 335 and Women's and Gender Studies 337)\***  
(See under Latina/o Studies for full description.)

**THEA 336 Political Theatre Making (Not offered 2006-2007; to be offered 2007-2008)**  
([www.williams.edu/Registrar/catalog/depts/thea/thea336.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea336.html))

EPPEL

**THEA 338 Facing the Music (Not offered 2006-2007; to be offered 2007-2008)**  
([www.williams.edu/Registrar/catalog/depts/thea/thea338.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea338.html))

BUCKY

**THEA 393(F) Staging Identities: Selfhood, Theatricality and Performance in Twentieth Century Drama (Same as English 393)**  
(See under English for full description.)

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

**THEA 401(F), 402(S) Independent Senior Practicum**

All majors in theatre must enroll in the Independent Senior Practicum (401 or 402) in order to complete a Senior Project. Majors will work with the department chair and the theatre faculty during junior year to determine the goals and scope of the project, and, when a project is approved, the chair will assign a Project Advisor, who will then be instructor for the independent study course. Senior projects may be artistic or scholarly in design and execution, and should grow from students' experience within the curricular and extra-curricular work in the department. They may build on previous academic achievements, or venture into new territory, but should be conceived as a capstone experience within the theatre major. Students may propose collaborative senior projects in groups of two or more. If such projects are approved, students in such a group will either be assigned one or multiple Project Advisors to oversee the work. In any case, each senior will be responsible for fulfilling a unique and specific set of requirements for the course as set by the advisor at the start of the semester. Students accepted into the Honors Program in Theatre are exempt from the Senior Project requirement.

Hour: 8:30-9:45 TR

Members of the Faculty

**THEA 406(S) Shakespearean Comedy (Same as English 406)**  
(See under English for full description.)

**THEA 493(F), 494(S) Senior Honors Thesis**

**THEA W31 Senior Project**

May be taken to augment Theatre 401/402, depending on scope of project. Permission of Department Chair required.

**THEA W32 Senior Honors Thesis**

(See description of Degree with Honors.)

Of interest to advanced students:

### THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

## **WOMEN'S AND GENDER STUDIES (Div. II)**

*Chair*; Professor LYNDA K. BUNDTZEN (*First Semester*)  
Associate Professor KATHRYN R. KENT (*Second Semester*)

*Advisory Committee*: Professors: DRUXES, C. JOHNSON, KUNZEL, SAWICKI. Associate Professors: BANTA\*\*\*, S. BOLTON\*\*\*, BUELL, CASE\*\*, M. DEVEAUX\*\*. Visiting Associate Professors: HONDERICH\*\*\*. Assistant Professors: CEPEDA, LONG\*, MARTIN, SCHMIDT\*. Librarian: MENARD. Health Educator: DENELLI-HESS. Director of the Academic Resource Center: FOSTER. Student Life: ANSELL. Queer Life Coordinator: KHUBCHANDANI.

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



## Women's and Gender Studies

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).

[ ] Courses not offered in 2006-2007 are listed in brackets.

### Required Courses

The major consists of at least 9 courses. The following are required:

- Women's and Gender Studies 101 Introduction to Women's and Gender Studies
- Women's and Gender Studies 402 Junior/Senior Seminar in Women's and Gender Studies (The seminar explores topics in Women's and Gender Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

### Distribution Requirements

1. One of the following feminist theory courses:

- Women's and Gender Studies/Linguistics 156 Language and Gender
- Women's and Gender Studies/Philosophy 225 Introduction to Feminist Thought
- Women's and Gender Studies/Philosophy 271T Woman as "Other"
- [Women's and Gender Studies 307/Religion 306 Feminist Approaches to Religion]
- [Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory]
- [Women's and Gender Studies/Philosophy 327 Foucault: Bodies, Power, Pleasures]
- [Women's and Gender Studies/English 341 American Genders, American Sexualities]
- [Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film]
- [Women's and Gender Studies 388/English 386/Comparative Literature 342 Psychoanalysis, Gender and Sexuality]
- Women's and Gender Studies/Africana Studies 400 Black Feminist Theory and Practice

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

- Women's and Gender Studies/Economics 211 Gender in the Global Economy
  - Women's and Gender Studies/History 308 Gender and Society in Modern Africa
  - [Women's and Gender Studies/English 341 American Genders, American Sexualities]
  - [Women's and Gender Studies/English 342 Representing Sexualities: U.S. Traditions]
  - Women's and Gender Studies 344/History 378 History of Sexuality in America
  - Women's and Gender Studies/History 383 The History of Black Women in America: From Slavery to the Present
  - Women's and Gender Studies/History/Latina/o Studies 386 Latinas in the Global Economy: Work, Migration, and Households
  - [Women's and Gender Studies/History/Latina/o Studies 387 Community Building and Social Movements in Latino/a History]
  - [Women's and Gender Studies/Religion 232/History 309 Women and Islam]
  - Women's and Gender Studies 415T/Africana Studies 400T Racial-Sexual Politics and Cultural Memory
- Or students may petition to have a course not on the list considered.

3. Thematic Cluster

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

- a. Literary or artistic expression
- b. Historical perspectives
- c. Forms of political and social organization
- d. Theorizing gender across cultural differences and/or disciplines
- e. Queer Studies
- f. Ethnicity and Race

4. Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

5. Three of the seven electives must be at the 300 level.

## *Women's and Gender Studies*

### 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:

- 1). in April of the junior year, submission and Women's and Gender Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.
- 2). at the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
- 3). in the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's 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

### *Sequence Courses*

Women's and Gender Studies 101 Introduction to Women's and Gender Studies

Women's and Gender Studies 402 Junior/Senior Seminar

### *Elective Courses*

[ArtH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]

[ArtS 313T Art of the Public]

[Classics/ArtH 216 Body of Evidence: Greek Sculpture and the Human Figure]

[Comparative Literature 340 Literature and Psychoanalysis]

[History 301E Gender and History]

[History 335 Britain 1945-1990: Gender, Sexuality, and Social Change]

[History 343 Gender and History in Latin America]

[History 394 Comparative Masculinities: Britain and the United States Since 1800]

[Music 132 Women and Music]

[Music 133 Men, Women, and Pianos]

[Music 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen]

[Political Science 209 Poverty in America]

[Religion 209 Slavery and Women in Early Christianity and Ancient Judaism]

[Religion 278 Gender, Religion and the State]

### **CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)**

#### **WGST 101(F,S) Introduction to Women's and Gender Studies (W)**

This discussion course introduces a range of feminist issues, theories, and controversies. It has several aims: to provide critical and analytical tools for thinking about gender as it is inflected by race, class, sexuality, and culture; to explore key issues confronting women in American society, and to discuss strategies for addressing them. The course will examine issues such as: body politics, sexuality, reproductive freedom, sexual violence, gender and work, motherhood and family.

## Women's and Gender Studies

Requirements: regular short essays, class presentations, and a longer paper, with revisions. Evaluation will be based on these assignments and class participation.

No prerequisites. *Enrollment limit: 18 per section (expected: 15 per section).*

*Required course for the Women's and Gender Studies major and concentration.*

Hour: 1:10-2:25 MR, 1:10-2:25 TF  
8:30-9:45 MW

First Semester: SAWICKI, BUELL  
Second Semester: CASE

**WGST 156(F) Language and Gender (Same as Linguistics 156)**

(See under Linguistics for full description.)

**WGST 200(F) Women and Leadership (Same as History 381 and Leadership Studies 220)\***

(See under Leadership Studies for full description.)

**WGST 203 Gender and Economics (Same as Economics 203) (Not offered 2006-2007; to be offered 2007-2008)**

(See under Economics for full description.)

**WGST 211(F) Gender in the Global Economy (Same as Economics 211)**

(See under Economics for full description.)

**WGST 212 Ethics and Reproductive Technologies (Same as Philosophy 212) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(www.williams.edu/Registrar/catalog/depts/wgst/wgst212.html)

J. PEDRONI

**WGST 220(S) Approaching Performance Studies (Same as ArtS 204 and Theatre 220) (W)**

(See under Theatre for full description.)

**WGST 221T Contemporary Play and Performance Analysis (Same as Theatre 221T) (Not offered 2006-2007; to be offered 2007-2008) (W)**

(See under Theatre for full description.)

**WGST 222(S) Women in Twentieth-Century Spain (Same as Spanish 220)**

(See under Spanish for full description.)

**WGST 224 Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (Not offered 2006-2007) (W)**

(See under Classics for full description.)

**WGST 225(S) Introduction to Feminist Thought (Same as Philosophy 225) (W)**

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, post-structuralism, and queer theory as well as transnational feminism. Authors read 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. *Enrollment limit: 19 (expected: 10).*

*Satisfies the Women's and Gender Studies theory requirement for the major.*

Hour: 11:20-12:35 TR

SAWICKI

**WGST 226(F) The Family in American Social Life (Same as Sociology 224)**

(See under Sociology for full description.)

**WGST 227(S) Sex and Gender (Same as Sociology 225)**

(See under Sociology for full description.)

**WGST 228(F) Feminist Bioethics (Same as Philosophy 228) (W)**

(See under Philosophy for full description.)

**WGST 230(F) Pluralism and the Law (Same as Legal Studies 230, Philosophy 230 and Political Science 219)**

(See under Philosophy for full description.)

**WGST 232 Women and Islam (Same as History 309 and Religion 232) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under Religion for full description.)

**WGST 237(S) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (W)**

(See under English for full description.)

**WGST 239 The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and History 322) (Not offered 2006-2007)**

(See under Classics for full description.)

*Women's and Gender Studies*

**WGST 246 The Gendering of Religion and Politics in South Asia (Same as Religion 246)** *(Not offered 2006-2007; to be offered 2007-2008)\**  
(See under Religion for full description.)

**WGST 253 Art in the Age of the Revolution, 1760-1860 (Same as ArtH 253)** *(Not offered 2006-2007; to be offered 2007-2008)*  
(See under Art—ArtH for full description.)

**WGST 254(F) Manet to Matisse (Same as ArtH 254)**  
(See under Art—ArtH for full description.)

**WGST 271T(S) Woman as “Other” (Same as Philosophy 271T) (W)**  
(See under Philosophy for full description.)  
*Satisfies the Women's and Gender Studies theory requirement for the major.*

**WGST 302 Whiteness (Same as American Studies 302)** *(Not offered 2006-2007; to be offered 2007-2008)\**  
(See under American Studies for full description.)

**WGST 307 Feminist Approaches to Religion (Same as Religion 306)** *(Not offered 2006-2007; to be offered 2007-2008) (W)*  
(See under Religion for full description.)

**WGST 308 Gender and Society in Modern Africa (Same as History 308)** *(Not offered 2006-2007)\**  
(See under History for full description.)

**WGST 310(S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as French 310)**  
(See under Romance Languages—French for full description.)

**WGST 312T Early Modern Women Writers and the Art of Renaissance Self-Fashioning (Same as English 312)** *(Not offered 2006-2007; to be offered 2007-2008) (W)*  
(See under English for full description.)

**WGST 316 The Art of Courtship (Same as English 316)** *(Not offered 2006-2007; to be offered 2007-2008)*  
(See under English for full description.)

**WGST 319 Gender and the Family in Chinese History (Same as History 319)** *(Not offered 2006-2007; to be offered 2007-2008)\**  
(See under History for full description.)

**WGST 325 Religion and Reproduction (Same as Religion 302)** *(Not offered 2006-2007; to be offered 2007-2008)*  
(See under Religion for full description.)

**WGST 327 Foucault: Power, Bodies, Pleasures (Same as Philosophy 327)** *(Not offered 2006-2007; to be offered 2007-2008) (W)*  
(See under Philosophy for full description.)

**WGST 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Latina/o Studies 331 and Theatre 331)\***  
(See under Latina/o Studies for full description.)

**WGST 336 Sex, Gender, and Political Theory (Same as Political Science 336)** *(Not offered 2006-2007; to be offered 2007-2008)*  
(See under Political Science for full description.)  
*Satisfies the Women's and Gender Studies theory requirement for the major.*

**WGST 337(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 Latina/o Studies 335 and Theatre 335)\***  
(See under Latina/o Studies for full description.)

**WGST 341 American Genders, American Sexualities (Same as English 341)** *(Not offered 2006-2007; to be offered 2007-2008)*  
(See under English for full description.)  
*Satisfies the Women's and Gender Studies theory requirement for the major.*

**WGST 342(S) Representing Sexualities: U.S. Traditions (Same as English 342) (W)**  
(See under English for full description.)

**WGST 344(F) History of Sexuality in America (Same as History 378)**  
(See under History for full description.)

**WGST 350 James Baldwin and His Contemporaries (Same as Africana Studies 350 and English 350)** *(Not offered 2006-2007; to be offered 2007-2008)\**  
(See under English for full description.)

*Women's and Gender Studies*

**WGST 356(F) Dead Poets' Society (Same as English 356)**

(See under English for full description.)

**WGST 383(F) The History of Black Women in America: From Slavery to the Present (Same as Africana Studies 383 and History 383)\***

(See under History for full description.)

**WGST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Latina/o Studies 386) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under History for full description.)

**WGST 387 Community Building and Social Movements in Latino/a History (Same as History 387 and Latina/o Studies 387) (Not offered 2006-2007; to be offered 2007-2008)\***

(See under History for full description.)

**WGST 388(S) Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and English 386)**

(See under English for full description.)

**WGST 395(S) Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as History 395)**

(See under History for full description.)

**WGST 400(S) Black Feminist Theory and Practice (Same as Africana Studies 400) (W)\***

(See under Africana Studies for full description.)

**WGST 402(S) Feminism and the Politics of the Family (W)**

This course is designed to enable advanced Women's and Gender Studies students to engage in vital research on interdisciplinary topics. Family and the myriad of issues often associated with it continue to be a central site for debates within feminism, women's and gender studies. In this seminar we will explore some of the most contentious and dynamic areas of contestation, such as arguments for and against marriage; claims for the connection between reproduction, mothering, and woman's oppression; the gendered division of labor; feminist revisions and rejections of the family; theories of how gender, racial identity, and sexuality are produced within the family; the possibility of feminist parenting; the question of the relation of the family to the state; the idea of family as a site for a transnational feminist politics. Emphasis will also be placed on exploring the historical and cultural diversity of social arrangements that are gathered into (and often rendered invisible by) dominant definitions of family. Course materials will draw from a variety of sources, and may include psychoanalysis, memoirs, novels and poems, social history, parenting guides, sociological data, architecture, legal rulings on marriage and family, collections of family photographs, political and economic theory.

Format: seminar. Requirements: weekly journal entries, several class presentations, and one substantial research paper (15-20 pages).

Prerequisite: Women's and Gender Studies 101 and two electives (one of which may be taken during the spring term in which the seminar is held). Non-majors who meet the prerequisites are welcome to enroll. *Enrollment limit: 15. (expected: 10).*

*Required course for the Women's and gender Studies major.*

Hour: 1:10-3:50 W

KENT

**WGST 406T Coming of Age in the Polis (Same as Greek 406T) (Not offered 2006-2007) (Not offered 2006-2007) (W)**

(See under Classics—CLGR for full description.)

**WGST 415T(F) Racial-Sexual Politics and Cultural Memory (Same as Africana Studies 300T) (W)\***

(See under Africana Studies for full description.)

**WGST 432(F) Domestic Visual Culture in Renaissance Florence (Same as ArtH 432)**

(See under Art—ArtH for full description.)

**WGST 451(F) Ideal Bodies: The Modern Nude and Its Dilemmas (Same as ArtH 451)**

(See under Art—ArtH for full description.)

**WGST 489T(S) History and the Body (Same as History 489T) (W)**

(See under History for full description.)

**WGST 491(F)-W30, W30-492(S) Honors Project**

**WGST 493(F)-W31, W31-494(S) Senior Thesis**

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

## *CRAAS Courses, Experiential Education Courses*

### **CRITICAL REASONING AND ANALYTICAL SKILLS (CRAAS) COURSES**

*Coordinator, Lecturer KAREN L. SHEPARD*

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

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

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

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

CRAAS courses offered in 2006-2007:

- ARTS 319(F) [Junior Seminar: Methods of Contemporary Art Practice](#)
- ENGL 123(F) [Borrowing and Stealing: Originality in Literature and Culture \(W\)](#)
- ENGL 145(S) [Reading and Writing Science Fiction \(W\)](#)
- ENGL 346(F) [The Human Face in the Modern Imagination \(Same as Arth 307, Comparative Literature 356, and INTR 346\) \(W\)](#)
- MATH 101(F) [Mathematical Analysis with Descriptive Statistics](#)
- PSCI 254(F) [Democracy in Comparative Perspective](#)
- PSCI 325(F) [Culture and Identity in World Politics \(W\)](#)
- PSYC 322(F) [Concepts: Mind, Brain, and Culture](#)
- PSYC 355(F) [Psychotherapy: Theory and Research \(W\)](#)

### **EXPERIENTIAL EDUCATION COURSES**

Please see page 13 for summary information about Experiential Education at Williams. A complete description of each course may be found in the relevant department's section of the course catalog. Students may obtain detailed information about experiential elements in a specific course from its instructor.

#### **SEMESTER COURSES:**

- AFR 220/MUS 220(F) [Rhythm and Jazz in America, Brazil and Cuba](#)
- AFR 410/PSCI 302(S) [Race, Culture and Incarceration](#)
- AMST 201(F,S) [Introduction to American Studies](#)
- ARTH 201(F) [American Landscape History](#)
- ARTH 508(S) [Art and Conservation: An Inquiry into History, Methods and Materials](#)
- BIOL 220/ENVI 220(S) [Field Botany and Plant Natural History](#)
- BIOL 225/ENVI 225(F) [Natural History of the Berkshires](#)
- BIOL 302/ENVI 312(S) [Communities and Ecosystems](#)
- CLAS 103(S) [Greek and Roman Drama: Renewal and Transformation](#)
- ENVI 101(S) [Humans in the Landscape: An Introduction to Environmental Studies](#)
- ENVI 102(S) [Introduction to Environmental Science](#)
- ENVI 302(F) [Environmental Planning Workshop](#)
- ENVI 397(F) [Independent Study of Environmental Problems](#)
- GEOS 105(F) [Geology Outdoors](#)
- MAST 210(F,S) [Oceanographic Processes \(Williams/Mystic Program\)](#)
- MAST 311(F,S) [Marine Ecology \(Williams/Mystic Program\)](#)
- MAST 351(F,S) [Marine Policy \(Williams/Mystic Program\)](#)
- MAST 352(F,S) [America and the Sea, 1600-Present \(Williams/Mystic Program\)](#)
- PHYS 109(F) [Sound, Light and Perception](#)
- POEC 402(S) [Political Economy of Public Policy Issues](#)
- PSYC 352(S) [Clinical and Community Psychology](#)
- PSYC 372(F) [Advanced Seminar in Teaching and Learning](#)
- WNY 301T(E,S) [Fieldwork in New York \(Williams in New York Program\)](#)
- WNY 307(F) [Arts and the City \(Williams in New York Program\)](#)

#### **WINTER STUDY:**

- AFR 25 [Border Crossing, Capital Punishment, and Penal Politics in Texas](#)
- AMST 15 [Contemporary American Songwriting](#)
- ANSO 11 [Berkshire Farm Center Internship](#)
- ANSO 12 [Children and the Courts: Internship in the Crisis in Child Abuse](#)
- ARTS 12 [Fort Building!](#)
- ARTS 18 [A House in a Box](#)



## *Experiential Education Courses, Peoples and Cultures Courses*

ARTS 25	Art, Culture and Spanish in Oaxaca, Mexico
CHIN 12	Traditional Yang-style Taiji
CHIN 13	Theory and Practice of Chinese Cooking
CHIN 25	Study Tour of Taiwan
BIOL 21	Science Beyond Williams
CHEM 11/SPEC 11	Science for Kids
CHEM 13	Principles and Techniques of Cooking
CHEM 15	"You Are Not Listening!" Exploring Interpersonal Conflict
CSCI 12	Game Design Studio
CSCI 14	LEGO Robot Engineering
ECON 13	Mapping Gotham's History
ECON 19	Volunteer Income Tax Assistance
ENGL 13	Documentary Video Production
ENVI 25	Sustainable Resource Management
GERM 24	Ringstrasse Vienna
HIST 16	Genealogy
INTR 11	Images of Greylock: Interpreting Landscape Change
LEAD 18	Wilderness Leadership
LING 12	Preliminary Introduction to American Sign Language
MATH 16	Knitting: The Social History and Craft Form
MUS 25	Singing on the Tiber: Performance and History in Rome
PHIL 11	Aikido and Ethics
PHYS 15	Livres des Artists—The Artist Book
PSCI 21	Fieldwork in Public and Private Non-Profits
PSCI 25	Politics of the Korean Peninsula
PSYC 11	Rat Olympics
PSYC 13	Constructed Languages in Fantasy, Science Fiction and Culture
REL 12	Yoga: A Mind-Body Connection
REL 25	Jerusalem: A Travel-Study Course with Three Narratives
RUSS 23	Experiential Learning
RUSS/SPEC 25	Williams in Georgia
THEA 25	Making Theatre in Johannesburg, South Africa
SPEC 10	Quest for College: Early Awareness in Berkshire County Schools
SPEC 14	Emergency Medical Technician
SPEC 19	Medical Apprenticeship
SPEC 24	Eye Care and Culture In the Rural Atlantic Coast of Nicaragua
SPEC 27	Teaching Practicum in New York City Schools
SPEC 34	The Contemporary Singer/Songwriter
SPEC 35	Making Pottery on the Potter's Wheel

## **PEOPLES AND CULTURES COURSES**

The *peoples and cultures* requirement is intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with: (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native-American peoples and cultures; or (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

Courses that may be used to meet the requirement in 2006-2007:

AFR 140(F)	Revolutionary African Literature (Same as Comparative Literature 218 and English 250)*
AFR 160(S)	Defining the African Diaspora (Same as Comparative Literature 214 and English 251)*
AFR 165(F)	The Quest for Racial Justice in Twentieth-Century America (Same as History 165)
(W)*	
AFR 200(F)	Introduction to Africana Studies*
AFR 207(F)	Art of Africa (Same as ArtH 207)*
AFR 208(S)	Writing Africa from Beyond: The Novel of the Diaspora*
AFR 210(S)	Black Leadership in American Culture (Same as Leadership Studies 210)*
AFR 211(F)	Topics in African-American Performance: Theatre and Film of the Harlem Renaissance
(Same as American Studies 211 and Theatre 211)*	
AFR 220(F)	Rhythm and Jazz in America, Brazil and Cuba (Same as Latina/o Studies 221 and Music 220)*
AFR 240(F)	Contemporary African American Literature (Same as English 253)*
AFR 260(S)	South African and American Intersections (Same as Comparative Literature 258 and English 252)*
AFR 282(S)	African-American History From Reconstruction to the Present (Same as History 282)*
AFR 300T(F)	Racial-Sexual Politics and Cultural Memory (Same as Women's and Gender Studies 415) (W)*

## Peoples and Cultures Courses

- AFR 320(F) Race-Gender in the Black Diaspora\*
- AFR 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383 and Women's and Gender Studies 383)\*
- AFR 400(S) Senior Seminar: Black Feminist Theory and Practice (Same as Women's and Gender Studies 400) (W)\*
- AFR 402(S) (formerly AAS 400) Visions and Tension of Empire: Architecture, Urban Design and the Arts in 19th-21st Century Colonial and Post-Colonial Worlds of Asia and Africa (Same as ArtH 400)\*
- AFR 410(S) Race, Culture, and Incarceration (Same as Political Science 302)\*
- AFR 467(S) African Americans in Urban America (Same as History 467)\*
- AMST 211(F) Topics in African-American Performance: The Civil Rights and Black Arts Movement On and Off the Stage (Same as Africana Studies 211 and Theatre 211)\*
- AMST 220(S) Introduction to African-American Writing (Same as English 220)\*
- AMST 221(F) Introduction to Urban Studies: Shaping and Living the City (Same as Latino/a Studies 220)\*
- AMST 283(F) Topics in Asian American Literature (Same as English 287)\*
- AMST 302(S) Asian American Writing and the Visual Arts (Same as English 388) (Junior Seminar)\*
- AMST 310(S) Latino Cityscapes: Mapping Place, Community, and *Latinidad* in U.S. Urban Centers (Same as Latina/o Studies 310) (Junior Seminar)\*
- AMST 311(F) Asian American Film (Junior Seminar)\*
- AMST 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as Latina/o Studies 330 and Theatre 330)\*
- AMST 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Latina/o Studies 331, Theatre 331 and Women's and Gender Studies 331)\*
- AMST 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as Latina/o Studies 335, Theatre 335 and Women's and Gender Studies 337)\*
- AMST 409(S) Tracing the Roots of Routes: Transnationalism and its (Dis)Contents (Same as Latina/o Studies 409) (W)\*
- ANTH 101(F,S) The Scope of Anthropology\*
- ANTH 103(F) Pyramids, Bones, and Sherds: What is Archaeology?\*
- ANTH 214(F) The Rise and Fall of Civilizations (Same as Environmental Studies 224)\*
- ANTH 223(S) Ethnic Minorities in China: Past and Present (Same as Chinese 223)\*
- ANTH 225(F) Visible Culture: Documentary and Nonfiction\*
- SOC 327(F) Violence, Militancy, and Collective Recovery\*
- ARAB 101(F)-W-102(S) Elementary Arabic\*
- ARAB 103(F) Intermediate Arabic I\*
- ARAB 104(S) Intermediate Arabic II (Same as CRAB 302)\*
- ARTH 203(S) Chicana/o Film and Video (Same as Latina/o Studies 203)\*
- ARTH 207(F) Art of Africa (Same as Africana Studies 207)\*
- ARTH 400(S) Visions and Tension of Empire: Architecture, Urban Design and the Arts in 19th and 21st Century Colonial and Post-Colonial Worlds of Asia and Africa (Same as Africana Studies 402)\*
- ASST 117T(S) Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (W)\*
- ASST 118(F) "Ten Years of Madness": The Chinese Cultural Revolution (Same as History 118) (W)\*
- ASST 201(F) Asia and the World (Same as International Studies 101 and Political Science 100)\*
- ASST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as History 212)\*
- ASST 213(S) Modern China, 1600-Present (Same as History 213)\*
- ASST 245(F) Nationalism in East Asia (Same as Political Science 245 and History 318)\*
- ASST 251(S) The Politics of India (Same as Political Science 251)\*
- ASST 253(S) Japanese Politics (Same as Political Science 253)\*
- ASST 493(F)-W31-494(S) Senior Thesis\*
- ASST 497(F), 498(S) Independent Study\*
- CHIN 101(F)-W88-102(S) Basic Chinese\*
- CHIN 121(F), 122(S) Basic Written Chinese\*
- CHIN 131(S) Basic Cantonese\*
- CHIN 201(F), 202(S) Intermediate Chinese\*
- CHIN 223(S) Ethnic Minorities in China: Past and Present (Same as Anthropology 223)\*
- CHIN 224(F) Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315)\*
- 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)\*
- CHIN 301(F), 302(S) Upper-Intermediate Chinese\*
- CHIN 401(F), 402(S) Advanced Chinese\*
- CHIN 412(S) Introduction to Classical Chinese\*
- CHIN 431(F) Introduction to Chinese Linguistics (Same as Linguistics 403)\*
- CHIN 493(F)-W31-494(S) Senior Thesis\*
- CHIN 497(F), 498(S) Independent Study\*
- JAPN 101(F)-W88-102(S) First-Year Japanese\*
- JAPN 201(F), 202(S) Second-Year Japanese\*
- JAPN 266(S) On the Outside Looking In (Same as Comparative Literature 254)\*
- JAPN 301(F), 302(S) Third-Year Japanese\*
- JAPN 401(F), 402(S) Fourth-Year Japanese\*

*Peoples and Cultures Courses*

- JAPN 493(F)-W31-494(S) Senior Thesis\*
- JAPN 497(F), 498(S) Independent Study\*
- BIOL 134(F) *The Tropics: Biology and Social Issues* (Same as Environmental Studies 134)\*
- 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 205(S) *The Latin-American Novel in Translation* (Same as Spanish 205)\*
- COMP 214(S) *Defining the African Diaspora* (Same as Africana Studies 160 and English 251)\*
- COMP 218(F) *Revolutionary African Literature* (Same as Africana Studies 140 and English 250)\*
- COMP 220(F) *Cultural Foundations: The Literature and History of Early China* (Same as Chinese 224 and History 315)\*
- COMP 254(S) *On the Outside Looking In* (Same as Japanese 266)\*
- COMP 256T(S) *Crises and Critiques: The Literature and Intellectual History of Early 20th Century China* (Same as Chinese 251T and History 215T) (W)\*
- COMP 258(S) *South African and American Intersections* (Same as Africana Studies 260 and English 252)\*
- COMP 260(S) *Reading Reading: An Introduction to the Qur'an and Islam* (Same as Religion 230) (W)\*
- COMP 344(F) *From Hermeneutics to Post-Coloniality* (Same as Religion 304)\*
- COMP 359(S) *Latinos in/and the Media: From Production to Consumption* (Same as Latina/o Studies 346)\*
- CRHE 201(F)-202(S) *Hebrew*\*
- CRHI 201(F)-202(S) *Hindi*\*
- CRKO 201(F)-202(S) *Korean*\*
- CRSW 201(F)-202(S) *Swahili*\*
- CRAB 302(S) *Intermediate Arabic II* (Same as ARAB 104)\*
- ECON 204(F) *Economic Development in Poor Countries* (Same as Environmental Studies 234)\*
- ECON 501(F) *Development Economics I*\*
- ENGL 120(F,S) *The Nature of Narrative* (Same as Comparative Literature 111) (W)\*
- ENGL 129(F) *Twentieth-Century Black Poets* (W)\*
- ENGL 220(S) *Introduction to African-American Writing* (Same as American Studies 220)\*
- ENGL 250(F) *Revolutionary African Literature* (Same as Africana Studies 140 and Comparative Literature 218)\*
- ENGL 251(S) *Defining the African Diaspora* (Same as Africana Studies 160 and Comparative Literature 214)\*
- ENGL 252(S) *South African and American Intersections* (Same as Africana Studies 260 and Comparative Literature 258)\*
- ENGL 253(F) *Contemporary African American Literature* (Same as Africana Studies 240)\*
- ENGL 287(F) *Topics in Asian American Literature*\* (Same as American Studies 283)\*
- ENGL 327(S) *Fictions of the British Raj* \*
- ENGL 388(S) *Asian American Writing and the Visual Arts* (Same as American Studies 302)\*
- ENVI 134(F) *The Tropics: Biology and Social Issues* (Same as Biology 134)\*
- ENVI 224(F) *The Rise and Fall of Civilizations* (Same as Anthropology 214)\*
- ENVI 234(F) *Economic Development in Poor Countries* (Same as Economics 204)\*
- ENVI 246(S) *Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World* (Same as Political Science 246)\*
- HIST 103(F) *The City in Africa: Accra, Nairobi, and Johannesburg* (W)\*
- HIST 117T(S) *Clash of Empires: China and the West, 1800-1900* (Same as Asian Studies 117T) (W)\*
- HIST 118(F) *"Ten Years of Madness": The Chinese Cultural Revolution* (Same as Asian Studies 118) (W)\*
- HIST 129(S) *Blacks, Jews, and Women in the Age of the French Revolution* (W)\*
- HIST 164(S) *Slavery in the American South* (W)\*
- HIST 165(F) *The Quest for Racial Justice in Twentieth-Century America* (Same as Africana Studies 165) (W)\*
- HIST 203(S) *Sub-Saharan Africa Since 1800*\*
- HIST 209(F) *The Origins of Islam: God, Empire and Apocalypse* (Same as Religion 231)\*
- HIST 212(F) *Transforming the "Middle Kingdom": China, 2000 BCE-1600* (Same as Asian Studies 212)\*
- HIST 213(S) *Modern China, 1600-Present* (Same as Asian Studies 213)\*
- HIST 215T(S) *Crises and Critiques: The Literature and Intellectual History of Early 20th Century China* (Same as Chinese 251T and Comparative Literature 256) (W)\*
- HIST 216(S) *The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow* (Same as Religion 236)\*
- HIST 282(S) *African-American History From Reconstruction to the Present* (Same as Africana Studies 282)\*
- HIST 284(F) *Topics in Asian American History*\*
- HIST 286(F) *Latino/a History From 1846 to the Present* (Same as Latina/o Studies 286)\*
- HIST 308(S) *Gender and Society in Modern Africa* (Same as Women's and Gender Studies 308)\*
- HIST 315(F) *Cultural Foundations: The Literature and History of Early China* (Same as Chinese 224 and Comparative Literature 220)\*
- HIST 318(F) *Nationalism in East Asia* (Same as Asian Studies 245 and Political Science 245)\*
- HIST 364(F) *History of the Old South*\*

## Peoples and Cultures Courses

- HIST 383(F) The History of Black Women in America: From Slavery to the Present (Same as Africana Studies 383 and Women's and Gender Studies 383)\*  
 HIST 386(S) Latinas in the Global Economy: Work, Migration, and Households (Same as Latina/o Studies 386 and Women's and Gender Studies 386)\*  
 HIST 396(F) France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism, and the Re-peopling of Europe\*  
 HIST 425(F) The First Crusade (Same as Religion 215) (W)\*  
 HIST 467(S) African Americans in Urban America (Same as Africana Studies 467) \*  
 HIST 471(F) Comparative Latina/o Migrations (Same as Latina/o Studies 471)(W)\*  
 HIST 483T(F) African Political Thought (W)\*  
 INST 101(F) Asia and the World (Same as Asian Studies 201 and Political Science 100)\*  
 LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions\*  
 LATS 203(S) Chicana/o Film and Video (Same as ArtH 203)\*  
 LATS 220(F) Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221)\*  
 LATS 221(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Africana Studies 220 and Music 220)\*  
 LATS 241T(F) Redefining the "Helping Hand": Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (Same as Spanish 241T) (W)\*  
 LATS 286(F) Latina/o History From 1846 to the Present (Same as History 286)\*  
 LATS 310(S) Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310)\*  
 LATS 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330 and Theatre 330)\*  
 LATS 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Theatre 331 and Women's and Gender Studies 331)\*  
 LATS 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Theatre 335, and Women's and Gender Studies 337)\*  
 LATS 346(S) Latinos in/and the Media: From Production to Consumption (Same as Comparative Literature 359)\*  
 LATS 386(S) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386)\*  
 LATS 397(F), 398(S) Independent Study\*  
 LATS 409(S) Tracing the Roots of Routes: Transnationalism and its (Dis)Contents (Same as American Studies 409) (W)\*  
 LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (W)\*  
 LATS 481(F) Locating Latino Studies: Approaches to Latinidad\*  
 LEAD 210(S) Black Leadership in American Culture (Same as Africana Studies 210)\*  
 LEAD 220(F) Women and Leadership (Same as Women's and Gender Studies 200)\*  
 LING 403(F) Introduction to Chinese Linguistics (Same as Chinese 431)\*  
 MUS 125(F) Music Cultures of the World\*  
 MUS 209(F) Music in History III: Musics of the Twentieth Century\*  
 MUS 220(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Africana Studies 220 and Latina/o Studies 221)\*  
 MUS 231(S) Nothing But the Blues\*  
 THEA 330(F) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330 and Latina/o Studies 330)\*  
 THEA 331(S) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Latina/o Studies 331 and Women's and Gender Studies 331)\*  
 PSCI 100(F) Asia and the World (Same as Asian Studies 201 and International Studies 101)\*  
 PSCI 245(F) Nationalism in East Asia (Same as Asian Studies 245 and History 318)\*  
 PSCI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Environmental Studies 246)\*  
 PSCI 247(S) Political Power in Contemporary China\*  
 PSCI 251(S) The Politics of India (Same as Asian Studies 251)\*  
 PSCI 253(S) Japanese Politics (Same as Asian Studies 253)\*  
 PSCI 265(F) The International Politics of East Asia\*  
 PSCI 268(F) U.S. and the Two Koreas\*  
 PSCI 277(S) Political Islam\*  
 PSCI 302(S) Race, Culture, and Incarceration (Same as Africana Studies 410)\*  
 PSCI 318(F) The Voting Rights Act and the Voting Rights Movement\*  
 PSCI 345T(S) Political Leadership in Ancient Chinese Thought (W)\*  
 PSCI 346(F) (formerly 246) Mexican Politics (W)\*  
 PSCI 347(S) Korea's Democratization (W)\*  
 REL 230(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\*  
 REL 231(F) The Origins of Islam: God, Empire and Apocalypse (Same as History 209)\*  
 REL 236(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216)\*  
 REL 245(F) Tibetan Civilization\*  
 REL 304(F) From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344)\*  
 RLFR 111(F) Introduction to Francophone Studies\*

## *Peoples and Cultures Courses, Quantitative/Formal Reasoning Courses*

- RLSP 200(S) *(formerly 112)* Latin-American Civilizations\*
- RLSP 205(S) [The Latin-American Novel in Translation \(Same as Comparative Literature 205\)\\*](#)
- RLSP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America (W)\*
- RLSP 241T(F) Redefining the “Helping Hand”: Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (Same as Latina/o Studies 241T) (W)\*
- RLSP 403(F) Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel\*
- THEA 210(S) Multicultural Performance\*
- THEA 211(F) Topics in African-American Performance: The Civil Rights and Black Arts Movement On and Off the Stage (Same as Africana Studies 211 and American Studies 211)\*
- THEA 330(F) [The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance \(Same as American Studies 330 and Latina/o Studies 330\)\\*](#)
- THEA 331(S) [Sound and Movement in the Diaspora: Afro-Latin Identities \(Same as American Studies 331, Latina/o Studies 331 and Women’s and Gender Studies 331\)\\*](#)
- THEA 335(S) [Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday \(Same as American Studies 335, Latina/o Studies 335 and Women’s and Gender Studies 337\)\\*](#)
- WGST 200(F) Women and Leadership (Same as Leadership Studies 220)\*
- WGST 308(S) [Gender and Society in Modern Africa \(Same as History 308\)\\*](#)
- WGST 331(S) [Sound and Movement in the Diaspora: Afro-Latin Identities \(Same as American Studies 331, Latina/o Studies 331 and Theatre 331\)\\*](#)
- WGST 337(S) [Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday \(Same as American Studies 335 Latina/o Studies 335 and Theatre 335\)\\*](#)
- WGST 383(F) [The History of Black Women in America: From Slavery to the Present \(Same as Africana Studies 383 and History 383\)\\*](#)
- WGST 386(S) [Latinas in the Global Economy: Work, Migration, and Households \(Same as History 386 and Latina/o Studies 386\)\\*](#)
- WGST 400(S) [Black Feminist Theory and Practice \(Same as Africana Studies 400\) \(W\)\\*](#)
- WGST 415T(F) [Racial-Sexual Politics and Cultural Memory \(Same as Africana Studies 300T\) \(W\)\\*](#)
- WNY 303(F) Slow Motion Riot: The Social Life of the Metropolis\*

## **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 2006-2007:

- ASTR 111(F) [Introduction to Astrophysics \(Q\)](#)
- 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 106(F) [Life as an Algorithm \(Same as Computer Science 106\) \(Q\)](#)
- BIOL 202(F) [Genetics \(Q\)](#)
- BIOL 203(F) [Ecology \(Same as Environmental Studies 203\) \(Q\)](#)
- BIOL 235T(F) [Biological Modeling with Differential Equations \(Same as Environmental Studies 235T and Mathematics 335T\) \(Q\)](#)
- BIOL 302(S) [Communities and Ecosystems \(Same as Environmental Studies 312\) \(Q\)](#)
- BIOL 305(S) [Evolution \(Q\)](#)
- BIOL 306(S) [Cellular Regulatory Mechanisms \(Q\)](#)
- BIOL 319(F) [Integrative Bioinformatics, Genomics, and Proteomics Lab \(Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319\) \(Q\)](#)
- BIOL 321(F) [Biochemistry I—Structure and Function of Biological Molecules \(Same as Chemistry 321 and Biochemistry and Molecular Biology 321\)](#)
- BIOL 322(S) [Biochemistry II—Metabolism \(Same as BIMO 322 and Chemistry 322\) \(Q\)](#)
- CHEM 151(F) [Concepts of Chemistry \(Q\)](#)
- CHEM 153(F) [Concepts of Chemistry: Advanced Section \(Q\)](#)
- CHEM 155(F) [Current Topics in Chemistry \(Q\)](#)
- CHEM 156(S) [Organic Chemistry: Introductory Level \(Q\)](#)
- CHEM 319(F) [Integrative Bioinformatics, Genomics, and Proteomics Lab \(Same as Biology 319, Computer Science 319, Mathematics 319 and Physics 319\) \(Q\)](#)
- CHEM 321(F) [Biochemistry I—Structure and Function of Biological Molecules \(Same as Biochemistry and Molecular Biology 321 and Biology 321\)](#)
- CHEM 322(S) [Biochemistry II—Metabolism \(Same as BIMO 322 and Biology 322\) \(Q\)](#)
- COGS 222(S) [Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science \(Same as INTR 222, Philosophy 222 and Psychology 222\) \(Q\)](#)
- CSCI 106(F) [Life as an Algorithm \(Same as Biology 106\) \(Q\)](#)
- CSCI 108(F) [Artificial Intelligence: Image and Reality \(Q\)](#)



## *Quantitative/Formal Reasoning Courses*

CSCI 109(S) The Art and Science of Computer Graphics (Q)  
 CSCI 134(F,S) Digital Computation and Communication (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(F) Numerical Problem Solving (Same as Mathematics 318T) (Q)  
 CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Mathematics 319 and Physics 319) (Q)  
 CSCI 334(S) Principles of Programming Languages (Q)  
 CSCI 336T(F) Computer Networks (Q)  
 CSCI 337T(S) Digital Design and Modern Architecture (Q)  
 CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)  
 CSCI 432(S) Operating Systems (Q)  
 ECON 110(F,S) Principles of Microeconomics (Q)  
 ECON 120(F,S) Principles of Macroeconomics (Q)  
 ECON 221(S) Economics of the Environment (Same as Environmental Studies 221) (Q)  
 ECON 251(F,S) Price and Allocation Theory (Q)  
 ECON 252(F,S) Macroeconomics (Q)  
 ECON 253(F,S) Empirical Economic Methods (Q)  
 ECON 255(F,S) Econometrics (Q)  
 ECON 351(F) Tax Policy (Q) (W)  
 ECON 353(F) Decision Theory (Q)  
 ECON 372(F) Public Choice (Q)  
 ECON 384(F) Corporate Finance (Q)  
 ECON 385(F) Games and Information (Q)  
 ECON 464(S) (formerly 367) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)  
 ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)  
 ENVI 203(F) Ecology (Same as Biology 203) (Q)  
 ENVI 221(S) Economics of the Environment (Same as Economics 221) (Q)  
 ENVI 235T(F) Biological Modeling with Differential Equations (Same as Biology 235T and Mathematics 335T) (Q)  
 ENVI 312(S) Communities and Ecosystems (Same as Biology 302) (Q)  
 GEOS 301(F) Structural Geology (Q)  
 INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)  
 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 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(S) Complex Analysis (Q)  
 MATH 303(F) Analytic Number Theory (Q)  
 MATH 305(S) Applied Real Analysis (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(F) Numerical Problem Solving (Same as Computer Science 318T) (Q)  
 MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Q)  
 MATH 321(S) Knot Theory (Q)  
 MATH 327(S) Geodetic Surfaces (Q)  
 MATH 335T(F) Biological Modeling with Differential Equations (Same as Biology 235T and Environmental Studies 235T) (Q)  
 MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)  
 MATH 404T(F) Ergodic Theory (Q)  
 MATH 405(S) Geometric Ordinary Differential Equations (Q)  
 MATH 414(S) Galois Theory (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 313T(F) Advanced Mathematical Methods in Statistical Inference (Q)  
 STAT 346(S) Regression and Forecasting (Q)  
 STAT 440T(S) Categorical Data Analysis (Q)  
 PHIL 103(S) Logic and Language (Q)  
 PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)  
 PHYS 109(F) Sound, Light, and Perception (Q)



### *Quantitative/Formal Reasoning Courses, Related Course Listings*

PHYS 131(F) Particles and Waves (Q)  
PHYS 132(S) Electromagnetism and the Physics of Matter (Q)  
PHYS 141(F) Particles and Waves—Enriched (Q)  
PHYS 142(S) Foundations of Modern Physics (Q)  
PHYS 151(F) Seminar in Modern Physics (Q)  
PHYS 201(F) Electricity and Magnetism (Q)  
PHYS 202(S) Waves and Optics (Q)  
PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)  
PHYS 301(F) Quantum Physics (Q)  
PHYS 302(S) Statistical Physics (Q)  
PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)  
PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)  
PHYS 402T(S) Applications of Quantum Mechanics (Q)  
PHYS 411T(F) Classical Mechanics (Q)  
PSYC 201(F,S) Experimentation and Statistics (Q)  
PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)

### **RELATED COURSE LISTINGS**

There are a number of significant areas of studies in which Williams offers many relevant courses, yet no formal program. To alert students to the opportunity for integrating courses from diverse disciplines into a focus area and to encourage them to do so, the courses in this section are organized as lists of topic-related courses. For their full descriptions, see the respective departmental sections.

#### **Gay, Lesbian, and Bisexual Studies**

Gay, lesbian, and bisexual studies focuses on the social construction of sexuality, past and present. Although, at present, Williams does not have a formal concentration in gay, lesbian, and bisexual studies, the College offers a number of courses which examine how social, cultural, and political institutions shape sexualities, as well as the responses and resistances thereto, through a variety of texts and contexts. The following courses include significant components on gay, lesbian, and bisexual studies (at least two weeks out of the semester).

CLAS/HIST 222 Greek History  
CLAS 239/HIST 332 Women in Greece and Rome  
ENGL/WGST 341 American Genders, American Sexualities  
CLGR 403 Poetry and Revolution in Archaic Greece  
HIST 335 Class, Gender, and Race in Post-1945 Britain  
HIST 378/Women's and Gender Studies 344 History of Sexuality in America  
HIST 394 Comparative Masculinities: Britain and the United States Since 1800  
HIST/WGST 489T History and the Body  
REL 232/HIST 309 Women and Islam  
THEA 101 Introduction to Theatre  
WGST 101 Introduction to Women's and Gender Studies  
WGST 402 The Personal and the Political: Confessional Narrative and Feminist Politics

#### **Medieval Studies**

CLAS 101/COMP 107 Greek Literature  
CLAS 103/COMP 223/THEA 311 Greek and Roman Drama: Renewal and Transformation  
CLAS/Arth 213 Greek Art and Myth  
CLAS/HIST 222 Greek History  
CLAS/HIST 223 Roman History  
ENGL 305 Chaucer  
MATH 381 History of Mathematics  
PSCI/PHIL 231 Ancient Political Theory  
REL 203 Introduction to Judaism  
REL 211 Paul and the Beginnings of Christianity

#### **Political and Economic Philosophy**

PHIL 101 Introduction to Moral and Political Philosophy  
POEC/ECON 301/Political Science 333 Economic Liberalism and Its Critics  
PSCI 203 Introduction to Political Theory  
PSCI 204 Introduction to Comparative Politics: Nationalism, Religion, and State Power  
PSCI/PHIL 231 Ancient Political Theory  
SOC 101 Invitation to Sociology

## TUTORIALS OFFERED 2006-2007

A description of the tutorial program, and information about how tutorials operate, may be found on page 15 of this catalog. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

### *Africana Studies*

AFR 300T(F)/  
WGST 415T(F) Racial-Sexual Politics and Cultural Memory(W)\* JAMES

### *Anthropology and Sociology*

ANTH 243T(S) Dilemmas of Humanitarian Intervention (W) D. EDWARDS

### *Art*

ARTH 303T(F) Linear Perspective in Art and Science: from Sacred Conception to  
Secular Perception; from Brunelleschi to Galileo! (W) EDGERTON  
ARTH 330T(F) Michelangelo: Biography, Mythology, and the History of Art (W) SOLUM  
ARTS 310T(S) Appearance/Disappearance EPPING  
ARTS 312T(F) Fictional Realities SOUTH  
ARTS 317T(F) The Miniature LEVIN  
ARTS 350T(S) The BIG Picture LALEIAN  
ARTS 366T(S) Printed Murals—Works on Paper AMOS

### *Asian Studies*

CHIN 251T(S)/  
COMP 256T(S)/  
HIST 215T(S) Crises and Critiques: The Literature and Intellectual  
History of Early 20th Century China NUGENT

### *Astronomy/Astrophysics*

ASTR 219T(F) /419T(F) Observational Cosmology (W) KITTER  
ASTR 412T(S) Solar Physics (W) J. PASACHOFF

### *Biology*

BIOL 210T(S) Evo-Devo: The Evolution of Animal Design (W) SAVAGE  
BIOL 424T(F)/  
ENVI 424T(F) Conservation Biology (W) J. EDWARDS

### *Chemistry*

CHEM 262T(S)/  
ANTH 262T(S) Applying the Scientific Method to Archaeology and  
Paleoanthropology (W) SKINNER  
CHEM 368T(S) Quantum Chemistry and Molecular Spectroscopy BINGEMANN

### *Computer Science*

CSCI 336T(F) Computer Networks (Q) MURTAGH  
CSCI 337T(S) Digital Design and Modern Architecture (Q) BAILEY

### *Economics*

ECON 357T(S) The Strange Economics of College (W) SCHAPIRO  
ECON 374T(S) Poverty and Public Policy (W) SHORE-SHEPPARD  
ECON 452T(F) Economics of Community Development SHEPPARD

### *English*

ENGL 248T(S) Bearing Witness (W) SWANN  
ENGL 249T(F) Hitchcock and Psychoanalytic Theory (W) TIFFT  
ENGL 322T(S) Novel Arguments (W) DAVIS  
ENGL 358T(F) Sounding Concord (W) ROSENHEIM  
ENGL 390T(F) History in Theory (W) SOKOLSKY  
ENGL 485T(F) The Practice of Revision: Fiction Writing Tutorial A. BARRETT

### *Environmental Studies*

ENVI 270T(F)/  
PSCI 270T(S) Environmental Policy (W) BENJAMIN

### *Geosciences*

GEOS 217T(F)/  
ASTR 217T(F) Planetary Geology (W) COX  
GEOS 218T(S)/  
ENVI 218T The Carbon Cycle and Climate (W) STOLL  
GEOS 404T(S) Geology of the Appalachians (W) KARABINOS

### *German*

GERM 301T(S) German Studies, 1770-1830 (W) NEWMAN

### *History*

HIST 117T(S)/  
ASST 117T(S) Clash of Empires: China and the West, 1800-1900 (W)\* A. REINHARDT  
HIST 154T(S) The American Way of War: The First Three Centuries (W) WOOD  
HIST 482T(S)

## Tutorials

JWST 482T(S) HIST 487T(F) HIST 489T(S)/ WGST 489T(S)	Memory, History, and the Extermination of the Jews of Europe (W) The Second World War: Origins, Course, Outcomes, and Meaning (W) History and the Body (W)	GARBARINI WOOD KUNZEL
<i>Latina/o Studies</i> LATS 241T(F) RLSP 241T(F)	Redefining the “Helping Hand”: Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (W)*	CEPEDA
<i>Maritime Studies</i> MAST 231T(F,S)/ ENGL 231T	Literature of the Sea	BRAYTON
<i>Mathematics/Statistics</i> MATH 318T(F)/ CSCI 318T(F) MATH 335T(F)/ BIOL 235T(F)/ ENVI 235T(F) MATH 404T(F) STAT 313T(F) STAT 440T(S)	Numerical Problem Solving (Q) Biological Modeling with Differential Equations (Q) Ergodic Theory (Q) Advanced Mathematical Methods in Statistical Inference (Q) Categorical Data Analysis (Q)	STOICIU S. JOHNSON SILVA BOTTS KLINGENBERG
<i>Music</i> MUS 204T(F), 203T(S) MUS 210T(S)	Composition I and II American Pop Orientalism (W)	Fall: PEREZ VELAZQUEZ, Spring: KECHLEY W. A. SHEPPARD
<i>Philosophy</i> PHIL 241T(S) PHIL 271T(S)/ WGST 271T(S) PHIL 388T(S) PHIL 390T(F)	Philosophy of Education: Why Are You Here? (W) Woman as “Other” (W) Consciousness (W) Truth (W)	DUDLEY SAWICKI CRUZ WHITE
<i>Physics</i> PHYS 402T(S) PHYS 411T(F)	Applications of Quantum Mechanics (Q) Classical Mechanics (Q)	K. JONES WOOTTERS
<i>Political Science</i> PSCI 260T(S) PSCI 331T(F) PSCI 345T(S) PSCI 420T(F)	Realism in Politics (W) Non-Profit Organization and Community Change (W) Political Leadership in Ancient Chinese Thought (W)* Law and Rights in International Politics	MACDONALD A. WILLINGHAM CRANE SHANKS
<i>Religion</i> REL 228T(S) AMST 228T(S) REL 305T(S)	North American Apocalyptic Thought Haunted: Ghosts in the Study of Religion (W)	SHUCK BUELL
<i>Romance Languages</i> RLSP 230T(F)	Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America (W)*	FRENCH
<i>Williams in New York</i> WNY 301T(F) WNY 301T(S)	Fieldwork in New York (W) Fieldwork in New York (W)	JACKALL E.J. JOHNSON

The Center for Development Economics is offering two graduate-level courses (ECON 516T and ECON 518T) in the tutorial format. Interested undergraduates should consult the course descriptions and the instructor for eligibility.

**The College acknowledges with deepest gratitude the following classes and individuals who have created generous endowments to support tutorials at Williams in honor of their 25th and 50th Re-unions.**

**The Class of 1953  
The Class of 1954  
The Class of 1979  
Hugh Germanetti 1954  
David A. Gray 1954  
Robert L. Guyett 1958  
John D. Mabie 1954  
John H. Simpson 1979**

## WRITING-INTENSIVE COURSES

Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

Courses that may be used to meet the requirement in 2006-2007:

- AFR 165(F) [The Quest for Racial Justice in Twentieth-Century America](#) (Same as History 165) (W)\*
- AFR 300T(F) Racial-Sexual Politics and Cultural Memory (Same as Women’s and Gender Studies 415) (W)\*
- AFR 400(S) Senior Seminar: Black Feminist Theory and Practice (Same as Women’s and Gender Studies 400) (W)\*
- AMST 409(S) Tracing the Roots of Routes: Transnationalism and its (Dis)Contents (Same as Latina/o Studies 409) (W)\*
- ANTH 243T(S) Dilemmas of Humanitarian Intervention (W)
- ANTH 262T(S) [Applying the Scientific Method to Archaeology and Paleoanthropology](#) (Same as Chemistry 262T) (W)
- ARTH 303T(F) Linear Perspective in Art and Science: from Sacred Conception to Secular Perception; from Brunelleschi to Galileo! (W)
- ARTH 307(F) The Human Face in the Modern Imagination (Same as Comparative Literature 356, English 346 and INTR 346) (W)
- ARTH 330T(F) Michelangelo: Biography, Mythology, and the History of Art (W)
- ARTH 405(S) Seminar in Architectural Criticism (W)
- ARTH 448(F,S) Art about Art: 1400-2000 (W)
- ARTS 204(S) [Approaching Performance Studies](#) (Same as Theatre 220 and Women’s and Gender Studies 220) (W)
- ASST 117T(S) Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (W)\*
- ASST 118(F) “Ten Years of Madness”: The Chinese Cultural Revolution (Same as History 118) (W)\*
- 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)\*
- ASTR 217T(F) [Planetary Geology](#) (Same as Geosciences 217T) (W)
- ASTR 219T/419T(F) Observational Cosmology (W)
- ASTR 412T(S) Solar Physics (W)
- BIOL 210T(S) Evo-Devo: The Evolution of Animal Design (W)
- BIOL 424T(F) Conservation Biology (Same as Environmental Studies 424T) (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 221(S) Greek Philosophy (Same as Philosophy 221) (W)
- CLAS 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (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 204(S) Twentieth-Century Russian Literature in Translation (Same as Russian 204) (W)
- COMP 237(S) Gender and Desire 1200-1600 (Same as English 237 and Women’s and Gender Studies 237) (W)
- COMP 240(F,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)\*
- COMP 260(S) [Reading Reading: An Introduction to the Qur’an and Islam](#) (Same as Religion 230) (W)\*
- COMP 322(F) [Performance Criticism](#) (Same as Theatre 322) (W)
- COMP 356(F) The Human Face in the Modern Imagination (Same as Arth 307, English 346 and INTR 346) (W)
- ECON 230(S) The Economics of Health and Health Care (W)
- ECON 351(F) Tax Policy (Q) (W)
- ECON 357T(S) The Strange Economics of College (W)
- ECON 374T(S) Poverty and Public Policy (W)
- ENGL 112(S) Introduction to Literary Analysis (W)
- ENGL 114(F) Literary Speakers (W)
- ENGL 115(F,S) Narrative and Narrative Experience (W)
- ENGL 116(F,S) The Ethics of Fiction (W)
- ENGL 117(F) [Introduction to Cultural Theory](#) (Same as Comparative Literature 117) (W)

## Writing-Intensive Courses

- ENGL 120(F,S) [The Nature of Narrative \(Same as Comparative Literature 111\) \(W\)\\*](#)  
 ENGL 123(F) [Borrowing and Stealing: Originality in Literature and Culture \(W\)](#)  
 ENGL 126(S) [Stupidity and Intelligence \(W\)](#)  
 ENGL 129(F) [Twentieth-Century Black Poets \(W\)\\*](#)  
 ENGL 134(F) [New American Fiction \(W\)](#)  
 ENGL 141(F) [John Keats \(W\)](#)  
 ENGL 145(S) [Reading and Writing Science Fiction \(W\)](#)  
 ENGL 146(F) [Defining Forms: Genre and Interpretation \(W\)](#)  
 ENGL 150(F) [Expository Writing \(W\)](#)  
 ENGL 150(S) [Expository Writing \(W\)](#)  
 ENGL 231T(F,S) [Literature of the Sea \(Same as Maritime Studies 231T\) \(W\) \(Offered only at Mystic Seaport.\)](#)  
 ENGL 248T(S) [Bearing Witness \(W\)](#)  
 ENGL 249T(F) [Hitchcock and Psychoanalytic Theory \(W\)](#)  
 ENGL 257(S) [The Personal Essay \(W\)](#)  
 ENGL 222(F) [Studies in the Lyric \(Gateway\) \(W\)](#)  
 ENGL 230(F,S) [Introduction to Literary Theory \(Gateway\) \(Same as Comparative Literature 240\) \(W\)](#)  
 ENGL 237(S) [Gender and Desire 1200-1600 \(Same as Comparative Literature 237 and Women's and Gender Studies 237\) \(Gateway\) \(W\)](#)  
 ENGL 245(F) [Arts of Detection \(Gateway\) \(W\)](#)  
 ENGL 256(S) [Culture and Colonialism: An Introduction \(Gateway\) \(W\)](#)  
 ENGL 258(S) [Poetry and the City \(Gateway\) \(W\)](#)  
 ENGL 322T(S) [Novel Arguments \(W\)](#)  
 ENGL 342(S) [Representing Sexualities: U.S. Traditions \(Same as Women's and Gender Studies 342\) \(W\)](#)  
 ENGL 346(F) [The Human Face in the Modern Imagination \(Same as Arth 307, Comparative Literature 356, and INTR 346\) \(W\)](#)  
 ENGL 358T(F) [Sounding Concord \(W\)](#)  
 ENGL 390T(F) [History in Theory \(W\)](#)  
 ENVI 192(F) [War and the Disruption of Nature \(Same as History 192\) \(W\)](#)  
 ENVI 218T(S) [The Carbon Cycle and Climate \(Same as Geosciences 218T\) \(W\)](#)  
 ENVI 270T(F) [\(formerly 308T\) Environmental Policy \(Same as Political Science 270T\) \(W\)](#)  
 ENVI 364(S) [Instrumental Methods of Analysis \(Same as Chemistry 364\) \(W\)](#)  
 ENVI 424T(F) [Conservation Biology \(Same as Biology 424T\) \(W\)](#)  
 FRS 101(F) [Interpreting Human Experience \(W\)](#)  
 GEOS 105(F) [Geology Outdoors \(W\)](#)  
 GEOS 217T(F) [Planetary Geology \(Same as Astronomy 217T\) \(W\)](#)  
 GEOS 218T(S) [The Carbon Cycle and Climate \(Same as Environmental Studies 218T\) \(W\)](#)  
 GEOS 302(S) [Sedimentology \(W\)](#)  
 GEOS 404T(S) [Geology of the Appalachians \(W\)](#)  
 GERM 301T(S) [German Studies, 1770-1830 \(W\)](#)  
 HIST 103(F) [The City in Africa: Accra, Nairobi, and Johannesburg \(W\)\\*](#)  
 HIST 117T(S) [Clash of Empires: China and the West, 1800-1900 \(Same as Asian Studies 117T\) \(W\)\\*](#)  
 HIST 118(F) ["Ten Years of Madness": The Chinese Cultural Revolution \(Same as Asian Studies 118\) \(W\)\\*](#)  
 HIST 124(S) [The Vikings \(W\)](#)  
 HIST 129(S) [Blacks, Jews, and Women in the Age of the French Revolution \(W\)\\*](#)  
 HIST 136(F) [Before the Deluge: Paris and Berlin in the Interwar Years \(W\)](#)  
 HIST 154T(S) [The American Way of War: The First Three Centuries \(W\)](#)  
 HIST 164(S) [Slavery in the American South \(W\)\\*](#)  
 HIST 165(F) [The Quest for Racial Justice in Twentieth-Century America \(Same as Africana Studies 165\) \(W\)\\*](#)  
 HIST 192(F) [War and the Disruption of Nature \(Same as Environmental Studies 192\) \(W\)](#)  
 HIST 215T(S) [Crises and Critiques: The Literature and Intellectual History of Early 20th Century China \(Same as Chinese 251T and Comparative Literature 256\) \(W\)\\*](#)  
 HIST 323(S) [Leadership, Government, and the Governed in Ancient Greece \(Same as Classics 323 and Leadership Studies 323\) \(W\)](#)  
 HIST 329(S) [The Christianization of Europe \(Same as Religion 214\) \(W\)](#)  
 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 425(F) [The First Crusade \(Same as Religion 215\) \(W\)\\*](#)  
 HIST 471(F) [Comparative Latina/o Migrations \(Same as Latina/o Studies 471\) \(W\)\\*](#)  
 HIST 482T(S) [Memory, History, and the Extermination of the Jews of Europe \(Same as Jewish Studies 482\) \(W\)](#)  
 HIST 483T(F) [African Political Thought \(W\)\\*](#)  
 HIST 487T(F) [The Second World War: Origins, Course, Outcomes, and Meaning \(W\)](#)  
 HIST 489T(S) [History and the Body \(Same as Women's and Gender Studies 489T\) \(W\)](#)  
 INTR 346(F) [The Human Face in the Modern Imagination \(Same as Arth 307, English 346 and Comparative Literature 356\) \(W\)](#)  
 JWST 204(F) [Redeeming a Broken World: Messianism in Modernity \(Same as Religion 204\) \(W\)](#)

## Writing-Intensive Courses

- JWST 482T(S) Memory, History, and the Extermination of the Jews of Europe (Same as History 482T) (W)
- LATS 241T(F) Redefining the “Helping Hand”: Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (Same as Spanish 241T) (W)\*
- LATS 409(S) Tracing the Roots of Routes: Transnationalism and its (Dis)Contents (Same as American Studies 409) (W)\*
- LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (W)\*
- LEAD 205(S) Leaders in Contemporary Conservative Political Thought (Same as Political Science 205) (W)
- LEAD 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (W)
- MAST 231T(FS) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.) (W)
- MAST 352(FS) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)
- MUS 102(F) Fundamentals of Music (W)
- MUS 116(S) Music in Modernism (W)
- MUS 210T(S) American Pop Orientalism (W)
- THEA 220(S) Approaching Performance Studies (Same as ArtS 204 and Women’s and Gender Studies 220) (W)
- PHIL 101(FS) Introduction to Moral and Political Philosophy (W)
- PHIL 102(FS) Introduction to Metaphysics and Epistemology (W)
- PHIL 213(S) Biomedical Ethics (W)
- PHIL 221(S) Greek Philosophy (Same as Classics 221) (W)
- PHIL 225(S) Introduction to Feminist Thought (Same as Women’s and Gender Studies 225) (W)
- PHIL 228(F) Feminist Bioethics (Same as Women’s and Gender Studies 228) (W)
- PHIL 229(F) Ethics and Genetics (W)
- PHIL 241T(S) Philosophy of Education: Why Are You Here? (W)
- PHIL 271T(S) Woman as “Other” (Same as Women’s and Gender Studies 271T) (W)
- PHIL 388T(S) Consciousness (W)
- PHIL 390T(F) Truth (W)
- PHIL 401(F) Senior Seminar: Philosophical Naturalism (W)
- PSCI 205(S) Leaders in Contemporary Conservative Thought (Same as Leadership Studies 205) (W)
- PSCI 255(S) Democracy and Social Conflict in Developing Countries (W)
- PSCI 260T(S) Realism in Politics (W)
- PSCI 270T(F) Environmental Policy (Same as Environmental Studies 270T) (W)
- PSCI 325(F) Culture and Identity in World Politics (W)
- PSCI 331T(F) Non-Profit Organization and Community Change (W)
- PSCI 338(S) Critical Theory and the Frankfurt School (W)
- PSCI 345T(S) Political Leadership in Ancient Chinese Thought (W)\*
- PSCI 346(F) (formerly 246) Mexican Politics (W)\*
- PSCI 347(S) Korea’s Democratization (W)\*
- PSCI 420(S) Senior Seminar in International Relations: American Hegemony and the Future of the International System (W)
- PSYC 355(F) Psychotherapy: Theory and Research (W)
- REL 204(F) Redeeming a Broken World: Messianism in Modernity (Same as Jewish Studies 204) (W)
- REL 212(F) The Development of Christianity: 30-600 C.E. (Same as History 324) (W)
- REL 214(S) The Christianization of Europe (Same as History 329) (W)
- REL 215(F) The First Crusade (Same as History 425) (W)
- REL 230(S) Reading Reading: An Introduction to the Qur’an and Islam (Same as Comparative Literature 260) (W)\*
- REL 280(S) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Philosophy 282) (W)
- REL 305T(S) (formerly 285) Haunted: Ghosts in the Study of Religion (W)
- RLSP 202(F) The Generation of 1898 (W)
- RLSP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America (W)\*
- RLSP 241T(F) Redefining the “Helping Hand”: Community-Based Approaches to Latina/o Language and Identity in the Northern Berkshires (Same as Latina/o Studies 241T) (W)\*
- RLSP 301(S) Cervantes’ *Don Quijote* (W)
- RUSS 204(S) Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (W)
- THEA 220(S) Approaching Performance Studies (Same as ArtS 204 and Women’s and Gender Studies 220) (W)
- THEA 322(F) Performance Criticism (Same as Comparative Literature 322) (W)
- WGST 101(FS) Introduction to Women’s and Gender Studies (W)
- WGST 220(S) Approaching Performance Studies (Same as ArtS 204 and Theatre 220) (W)
- WGST 225(S) Introduction to Feminist Thought (Same as Philosophy 225) (W)
- WGST 228(F) Feminist Bioethics (Same as Philosophy 228) (W)
- WGST 237(S) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (W)
- WGST 271T(S) Woman as “Other” (Same as Philosophy 271T) (W)



### *Writing-Intensive Courses, Williams-Exeter Programme at Oxford*

WGST 342(S)	Representing Sexualities: U.S. Traditions (Same as English 342) (W)
WGST 400(S)	Black Feminist Theory and Practice (Same as Africana Studies 400) (W)*
WGST 402(S)	Feminism and the Politics of the Family (W)
WGST 415T(F)	Racial-Sexual Politics and Cultural Memory (Same as Africana Studies 300T) (W)*
WGST 489T(S)	History and the Body (Same as History 489T) (W)
MAST 231T(FS)	Literature of the Sea (Same as English 231T) (W)
MAST 352(FS)	America and the Sea, 1600-Present (Same as History 352)(W)
WNY 301T(F)	Fieldwork in New York (W)
WNY 301T(S)	Fieldwork in New York (W)

## **WILLIAMS OFF-CAMPUS PROGRAMS**

### **WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY**

*Directors, Professor GUY M. HEDREEN  
and Professor ELIZABETH P. MCGOWAN*

#### **THE PROGRAMME**

Williams College offers a year-long programme of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students in the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organisations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Three students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams Faculty) administers Ephraim Williams House, oversees the academic programme, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students enrolled in the Oxford Programme must enroll for the full academic year, which consists of three academic terms, each of which includes eight full weeks of instruction: MICHAELMAS TERM (early October to early December), HILARY TERM (mid-January to mid-March), and TRINITY TERM (late April to late June). Students are expected to be in residence to write their first tutorial papers before the eight weeks of instruction begins and to remain in residence during the week after the term ends in order to sit their final examinations. Between the three terms there are two intervening four-five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials.

#### **THE TUTORIAL SYSTEM**

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are from time to time encouraged to attend a pertinent course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In his or her capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students will sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out.

Over the course of the three terms, students are required to enroll in a *minimum* of FOUR full tutorial courses (each consisting of eight individual tutorial meetings and requiring the preparation of eight essays) and ONE half tutorial course (consisting of four individual tutorial meetings and the preparation of four essays). Some students choose to substitute a fifth full tutorial course for the half tutorial course and a few will decide to enroll in two full tutorial courses each term. The average course load undertaken by most students in residence in Oxford during the past has been five full tutorial courses or their equivalent.

#### **GRADES AND CREDIT**

Grades for each tutorial course reflect the grade assigned to all eight (or four) tutorial sessions, including their related essays, considered together, as well as the grade for the final examination on work accomplished in the individual tutorials and supplementary readings. Final examinations last three hours in the case of full tutorial courses and two hours in the case of half tutorial courses and are always sat in the ninth week of term, following the eight weeks of instruction each term. The final grade recorded on the Williams transcript is calculated by counting the grade for the tutorial meetings and essays as two-thirds of the grade and

### *Williams-Exeter Programme at Oxford*

the final examination as one-third of the overall grade. For some tutorial courses (especially in writing and the studio arts), tutors may offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, the four tutorial courses replacing the regular eight semester courses the student would normally take at Williams, the half tutorial course replacing the Winter Study Course. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

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 full tutorial course taken at Oxford, and one course towards the major for each half tutorial course taken at Oxford. Most departments, however, will grant a one-course credit towards the major for each relevant tutorial course taken at Oxford (whether a full or a half). Students are encouraged to check with their department chair(s) to confirm official department policy.

#### THE COURSE OF STUDY

Students are encouraged to pursue a course of study during their three terms at Oxford that best reflects the strength of the University's offerings. In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (English Literature, Modern History, Philosophy, Politics, Classics, Theology, etc.). Exeter College also has a Fellow in English Language and Literature (with interests ranging from the Renaissance—including Shakespeare—to the early nineteenth century) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a list of tutorial courses normally available to students studying with the Williams-Exeter Programme at Oxford. The tutorials listed below (WIOX 311-384) represent a selection of some of the standard "papers" (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format. Normally, but not always, tutors can be secured who can teach these subjects to Williams students, although demand, leave patterns, and other constraints, sometimes mean that not all of these subjects can be staffed in all terms.

Some tutorial courses are accompanied by lectures. In such cases the term in which the lectures are delivered is listed, as is the term in which students should take the tutorials (MT-Michaelmas Term; HT-Hilary Term; TT-Trinity Term). Sometimes, where appropriate, prerequisites are also listed.

While many students enroll in the tutorial courses listed below (WIOX 311-384), it is also possible to choose from other available Oxford courses under the heading of WIOX 390, a general rubric for more specialized tutorial work. This is described in more detail below.

#### **WIOX 311 Art History: English Architecture 1660-1720**

A study of the principal buildings of Wren, Hawksmoor, Jones and Vanburgh in relation to the contemporary historical background. Prerequisites: ArtH 101 and 102. Tutorials: any term.

#### **WIOX 316 Biology: Evolution and Systematics**

Evolution as a central theme of biology; methods and data of phylogeny reconstruction; macro-evolutionary change; biogeography; adaptation; comparative method; natural selection; evolution of sex; the modern synthesis. Prerequisites: Biology 101 and 102. Tutorials: any term.

#### **ECONOMICS**

Each of the following courses is available to Williams students in Oxford. As all of the economics teaching is arranged by Oxford's Economics Department, students need to inform the Director of the Programme of their interest in any of the following economics options when registering during the Spring of their sophomore year; commitments to any of the following papers must be made in advance for the entire academic year. Students will be expected to attend the lectures in all terms designated and undertake their tutorial work in the appropriate term, as noted below. All courses listed below can only be taken as "full" tutorial courses.

#### **WIOX 319 Economics: Microeconomics**

Risk, uncertainty and information; the firm and market structures; welfare economics; externalities, public goods, and the sources of market failure; the distribution of income; trade and protection; the applications of microeconomics to public policy issues. (Similar to Economics 251.) Prerequisites: Economics 110 and 120. Lectures: MT. Tutorials: MT only.

#### **WIOX 320 Economics: Macroeconomics**

Alternative macroeconomic theories and policy implications; aggregate investment and consumption; demand for money; unemployment and inflation; balance of payments adjustment; exchange rates; supply-side policies; monetary and fiscal policy; international aspects of macroeconomic policy—all with special reference to the UK and its membership of the EU. (Similar to Economics 252.) Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT only.

#### **WIOX 321 Economics: British Economic History Since 1870**

Trends and cycles in national income; changes in the structure of output, employment, and capital; the location of industries, industrial concentration, and the growth of large firms; prices, interest rates, and public finance; trade

unions and the labour market; poverty and living standards; foreign trade; government policy. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT. Tutorials: TT.

**WIOX 322 Economics: International Economics**

Theories of international trade and their application to economic policy and current problems; theory and practice of economic integration; current problems of the international trading system; methods of balance of payments adjustment and financing; behaviour of floating exchange rates; Exchange Rate Regimes and the International Monetary System. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

**WIOX 323 Economics: Command and Transitional Economies**

Traditional command economies, attempts to reform them in the direction of market socialism, and the transition to market economies. Focus is largely on Russia and the nations of Eastern Europe, with some attention to China. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, TT. Tutorials: TT.

**WIOX 324 Economics: Economics of Developing Countries**

Theories of growth and development; poverty and income distribution; human resources; labour markets and employment; industrialization and technology; agriculture and rural development; monetary and fiscal issues; foreign aid; the role of government in development. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT.

**WIOX 325 Economics: Money and Banking**

The nature and definition of money; the role, behaviour, and regulation of banks and other financial intermediaries; the supplies of money and credit; the interest rate structure and equity prices; the aims, instruments, and practice of monetary policy; foreign exchange markets and monetary policy; the relations between monetary and fiscal policy. Prerequisites: Economics 110, 120, and 252 (or WIOX 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

**WIOX 326 Economics: Public Economics**

Welfare-economic foundations; the measurement of well-being; taxation and incentives; taxation, debt, and behaviour over time; health, education, and social security; public goods, externalities and market failure; policy towards natural resources and the environment. Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: MT, TT. Tutorials: TT (or MT with approval of Director).

**WIOX 327 Economics: Economics of Industry**

Market structures, costs and scale economies; oligopoly and the theory of games; empirical studies of pricing and profitability; advertising and product differentiation; mergers and vertical integration; public enterprises and public policy towards market structure; managerial theories of the firm. Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: TT. Tutorials: TT.

**WIOX 328 Economics: Labour Economics and Industrial Relations**

Organization and policies of trade unions and employers' associations; employer-employee relations; the theory and practice of collective bargaining; the role of the government in industrial relations; the application of economic analysis to labour markets; economic aspects of trade unions; the economics of labour policy. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: MT or TT.

**WIOX 329 Economics: Classical Economic Thought**

The theories of value, distribution, money, and international trade as put forward and developed by Smith, Ricardo, and Marx. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: HT. Tutorials: TT.

**WIOX 330 English: English Literature (surveys)**

The following courses offer general introductions to the literature of specific periods of English history. There are no prerequisites for these courses, but usually they are available only in the terms indicated below. Each of the courses listed below is a separate entity, moreover, given the scope and range of each course, it is best taken as a "full" course. Exeter's 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.

WIOX 330a English: English Literature from 600 to 1100 MT, HT

WIOX 330b English: English Literature from 100 to 1509 MT, HT

WIOX 330c English: English Literature from 1509 to 1642 MT, \*TT

WIOX 330d English: English Literature from 1642 to 1740 HT, \*TT

WIOX 330e English: English Literature from 1740 to 1832 TT

WIOX 330f English: English Literature from 1832 to 1900 MT

WIOX 330g English: English Literature from 1900 to present HT

\* Though not typically offered during Trinity Term at Oxford, Exeter's Williams Fellow in English may be available to offer these two period courses during Trinity Term to Williams students.

**WIOX 331 English: Shakespeare**

Consideration of Shakespeare's work in its broader literary and historical context, with a focus on both the range of Shakespeare's writings and the details of specific plays. Students may choose to focus on specific aspects of Shakespeare's work. No prerequisites, normally available in all three terms, best taken as a "full" course.

**WIOX 332 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

### Williams-Exeter Programme at Oxford

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 333 English: Special Authors

This course allows students to focus in detail on the work of one or more authors of their choice, as a “full” or “half” course. Here, the choice of author is broader than that available within the Oxford undergraduate syllabus. The choice of Special Author should approximately correspond chronologically with the period papers on offer at any given point in the year, and with the provision of teaching and lectures. Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period. The following are examples of some of the Special Authors who are currently, or have been, or will be studied for the Special Authors course of the Oxford University syllabus. *It is important to note that other authors can usually be studied, depending on the availability of tutors:*

WIOX 333a	The Beowulf poet, Alfred, Aelfric, the Exeter Book (600-1100)	MT
WIOX 333b	Chaucer, Julian of Norwich, Langland, the York Cycle, the N-Town Cycle (1100-1509)	MT, HT
WIOX 333c	Donne, Marlowe, Spenser, Jonson (1509-1642)	MT
WIOX 333d	Milton, Marvell, Swift, Pope, Bunyan (1642-1740)	MT, HT
WIOX 333e	Wordsworth, Fielding, Austen, Byron (1740-1832)	MT, TT
WIOX 333f	Tennyson, Dickens, Wilde (1832-1900)	MT
WIOX 333g	Joyce, T. S. Eliot, Woolf, Coetzee, Yeats, Stoppard (1900-present)	MT, HT

#### WIOX 334 English: 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. The Director should be available to advise you on the best arrangement of your choice.

WIOX 334a	Fiction in English
WIOX 334b	Drama in English
WIOX 334c	Prose in English
WIOX 334d	Poetry in English
WIOX 334e	American Literature from the beginnings to the present day
WIOX 334f	Women's Writing in English
WIOX 334g	History and Theory of Criticism
WIOX 334h	Postcolonial Literature

#### WIOX 335 English: Women's Writing

Various aspects of writing by women from the early Middle Ages to present-day feminist theoretical writing. Students may focus on various topics, including notions of a female canon, autobiographies and letters as specific forms of women's writing, American women's writing, postcolonial women writers, feminist theoretical writing, etc. No prerequisite; normally available in all three terms.

#### WIOX 336 English: The History and Theory of Criticism

A broad survey of the history and function of criticism from the classical period to the present, with special attention paid to different schools of literary theory. Prerequisite: two courses in English at Williams; normally available in all three terms, only as a “full” course.

#### WIOX 350 History: General History (surveys)

The following courses offer general introductions to western history during specific time periods. Each is a separate entity, normally undertaken as a “full” course. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in any term.

WIOX 350a	General History, 285-476
WIOX 350b	General History, 476-750
WIOX 350c	General History, 700-900
WIOX 350d	General History, 900-1122
WIOX 350e	General History, 1122-1273
WIOX 350f	General History, 1273-1409
WIOX 350g	General History, 1409-1525
WIOX 350h	General History, 1517-1618
WIOX 350i	General History, 1618-1715
WIOX 350j	General History, 1715-1799
WIOX 350k	General History, 1799-1856
WIOX 350l	General History, 1856-1914
WIOX 350m	General History, 1914-1945
WIOX 350n	General History, 1941-1973

#### WIOX 351 History of the British Isles (surveys)

The following courses offer general introductions to the History of the British Isles, paying particular attention to the evolution and development of Britain as a nation and to the major political, social, and economic trends that

have shaped the course of the nation's development. Each course is a separate entity and is normally undertaken as a "full" course. There are no prerequisites for these courses and while lectures are normally delivered in Michaelmas Term, tutorials can generally be arranged for any of them in any term. Exeter has two Fellows who teach British history and are often available to teach WIOX 351b, 351c, and 351d.

WIOX 351a History of the British Isles, c.300-1087

WIOX 351b History of the British Isles, 1042-1330

WIOX 351c History of the British Isles, 1330-1550

WIOX 351d History of the British Isles, 1500-1700

WIOX 351e History of the British Isles, 1685-1830

WIOX 351f History of the British Isles, 1815-1924

WIOX 351g History of the British Isles, since 1900

**WIOX 352 History: British Economic and Social History, 1700-1870**

The transformations of Britain's society and economy during the industrial revolution; the causes and nature of industrialization, urbanization, and economic modernization; the various social dislocations associated with economic change; and the changing economic, administrative, and social discourses which helped reshape Britain's economic relations and social institutions. Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT.

**WIOX 353 History: Imperialism and Nationalism, 1830-1980**

Analysis of the European and extra-European foundations of empire in the light of existing theories of imperialism and 'orientalism'; study of the overseas expansion of the European powers; theories of collaboration and resistance; the theory and practice of anti-imperial nationalism and decolonization.

Lectures: HT. Tutorials: HT or TT.

**WIOX 354 History: Intellect and Culture in Victorian Britain**

The ideas and culture of the Victorians with reference to their analytical content and social context. Topics covered range from progress and faith, through natural and social science, to fine art and gender. Lectures: HT. Tutorials: HT or TT.

**WIOX 355 History: Nationalism, Politics and Culture in Ireland, c.1870-1921**

Events and ideas in Ireland from the Home Rule era to the Anglo-Irish Treaty, stressing themes and nationalist rhetoric as much as the actual events that led to Home Rule. Lectures: MT. Tutorials: HT or TT.

**WIOX 356 History: A Comparative History of the First World War, 1914-1920**

Comprehensive survey of the events of the First World War which relates the spheres of political, economic, social, and military history in the various combatant nations; battles and strategy; cultural responses to the war; the aftermath of the conflict. Lectures: HT. Tutorials: HT or TT.

**WIOX 357 History: The Arab World, 1914-1960**

Impact of the First World War on the Ottoman Empire; break-up of the Empire and establishment of new nations and European protectorates; Arab nationalism and the rise of the modern Arab nation state. Tutorials: any term.

**WIOX 358 History: India, 1916-1934: Indigenous Politics and Imperial Control**

The rise of the Indian independence movement; Civil Disobedience; the Congress Party and the career of Mahatma Gandhi. Lectures: MT. Tutorials: any term.

**WIOX 361 Philosophy: The History of Philosophy from Descartes to Kant**

A consideration of the main philosophical ideas of the period, focusing in particular on the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. No prerequisites. Lectures: MT and HT. Tutorials: any term.

**WIOX 362 Philosophy: Knowledge and Reality**

Knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity; substances, change, events; properties; causation; space; time; essence; realism and idealism; primary and secondary qualities. No prerequisites. Lectures: MT and HT. Tutorials: any term.

**WIOX 363 Philosophy: Ethics**

Ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence, and amorality; rights, justice, and equality; Kant; happiness, welfare, and a life worth living. No prerequisites. Lectures: MT and HT. Tutorials: any term.

**WIOX 364 Philosophy: Philosophy of Mind**

The nature of persons; the relation of mind and body; self-knowledge; knowledge of other persons; consciousness; perception; memory; imagination; thinking; belief; feeling and emotion; desire; action; subconscious and unconscious mental processes. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT and HT. Tutorials: any term.

**WIOX 365 Philosophy: Philosophy of Science and Social Sciences**

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific change; major schools of philosophy of science. B) Social meaning; individualism; rationality; rational choice theory; the explanation of social action; prediction and explanation in economics; historical explanation; ideology. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

**WIOX 366 Philosophy: Philosophy of Religion**

An examination of claims about the existence of God, and God's relation to the world; their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them; the philosophical



## *Williams-Exeter Programme at Oxford*

problems raised by the existence of different religions. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT. Tutorials: any term.

### **WIOX 367 Philosophy: Philosophy of Logic and Language**

Topics will include meaning, truth, logical form, necessity, entailment, proper and general names, pronouns, definite descriptions, intensional contexts, adjectives and nominalization, adverbs, metaphor, and pragmatics. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

### **WIOX 368 Philosophy: Theory of Politics**

The critical study of political values and of the concepts used in political analysis: the concept of the political; power, authority, and related concepts; the state; law; liberty and rights; justice and equality; public interest and common good; democracy and representation; political obligation and civil disobedience; ideology; liberalism, socialism, and conservatism. Prerequisites: Philosophy 101 or WIOX 363. Lectures: MT and HT. Tutorials: any term.

### **WIOX 369 Philosophy: Aesthetics and the Philosophy of Criticism**

The nature of aesthetic value; the definition of art; art, society, and morality; metaphor; criticism and interpretation; expression; pictorial representation. Focus on the principal authorities on the subject, including Plato, Aristotle, Hume, Kant. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

### **WIOX 370 Philosophy: Post-Kantian Philosophy**

The main developments of philosophy in Continental Europe after Kant, excluding Marxism and analytical philosophy. Students choose to focus on one or more of the following philosophers: Hegel, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: all three terms. Tutorials: any term.

### **WIOX 371 British Politics and Government in the Twentieth Century**

British politics (including major domestic political crises, ideologies and political issues) and the evolution of the British political and constitutional system (including elections and the electoral system, political parties, parliament, the cabinet system, and machinery of government) in the twentieth century. Lectures: all three terms. Tutorials: any term.

### **WIOX 372 Political Science: Comparative Government**

Party and electoral systems; forms of government and the allocation of power between institutions; the political executive; the roles of legislatures; the structure and political power of bureaucracy; public policy-making; judicial review; regime transformation, civil-military relations; democratization. Lectures: MT and HT. Tutorials: any term.

### **WIOX 373 Political Science: Government and Politics in Western Europe**

Comparative focus on governmental structures and political processes in at least three Western European nations, normally France, Germany, and Italy. Lectures: MT. Tutorials: any term.

### **WIOX 374 Political Science: Russian Government and Politics**

The government and politics of the Soviet Union (especially 1953-1991) and of post-Soviet Russia, focusing on the changing relationships between political institutions and on the process of political transformation. Topics include: political leadership; ideology and political culture; the national question and federalism; the relationship between economic and political power. Lectures: HT and TT. Tutorials: HT and TT.

### **WIOX 375 Political Science: The Political Economy of the European Union**

The history and development of the institutions of European integration since the 1950s; the structure and power of the Council, the Commission, and the Parliament; growth and expansion into Eastern Europe; monetary integration and the advent of the Euro; future prospects. Tutorials: any term.

### **WIOX 376 Political Science: Classical Political Thought**

A critical study of the classical political theorists, including Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and Hume. Lectures: MT and HT. Tutorials: any term.

### **WIOX 377 Political Science: Foundations of Modern Social and Political Thought**

A critical study of modern social and political theorists, including Bentham, Mill, Hegel, Saint-Simon, Tocqueville, Marx, Weber, and Durkheim. Lectures: MT and HT. Tutorials: any term.

### **WIOX 378 Political Science: International Relations**

The principal theories, concepts and institutions of international relations. Topics include: law and norms, order, self-determination, security, war and conflict resolution, foreign-policy analysis, international political economy, regional integration, and international institutions. Lectures: all terms. Tutorials: any term.

### **WIOX 379 Political Science: International Relations in the Era of the Cold War**

The relations among the major powers, 1945-85, including domestic and external factors shaping foreign policy: the origins and course of the Cold War; East-West relations in Europe; the external relations of China and Japan, especially with the USA and USSR; decolonization; conflict in the developing world. Lectures: MT and HT. Tutorials: any term.

### **WIOX 380 Political Science: Modern British Government and Politics**

A study of the structure, powers, and operations of modern British government: the Crown, Ministers, Parliament, elections, parties and pressure groups, the legislative process; Government departments, agencies and regulatory bodies; local authorities; administrative jurisdiction. Lectures: all three terms. Tutorials: any term. Prerequisite: WIOX 371 or an equivalent course.



**WIOX 381 Psychology: Developmental Psychology**

Psychological development: the biological and physiological, environmental and hereditary influences which affect development in humans; evidence from comparative studies; development of intelligence and personality; sex differences; developmental aspects of perceptual and cognitive processes. Prerequisite: Psychology 101. Lectures: MT and TT. Tutorials: TT recommended.

**WIOX 382 Psychology: Social Psychology**

The biological and cultural background to social behaviour; comparison of animal and human social behaviour; communication and social interaction; behaviour in organizations; social relationships and exchange processes; cognitive social psychology. Prerequisite: Psychology 101. Lectures: MT. Tutorials: MT recommended.

**WIOX 383 Psychology: Individual Differences**

Origins and development of differences in human abilities, personalities, and attributes; their analysis, measurement, and understanding. Prerequisite: Psychology 101. Lectures: MT and HT. Tutorials: HT recommended.

**WIOX 384 Psychology: Psychological Disorders**

The “abnormal” nature of abnormal behaviour; theories and classifications of abnormal behaviour; causes and treatment. Prerequisite: Psychology 101. Lectures: HT. Tutorials: HT recommended.

**WIOX 390 Specially Arranged Subjects**

Specially arranged tutorial courses in some subject areas other than those covered by the WIOX 311-384 courses might also be possible. A WIOX 390 is not simply what would be called an “independent study” course at Williams. Rather, a WIOX 390 is normally a “paper” (course) that is regularly offered at Oxford as either a required or optional part of the degree in various subjects. For a list of all the “papers” that make up the degree requirements in various disciplines, students should consult the *University of Oxford Examination Regulations*, a recent copy of which can be found in the Dean’s Office. Important guidelines for how to make sense of this complex and weighty tome (the equivalent of the *Williams College Bulletin*) are available from the Dean’s Office and also from the director. It is easier to find tutors for a WIOX 390 in some fields (Classics, English, History, Philosophy, Theology, etc.) than in others (Psychology, the natural sciences, etc) and students should realize that it is not always possible for the Programme to accommodate their requests.

A sample list of Specially Arranged Subjects (WIOX 390) staffed during the past three years is offered below. This list is not comprehensive. Furthermore, students who wish to undertake a WIOX 390 course are encouraged to consult the *Examination Regulations* rather than simply repeat what other students in the past have done.

390 Anthropology: South Asia—Caste and Hinduism  
390 Archaeology: The Transformation of the Celtic World, 500 BC-AD 100  
390 Art History: Egyptian Art, Architecture and Artefacts  
390 Art History: Greek Vases  
390 Art History: Art Under the Roman Empire, AD 14-337  
390 Art History: Anglo-Saxon Archaeology of the Early Christian Period  
390 Art Studio: Photography  
390 Art Studio: Drawing I  
390 Biology: Health and Disease  
390 Chemistry: Organic Chemistry  
390 Chemistry: Physical Chemistry  
390 Chemistry: Solid State Chemistry  
390 Classics: Latin Literature of the First Century BC  
390 English: Creative Writing  
390 German: The German Novel Since 1945  
390 History: Roman History, 80 BC-AD 138  
390 History: The Near East in the Age of Justinian and Muhammad, 527-c.700  
390 History: The Carolingian Renaissance  
390 History: War and Reconstruction: Ideas, Politics and Social Change  
390 Law: Jurisprudence  
390 Mathematics: Applied Analysis  
390 Mathematics: Abstract Algebra  
390 Mathematics: Number Theory  
390 Mathematics: Probability  
390 Philosophy: Intermediate Philosophy of Physics  
390 Philosophy: Frege, Russell, and Wittgenstein  
390 Physics: Thermodynamics  
390 Physics: Quantum Physics  
390 Political Science: Questions in Tibetan History, Politics, and Culture  
390 Political Science: British Foreign Relations  
390 Psychology: Psychology of Religion  
390 Religion: Christian Moral Reasoning  
390 Religion: Selected Topics (Old Testament)—Prophecy  
390 Religion: Theology and Ethics of the New Testament  
390 Religion: Aquinas  
390 Religion: Augustine  
390 Religion: History and Theology of Western Christianity, 1500-1619  
390 Religion: Christology from Kant to Troeltsch, 1789-1914  
390 Sociology: Sociology of Industrial Societies  
390 Sociology: Sociology of Religion

## *Williams-Exeter Programme at Oxford*

### NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. The Programme normally subsidizes such study.

### STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University—and full members of Exeter College—Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College—to dine in Hall as often as they wish, to frequent the College bar, to use the College's athletic facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University's athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are provided with membership in the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in capacious double rooms and enjoy full access to the House's library, common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House which students may use. All rooms are fully wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard where basketball can be played, sheltered bike racks, barbecue facilities, and gardens. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty-minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes or bicycle purchase or rental to facilitate travel around Oxford.

Before the academic year begins—at the end of September and in early October—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the workings of the Programme, of Exeter College, and of the University, and will be familiarized with the rules and regulations they are expected to abide by during their residence in Oxford.

Throughout the academic year, provision will be made for trips to a number of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Stratford, Stonehenge, Bath, Wells, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford's proximity to London gives students ready access to that city's multiple attractions and many resources. The Oxford-London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are cheaper), and the one-way journey takes about ninety minutes.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of *Ephs Among the Dreaming Spires*, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

### ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

### FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be

### *Williams-Exeter Programme at Oxford, Williams-Mystic Maritime Studies Program*

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), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport), DANIEL BRAYTON (Middlebury College).*

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, to travel the Atlantic, 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 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 Mississippi Delta field seminar, all of which are cross-disciplinary and inter-disciplinary exercises. Students live in historic, cooperative, coed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, well-equipped laboratory, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary, and all majors welcome. A typical semester at Williams-Mystic is represented by 12 to 14 different majors spanning the sciences and humanities. Sophomores, juniors, and seniors may attend. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should contact email [admissions@williamsmystic.org](mailto:admissions@williamsmystic.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.)

**MAST 231T(F,S) Literature of the Sea (Same as English 231T) (W)**  
(See under Maritime Studies for full description.)

**MAST 311(F,S) Marine Ecology (Same as Biology 231)**  
(See under Maritime Studies for full description.)

**MAST 351(F,S) Marine Policy (Same as Environmental Studies 351)**  
(See under Maritime Studies for full description.)

**MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352)(W)**  
(See under Maritime Studies for full description.)

## WILLIAMS IN NEW YORK

*Directors, Professor ROBERT JACKALL (First Semester)  
Professor EUGENE J. JOHNSON (Second Semester)*

Professors: BUCKY, JACKALL, E.J. JOHNSON, L.JOHNSON, KASINITZ, MOMIN, ROBINS.

Williams in New York is an experiential education program that combines immersion in fieldwork with traditional scholarship and contemplation. It aims to help students develop critical, reflective habits of mind to carry with them into the world of affairs. Moreover, it provides a forum to engage alumni and alumnae in the ongoing intellectual work of the College, a milieu to stoke the unbroken dialogue between generations of Williams men and women.

In both fall 2006 and spring 2007, the program will have eight students. Students live on the fifth floor of the Williams Club at 24 East 39th Street, between Park and Madison avenues. Some seminars will be held at the Graduate Center of the City University of New York at 365 Fifth Avenue, only a few minutes away from the Williams Club. Other classes will be conducted at the Williams Club.

*The curriculum for fall 2006 consists of the following four graded courses:*

### **WNY 301T(F) Fieldwork in New York (W)**

Each student will do 15 hours a week of intensive fieldwork in one of several organizations selected by the director. See the list below. The focus of each student's tutorial, including readings required, will match his or her fieldwork. Students will keep careful fieldwork notes and write several short papers about their work. Students will meet with the instructor every other week in small groups and every other week as a whole group to read, review, and discuss their respective fieldwork projects.

Format: tutorial/discussion seminar. Requirements: Six papers on fieldwork experiences during the semester. Full engagement in the discussion seminar.

*Satisfies one semester of the Division II requirement.*

#### *Humanities and the Arts*

Metropolitan Museum of Art  
Museum of Modern Art  
Whitney Museum of American Art  
The Frick Collection  
The Jewish Museum  
The Brooklyn Historical Society  
Dodger Theatricals  
Production Resource Group

#### *Law, Business, Media, Advocacy and Public Affairs*

New York City Department of Investigation  
District Attorney of New York  
United States Attorney, Southern District of New York  
NYC Department of Housing Preservation and Development  
ABC News Special Events  
AvalonBay Communities  
New York City Landmarks Preservation Commission  
Manhattan Institute  
Vera Institute of Justice  
The New York Sun  
New Century High Schools  
School for Democracy and Leadership  
Women's Commission for Refugee Women and Children  
CARE USA  
International Rescue Committee

#### *Medical Sciences and Public Health*

Bellevue Hospital  
Mount Sinai School of Medicine, Humanities and Medicine Program

JACKALL

### **WNY 303(F) Slow Motion Riot: The Social Life of the Metropolis\***

An exploration of the social life of New York, the distinctive, yet paradigmatic modern city. The course examines the emergence of New York City as an international center of business, finance, and culture, and as the main gateway to America for an ever-changing array of newcomers from all over the world. Special attention to the city's ethnic and racial tensions; the experiences of its new immigrants; its cleavages between wealth and poverty, celebrity and obscurity; its vibrant neighborhoods; and its always contested use of space. Readings include selections from: Jane Jacobs, *The Death and Life of Great American Cities*; Nathan Glazer and Daniel Patrick Moynihan, *Beyond the Melting Pot*; Marshall Berman, *All Things Solid Melt into Air*; E.B. White, *Here is New York*; Colson Whitehead, *The Colossus of New York*; Joshua Freeman, *Working Class New York*; Tyler Anbinder, *Five Points*; Min Zhou, *Chinatown*; William Kornblum, *At Sea in the City*; Mitchell Duneier, *Sidewalk*; Robert Jackall, *Wild Cowboys*; Philip Kasinitz et al *Becoming New Yorkers*; Nancy Lopez, *Hopeful Girls, Troubled Boys*; Robert C. Smith, *Mexican New York*; and Nancy Foner, *The Wounded City*.

Format: discussion seminar. Requirements: full participation in the seminar, term paper.

*Satisfies one semester of the Division II requirement.*

KASINITZ

**WNY 305(F) Craft and Consciousness**

A sociological examination of how craft shapes consciousness. How and in what ways do work experiences shape habits of mind, sensibilities, moral rules-in-use, ways of seeing and knowing, images of our society, and world views? How do men and women in different occupations and professions establish criteria of validity and reliability to assess their work experiences? How do they develop and internalize rules for discernment that enable them to sort through multiple and always conflicting versions and representations of social reality? How do they make moral judgments on complex business, political, and social issues? How and with what results do common work experiences shape close-knit occupational communities in a great metropolis? The course will pay particular attention to the functionally interconnected but experientially disparate occupational worlds of New York City. The course will host men and women from a wide range of occupations and professions from police detectives to policy analysts, journalists, filmmakers, artists, educators, attorneys, corporate executives, and scientists to discuss their work and work worlds with students. Several Williams alumni and alumnae will participate in the course.

Format: discussion seminar. Requirements: full participation in the seminar, term paper.

*Satisfies one semester of the Division II requirement.*

JACKALL

**WNY 307(F) Arts and the City**

New York City, as the center of artistic production and consumption in the United States, provides unmatched opportunities for interrogating the place of the arts in modern society. Have technology, the market, and politics eroded the transcendent quality of the arts? The marketplace is the arena for the production and distribution of popular art. But have high art forms also been turned into commodities by market forces? How have arts activities strayed from their origins by crossing disciplinary boundaries? What is the role of the technologies of the last fifty years in supplanting, altering, or fusing with artistic creation? New York is a unique laboratory in which to test the fundamental dichotomies embodied in the city's artistic life: elitist/democratic, traditional/avant-garde, high art/popular art, aesthetic/political, globalized/local, film/live theatre. This course grapples with such issues in a pragmatic rather than theoretical manner. In order to confront the ideas in assigned readings, students will attend performances of theatre, opera, and dance; attend concerts; and visit museums and other cultural institutions as models for discussion and analysis. Practicing artists and entrepreneurs in the arts will meet the class in order to provoke discussion of their activities and perspectives.

Format: discussion seminar. Requirements: full and lively participation in the seminar and its cultural activities, final oral report.

*Satisfies one semester of the Division I requirement.*

BUCKY

*The curriculum for Spring 2007 consists of the following four graded courses:*

**WNY 301T(S) Fieldwork in New York (W)**

Each student will do 15 hours a week of intensive fieldwork in one of several organizations selected by the director. See the list below. The focus of each student's tutorial, including readings required, will match his or her fieldwork. Students will keep careful fieldwork notes and write several short papers about their work. Students will meet with the instructor every other week in small groups and every other week as a whole group to read, review, and discuss their respective fieldwork projects.

Format: tutorial/discussion seminar. Requirements: Six papers on fieldwork experiences during the semester. Full engagement in the discussion seminar.

*Satisfies one semester of the Division II requirement.*

*Humanities and the Arts*

- Metropolitan Museum of Art
- Museum of Modern Art
- Whitney Museum of American Art
- The Frick Collection
- The Jewish Museum
- The Brooklyn Historical Society
- Dodger Theatricals
- Production Resource Group

*Law, Business, Media, Advocacy and Public Affairs*

- New York City Department of Investigation
- District Attorney of New York
- United States Attorney, Southern District of New York
- NYC Department of Housing Preservation and Development
- ABC News Special Events
- AvalonBay Communities
- New York City Landmarks Preservation Commission
- Manhattan Institute
- Vera Institute of Justice
- The New York Sun
- New Century High Schools
- School for Democracy and Leadership
- Women's Commission for Refugee Women and Children
- CARE USA
- International Rescue Committee

## *Williams in New York*

*Medical Sciences and Public Health*  
Bellevue Hospital  
Mount Sinai School of Medicine, Humanities and Medicine Program

E. J. JOHNSON

### **WNY 302(S) Cinema and the City**

This multidisciplinary video production course brings together cinema, geography, and architectural and urban studies, taking New York City as a case study. What cultural narratives are told about the city, and how does cinema use the city in the service of the stories it tells? The course will explore treatments of the city in their historical context, focusing on three periods. The first section will focus on discourses of alienation and corruption as they played out in the New York noirs of the 1940's and 1950's. In the second section of the course we will look at the ways that these same mean streets were rendered in relation to the social and political geography of the 1960's and 1970's. The third section of the course will consider how stories are told in the increasingly privatized, highly policed, electronically surveyed, and telemediated urban space of the post-Giuliani and post-9/11 era. Production assignments will ask students to respond to issues raised by the screenings and readings, and to use the built environment towards making their own moving images. Screenings will include from *The Naked City*, *Asphalt Jungle*, *Chelsea Girls*, *Panic in Needle Park*, *The Wiz*, *Symbiopsychotaxiplasm*, *Panic Room*, *The 25th Hour*, and many others. The course will also make use of the Tribeca Film Festival's NYNY series. Lab sessions will offer instructions in narrative filmmaking technique and in the technologies of shooting and editing.

Format: discussion seminar. Requirements: three short papers, three videos.

*Satisfies one semester of the Division I requirement*

L. JOHNSON

### **WNY 304(S) Revolutions: Contemporary Art in the City**

Utilizing the multiple meanings of "revolutions" as its conceptual structure (the term allows for a number of interpretive definitions—historical cycles, cultural paradigm shifts, agents of change, notions of resistance and subversion), this course will explore the manifold ways one can view and understand contemporary art, taking advantage of the concentration of artists and art institutions that New York offers. The history of the city over the last half-century as the definitively American (and debatably international) fulcrum of the art world provides inimitable possibilities for field experience. How is contemporary art formed and shaped in this context? What has changed about creative production within a "post-everything" worldview where so many boundaries have been dissolved, and conversely, what has been retained? How has the specific history of New York been central to cultural shifts in the art world? Ultimately, we will focus on the symbiotic relationship between the artist/art-work itself and all the other aspects of the art world—critics, curators, and dealers, art schools, and, of course, collectors and the market.

Format: discussion seminar. Most classes will be held in museum exhibitions, gallery shows and, primarily, artists' studios. Requirements: Active participation in class discussion will be expected. Some historical and contemporary reading will be required. And students will be asked to visit and respond to specific exhibitions/events outside of class time. Class discussions will take place in the form of on-line conversations, a weekly, topical blog. In addition, students will produce a final term paper for the course (other project proposals can be considered, if the structure maintains a focused, rigorous argument).

*Satisfies one semester of the Division I requirement.*

MOMIN

### **WNY 306(S) Street Smarts: Learning to Read the City**

An on-the-ground introduction to the great American metropolis the physical city as it has evolved over the past three centuries. Libraries are overflowing with accounts of New York's history, architecture, and neighborhoods, but the city is best learned on the streets. In walks throughout New York we will learn how to read the cityscape visiting such major monuments as Rockefeller Center, Central Park, and Grand Central Terminal, and such disparate neighborhoods as Times Square and SoHo, the Lower East Side, and Jackson Heights. We will study skyscrapers and Broadway theaters, tenements, and planned suburbs. We will examine the various forces that created these places and caused them to evolve over time. We will discuss the impact of modern monuments, historic preservation, speculative development, and public and private plans and consider their various intended and unintended consequences.

Format: discussion seminar. The course will be conducted entirely on the city's streets. Requirements: each student will be responsible for assigned readings, a journal with entries on each walk, a mid-term presentation on an assigned topic, and a final paper on the same topic. Students will be graded on their attendance, journals, mid-term presentation, and final paper.

*Satisfies one semester of the Division I requirement.*

ROBINS



## WINTER STUDY PROGRAM

### REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2006-2007 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than Friday, January 26th. *Only the Dean can grant an extension beyond this date.*

### WINTER STUDY 99'S

Sophomores, juniors and seniors are eligible to propose "99's," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in foreign and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99's involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown.

99 forms are available online:

<http://www.williams.edu/Registrar/winterstudy/99direct.html>

The deadline for submitting the proposals to faculty sponsors is Thursday, 28 September.

### AFRICANA STUDIES

#### AFR 25 Border Crossing, Capital Punishment, and Penal Politics in Texas

This winter session course takes place in Austin and in "border" communities in Texas. It examines the policing of immigration, racial containment/segregation, domestic and political crimes, and capital punishment in one of the most influential states in national politics. After on-campus study sessions beginning in early December, students will travel to Texas in January for 7-10 days to meet with diverse constituencies, academics, community educators and activists focusing on Mexican/Mexican-American/Chicano and African American experiences with penal and police cultures.

Students will write brief e-papers for prep sessions, maintain journals while in Texas, and have the option to collectively create a web installation of visual culture and oral histories. University of Texas-Austin faculty will also assist in this winter session course.

Permission of instructor required. *Enrollment limit: 8 (expected: 5.) Not open to first-year students.*

Cost to student: \$1200.

JAMES

#### 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 Music 17)

This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course.

To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs must be conceived during the course period (in other words, previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and all officially scheduled events is mandatory and crucial. Also, a short writing assignment will be passed in on the last day of class.

### *Winter Study Program*

No prerequisites. Students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register. (Bernice.Lewis@williams.edu). *Enrollment limit: 15.*  
Cost to student: \$75 for books and xeroxing costs.

Meeting time: mornings, Tuesday, Wednesday and Thursday for two-hour sessions.

BERNICE LEWIS (Instructor)  
WONG (Sponsor)

Bernice Lewis is an accomplished singer and songwriter who has performed her work throughout the country. She lives in Williamstown and has released five recordings of original material.

#### **AMST 30 Senior Honors Project**

To be taken by students registered for American Studies 491 or 492.

## **ANTHROPOLOGY AND SOCIOLOGY**

### **ANSO 11 Berkshire Farm Center Internship**

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded to the Farm by the Family Court. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification.

Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring.

Requirements: students will keep a journal reflecting on their experiences, and a weekly seminar with the instructor will draw on service learning experience. Students will also be required to submit a final 10-page paper at the end of the course.

Prerequisites: YOU MUST HAVE A TELEPHONE INTERVIEW WITH THE INSTRUCTOR who can be reached at 518-781-4567 ext. 121. *Enrollment limit: 15.* Please note: all queries about this course should be directed to the instructor.

Cost to student: none.

Meeting times to be arranged.

DONELLE HAUSER (Instructor)  
NOLAN (Sponsor)

Donelle Hauser is Program Coordinator at the Burnham Youth Safe Center at Berkshire Farm Center and Services for Youth.

### **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)  
M. F. BROWN (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

## **ANTHROPOLOGY**

### **ANTH 31 Senior Thesis**

To be taken by students registered for Anthropology 493-494.

## **SOCIOLOGY**

### **SOC 31 Senior Thesis**

To be taken by students registered for Sociology 493-494.

## **ART**

## **ART HISTORY**

### **ARTH 10 Fictionalizing the Artist: Genius and Gender in Films about Artists**

How do films based on artists' lives shape our impressions of the creative individual? This course will explore this issue, studying films about artists from the Renaissance to the modern period including Michelangelo, Vin-

## Winter Study Program

cent Van Gogh, Camille Claudel, Frida Kahlo, and Jackson Pollock. We will focus on the construction, in these films, of a notion of artistic genius, paying particular attention to the role played by gender. Our discussions will be based on the films themselves as well as comparative material-biographical and art historical readings on the various artists.

Evaluation will be based on class participation, written responses to films, and a 10-page paper.

No prerequisites. *Enrollment limit:* 12.

Cost to student: none.

Class will meet twice a week for film screenings and discussion. Some films will be viewed outside class hours.

SOLUM

**ARTH 12 Looking at Contemporary Documentary Photography (Same as English 12 and Special 27)**  
(See under English for full description.)

**ARTH 13 Love, Longing, and Land: Nation and Identity in Hindi Cinema**

How has the medium of film allowed Indian filmmakers to explore and construct post-independence notions of Indian identity? Through an examination of a series of films, such as *Mother India*; *Amar, Akbar, Anthony*; *Bombay*; *Salaam Bombay!*; and *Dilwale Dulhania Le Jayenge*, we will consider the conventions and genres of “Bollywood” films and how filmmakers have worked with or against these conventions. In imagining India, how do these films represent and negotiate not only issues of class, gender, and religion, but also India’s vast and diverse rural landscapes and modern cityscapes? What visual and narrative strategies have these filmmakers employed? We will also explore how certain films might appeal both to audiences within India and to the growing communities of South Asians around the world. Students will write four 3- to 5-page papers.

No prerequisites. *Enrollment limit* 15.

BECKER

**ARTH 19 Theorizing the Image (Same as English 19 and Philosophy 19)**

(See under English for full description.)

**ARTH 31 Senior Thesis**

To be taken by students registered for ArH 493, 494.

**ARTH 33 Honors Independent Study**

To be taken by candidates for honors by the independent study route.

## ART STUDIO

**ARTS 10 Designing and Modeling Geometric Shapes (Same as Mathematics 10)**

(See under Mathematics for full description.)

**ARTS 11 Cartooning**

In this course we will examine the work of some of the great magazine cartoonists of the last fifty years to understand the ways they employ drawing and writing together to create humor. We will discuss how the notion of what’s funny has changed over time, and how cartoons reflect and illuminate social trends and concerns. In addition, students will make their own cartoons. They will explore various strategies to jumpstart the comic imagination in the search for ideas. They will work towards developing a personal comic drawing and writing style. Various media, from pen and ink, to drawing on the computer, will be explored. Although this course will mainly focus on the New Yorker style magazine cartoon, it is open to students who are interested in other kinds of cartoons.

Evaluation will be based on completed class projects and homework.

Beginners as well as more experienced artists are welcome. *Enrollment limit:* 12.

Cost to student: \$100.

Meeting time: TBA.

DAVID SIPRESS '68 (Instructor)  
GLIER (Sponsor)

David Sipress graduated from Williams in 1968 and attended the master’s program in Soviet Studies at Harvard University before leaving to pursue a career as a cartoonist. His cartoons appear regularly in the *New Yorker*, as well as many other publications. They have been a weekly feature in the *Boston Phoenix* for over thirty years. Sipress is the author of eight books of cartoons and the producer and host of “Conversations with Cartoonists.” He lives in Brooklyn, New York.

**ARTS 12 Fort Building!**

Where do we dwell? Have you ever slept in a snow cave or an indoor fort? In this studio workshop course we will work together to build individual dwellings large enough to accommodate sleeping and eating. Students will have the option of building in the studio or choose sites specific to their work such as a snow-covered grass plot or dorm room. For background we will look to ancient dwellings, portable tents, and cave structures. We will then discuss the origins of installation in contemporary art such as Schwitters’s *Merzbau*, Jonathan Borofsky, Judy Pfaff, Sarah Sze, Anish Kapoor, Ernesto Neto, Jessica Stockholder, Frank Gehry, Thomas Hirschhorn and Will Aslop. The course will culminate with a dwelling festival and documentation. Come with energy to build, clothing appropriate to your site and a sketchbook.

Requirements: reading, attendance, participation in class and final fort festival.

Prerequisites: Come ready to build! *Enrollment limit:* 10.

Cost to student: approximately \$75 for materials kit and \$10 for reading packet.

Meeting time: mornings. Expect to spend at least 20 hours a week on the course.

K. TAYLOR (Instructor)  
PODMORE (Sponsor)

## Winter Study Program

### ARTS 13 Documentary Video Production (Same as English 13)

(See under English for full description.)

### ARTS 14 Secret Diaries and Parallel Homework: Video Production

This course will combine visual analysis, personal essay, performance, and video production. What is left out on my class papers with written text? How does my eloquence simplify what I needed to say? Why did I not get an A (and why did I get an A)? The University is a miniature city of a certain age group where they begin to shape their frameworks to view the world and to be involved in one. However, the learned criticism is generally only allowed within the boundaries of the subject issued by the class, and the form of the presentation is often limited to alphabetical and numeral text that has its inherent logical structure. When do I begin to criticize this very structure? With what other tools can I write a parallel storyline to our usual analysis? Out of various available tools, this course will concentrate on video as another language tool to rewrite what we have written, re-say what we have said, and re-view what have viewed: re-formulate scholarly lives.

Class time will be divided into film viewing, student presentations, and discussion. The students are expected to choose one paper written for other classes at Williams and then make an alternative or parallel story using video or other media after discussing with the instructor.

Evaluation will be based on attendance, participation and on the basis of the created work and its evolution. Everybody must attend the final presentation. Much of the individual work will be created independently. Class time will be divided among viewing referential works, student presentation, and discussions. We will overview the works by Diderot's Rameau's *Nephew* and *Correspondence between Antonin Artaud and an literary critic Jacques Riviere*; Kittler's *Gramophone, Film, and Typewriter*; Marguerite Duras's *War*; Paul Virilio's *War and Cinema*; Jean Painlevé's science documentary; Kim ki-duk's *Binjip* (a.k.a. *3-Iron*); Joe Gibbon's *Living in the World*; Lars von Trier's *Five Obstructions*; Roberto Bolano's *By Night in Chile*.

Prerequisites: Students must have enthusiasm for storytelling. Video experience helpful. Recommended for Juniors and Seniors. *Enrollment limit: 8.*

Cost to student: \$50.

Meeting time: afternoons.

SUNG HWAN KIM (Instructor)

E. GRUDIN (Sponsor)

### ARTS 15 Large-Format Photography

The course is designed to introduce students to studio/view cameras, to processing the sheet-film negatives made in them and to making contact and projection prints. Studio exercises will include careful analysis of camera movements to teach their use and a consideration of lighting techniques; dark room exercises will include the tray development of sheet film, determination of effective film speed and control of contrast through development time.

The subject matter of the photographs produced in the course will not be prescribed; it is limited only by the participants' imagination and the weather in January. Working with subjects of their own choosing, students will be instructed in the principles of traditional photographic image making by producing large-format negatives and translating them into effective black-and-white prints in 4x5 and 8x10 formats.

Each student will be expected to make exhibition-quality prints, which may be enlargements or contact prints from 4x5 negatives, or contract prints from 8x10 negatives. The prints will be exhibited in a group show at the end of Winter Study.

Evaluation will be based on commitment to the course, participation in discussion sessions and the quality of the prints. Class will meet as a group for a minimum of six hours a week for lectures, demonstrations in the dark room and studio and crits. In addition to this time, students will be expected to spend at least 20 hours a week in the darkroom working individually, under the supervision of the course instructor and the photography technician. There are no prerequisites for the course, although some experience with a camera and dark room work would be an advantage. *Enrollment limit: 10.*

Cost to student: \$150 lab fee to cover the cost of film, paper and chemicals.

Meeting time: TBA.

RALPH LIEBERMAN (Instructor)

LALEIAN (Sponsor)

Ralph Lieberman is an art historian and photographer who lives in Williamstown. He has a Ph.D. from the Institute of Fine Arts. His photographs have appeared in many publications and are to be found in major American and European art historical study collections.

### ARTS 18 A House in a Box

This is a home design course. Each student will design a house to be built within a 6-meter cube (20 feet). There will be several exercises in which the students will present solutions restricted to the 6 meter limits as well as solutions which could use limited outward expansions for balconies, bay windows or actual second floor room enlargements.

The students will design the entire living space, including all furniture (volume, size, functionality). The main design purpose is to get away from the limitations of floor plan/two-dimensional-projection approach to design. The conception of the living spaces will focus on multi-level occupancy, highly ergonomic built-in furniture and differences of ceiling heights. Special emphasis will be given to tri-dimensional layer-occupancy design, as it is done in airplane restrooms (and customarily in product design, as can be seen inside the CPU cabinet of a personal computer).

Due to the familiarity of the themes involved (living in enclosed spaces, personal spatial needs, human behavior) and to specific exercises, the students will develop their own data sheets with information on human dimensions, furniture sizes, hand reaching curves, shelving heights.

## Winter Study Program

Final presentation will be a 1:20 scale model of the house, assembled in such a way as to permit internal viewing. Drawings, sketches and partial (cut) models can also be included.

No prerequisites, although previous studio training and personal drawing talent will help students in the class.

*Enrollment limit: 15.*

Cost to student: lab fee to cover the cost of materials.

Meeting time: TBA, six hours per week.

RAUL NOBRE MARTINS (Instructor)  
GLIER (Sponsor)

Raul Martins is a Brazilian architect. His graduate studies in Computer Science are in an effort to bring computer technology into architecture. As an architect he has worked on high-density low-rise, low-income complexes and is presently working in new housing development—both as an architect and a developer. His other interests include urban policy and architecture history and preservation.

### **ARTS 25 Art, Culture, and Spanish in Oaxaca, Mexico (Same as Spanish 25)**

The city of Oaxaca is a unique place where age-old dialects, traditional art practices and religious customs coexist side by side with contemporary life. Living and studying in Oaxaca, Mexico will provide students with the opportunity to experience the richness of culture that Oaxaca has to offer. This course is designed as an exploration of Mexican culture and is centered on the teaching and enhancement of Spanish, as well as, daily practical studio components in the making of art. Specifically, it will be organized with morning Spanish classes, afternoon art studio classes, (focusing on drawing, sculpture and collage), as well as frequent excursions to view museums, artist's studios, archaeological sites, galleries and cinema. The hope is, that immersion into a culture so vastly different from our own can have a profound and lasting effect on one's perspective with regards to life, culture and art. Students will live with a Mexican family in Oaxaca, providing a greater opportunity to practice Spanish and gain a deeper understanding of Mexican life.

Prerequisites : at least one introductory course in Spanish and ArtS 100 or permission of instructor. *Enrollment limit : 12. Not open to first-year students.*

Cost to student: approximately \$2,056.

Itinerary: Meet in Williamstown prior to Winter Study to provide information and prepare students about what to expect and what to bring. Spend Winter study period in Oaxaca, creating art, enhancing Spanish abilities and exploring and discussing Mexican culture.

PODMORE and PAULINA SALAS-SCHOOFIELD

Paulina Salas-Schoofield is resident of Oaxaca, Mexico. During the past 8 years she has taught courses on Mexican Culture and Spanish Language at the Language Centre of the Benito Juarez University and Instituto Cultural Oaxaca. Paulina Salas-Schoofield studied art history in Mexico City and film studies at Edinburgh University.

### **ARTS 33 Honors Independent Project**

Independent study to be taken by candidates for honors in Art Studio.

## ASIAN STUDIES

### **ASST 13 The Art of War (Same as Political Science 13)**

(See under Political Science for full description.)

### **ASST 25 Politics of the Korean Peninsula (Same as Political Science 25)**

(See under Political Science for full description.)

### **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 On Foreign Language Learning (same as Linguistics 10)**

This course is designed to provide a basic understanding of second language development by exploring some key concepts in theories of second language acquisition, including competence vs. performance, intake vs. output, interlanguage, and learner variables. Such understanding will enable students to reflect upon their own learning strategies in order to effectively attain proficiency in a second language. Although issues to be covered in this course are selected with second language learning in mind, all of the issues are equally relevant to second language teaching. Accordingly, this course should be of interest to those who wish to gain knowledge in second language acquisition in general, those who wish to improve their learning skills in a particular language, and those who are considering a career in teaching foreign languages.

Evaluation will be based on active class participation, successful completion of mini-presentations, and an individual project.

No prerequisites. *Enrollment limit: 12.*

Cost to student: one Xerox packet.

Meeting time: afternoons, three two-hour sessions per week.

C. CHANG



## Winter Study Program

### CHIN 11 Old Shanghai, New Shanghai

Once referred to as “Paris of the East,” Shanghai has been considered as the industrial, commercial, and financial center of contemporary China. For historians, Shanghai marked the beginning of Chinese modernity and urban culture. More recently, Dana Janklowics-Mann and Amir Mann’s award-winning documentary revealed Shanghai to be a “ghetto”/“paradise” for Jews fleeing Nazi persecutions in the 1930s. But for the local people, there have always been two Shanghai: the old and the new. In this class we will study the city and people of Shanghai from various angles. We will look at the city’s history, local culture, local dialect, and the everyday life of ordinary people living in it, including their aspirations and discontent, as well as foreigners’ life experiences in the city. We will compare a “real” Shanghai and an “imagined” one, and examine the ideas of “modernity” and “local identity” through explorations in historical studies, essays, novels, and films about the city. This class requires no knowledge of Chinese; the language of instruction will be English.

Evaluation will be based on class preparation and participation, a presentation, and a final project based on the topics covered in class. We will meet as a group an average of six hours per week, with allowances made for one-on-one sessions to develop final projects. Students will be expected to do readings before class and to come to a few film showings outside the regular class hours.

No prerequisites. *Enrollment limit:* 12.

Cost to student: approximately \$75 for books.

Meeting time: Monday, Wednesday, Friday from 10-noon.

YU

### CHIN 12 Traditional Yang-style Taiji

This course provides an introduction to the history, theory, practice, and application of traditional Yang-style Taiji (Tai Chi). Students will undergo intensive training in this beautiful form as well as learn its place in Chinese history, culture, and medicine. Daily practice outside of class using step-by-step video instruction will be required in order to complete the learning process within the month. We will discuss the origins of Taiji more than 2000 years ago during the Chun Qiu Period and make some contrasts and comparisons between that time in China and America today. The principles of Yin and Yang and how they apply to the practice of Taiji will also be addressed. Students will learn the twelve major energy channels and how energy moves through them. Charts will be provided with the English and Chinese names of each of the 108 forms in traditional Yang-style Taiji. Required readings will include *The Father's Suggestions For The Child* (Yen Shi Jia Shun).

Evaluation will be based on attendance and active participation, a practical test on the Taiji form, and two short papers.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$50 for videotapes and Xerox packet.

Meeting time: three two-hour sessions per week afternoons from 2-4.

ZHONG-HUA LU (Instructor)

C. KUBLER (Sponsor)

Zhong-hua Lu is a Taiji and Qigong master and watercolor artist who lives on a wilderness farm in Cropseyville, New York. He has taught Taiji, Qigong, and Kung Fu at various institutions in New York and Massachusetts.

### CHIN 13 Theory and Practice of Chinese Cooking

Much more than in the U.S., in China people are always talking about food; as the Chinese saying has it, *min yi shi wei tian* ‘the people consider eating as heaven’. This hands-on course will foster an appreciation of the historical and cultural background of Chinese cooking, as well as the development of practical skills in preparing a variety of dishes. Chinese cuisine is inherently healthful because of its reliance on vegetables, vegetable oils, steaming, stir-frying, and fat-free condiments. To the extent possible, we will use locally available ingredients (organic if possible) to cook authentic Chinese food, primarily Chinese home cooking. Since climate has had a huge impact on availability of ingredients, the course includes an introduction to the four primary regions, or schools, of Chinese cooking—Northern, Eastern, Western, and Southern. While we will cook most dishes together, every student will have the opportunity to make at least one dish independently.

Evaluation will be based on class participation, a final project involving the creation and cooking of original recipes, and a 10-page paper.

No prerequisites. *Enrollment limit:* 8. *In case of overenrollment, Chinese and Asian Studies majors will receive preference, then seniors and juniors, then others.*

Cost to student: approximately \$75 for Xerox packet and materials.

Meeting time: two three-hour sessions per week afternoons from 1-3:50.

JERLING KUBLER (Instructor)

C. KUBLER (Sponsor)

Jerling Kubler has taught Chinese language and culture at various schools in the U.S. and overseas including Williams College, where she has served for three semesters as Visiting Lecturer in Chinese.

### CHIN 25 Study Tour to Taiwan

Interested in learning first-hand about Chinese and Taiwanese culture and becoming acquainted with the so-called Taiwan (economic and political) “miracle”? Want to improve your knowledge of Mandarin, the world’s most widely spoken language? Then join us on this 24-day study tour to Taiwan, Republic of China. We’ll spend the first two and a half weeks in Taipei, the capital city, where three hours of Mandarin language classes will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class each day, we’ll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration of the city. During the last week, we’ll conduct a seven-day tour of central and southern Taiwan. Two orientation sessions will be conducted on campus in



## Winter Study Program

the fall to help participants prepare for their experience.

Evaluation will be based on satisfactory completion of the language course and active participation in the other scheduled activities.

Prerequisite: one year of Chinese or permission of the instructor. *Enrollment limit: 15. Not open to first-year students.*

Cost to student: \$2000. (Includes round-trip air fare from New York City, tuition, textbooks, accommodations, weekday lunches, local excursions, and tour of central and southern Taiwan; does not include breakfasts, dinners, and weekend lunches while in Taipei, estimated at \$300, or incidental expenses. Participants should note that, to enhance learning and to stay within budget, accommodations and most meals will be local student-not foreign tourist-standard.)

C. KUBLER

### 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.

LANGUAGE FELLOWS

### JAPN 11 Introduction to Language Acquisition (Same as Linguistics 11)

This course examines how children learn their first language. We will focus on the stages children go through, and how they use language as they learn. The basic issues, methods, and research in the study of first-language acquisition are discussed.

Evaluation will be based on attendance, class participation, one class presentation, and a 10-page research paper on selected issues in language acquisition. We will meet three times a week for two-hour sessions with extra screenings of films on language development.

No prerequisites. *Enrollment limit: 15.*

Cost to student: about \$40 for books and printed materials.

Meeting time: three two-hour sessions per week mornings from 10-noon.

YAMAMOTO

### JAPN 31 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

## ASTRONOMY

### ASTR 25 American Planetariums, Public Outreach, and Astronomy Education

The installation of the new Zeiss optomechanical planetarium projector in our Old Hopkins Observatory in 2005, and the installation of a smaller digital planetarium system, is leading to greatly enhanced capability for instruction and public outreach. During January 2007, we will visit several of the major planetariums in the United States and consider the equipment capabilities of optomechanical and digital projectors as well as the educational level of the content as presented for students and for the general public. We will meet with the directors of all facilities. In Massachusetts, we will visit the planetariums at home and in Boston. In Seattle, we will benefit from the joint American Astronomical Society/American Association of Physics Teachers meeting of January 7-11 while also visiting the Pacific Science Center. In Los Angeles, we will be among the first to visit the newly re-opened Griffith Observatory and Planetarium after its 5-year rebuild and the installation of its new Zeiss projector. In New York, we will visit the Rose Center for Earth and Space in its architectural wonder of a glass enclosure surrounding its Hayden Sphere that contains its Zeiss IX. We will compare with our own Zeiss Skymaster ZKP3/B projector on the Williams campus.

Students will be expected to participate in all activities, to write 5-page papers about each site, and to write a concluding 10-page paper comparing the facilities and capabilities.

No prerequisites. *Enrollment limit: 10. Not open to first-year students.*

Cost to student: \$2730.

PASACHOFF

### ASTR 31 Senior Research

To be taken by students registered for Astronomy 493, 494.

## ASTROPHYSICS

### ASPH 31 Senior Research

To be taken by students registered for Astrophysics 493, 494.

## BIOLOGY

### BIOL 10 Electron Microscopy

Students will undertake an independent project to investigate a topic of their choice using the transmission and scanning electron microscopes. They will do their own sample preparation, operate the two electron micro-

### Winter Study Program

scopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?)

There will be brief reading assignments, a guest speaker and a 10-page paper with 8 well-focused micrographs required.

No prerequisites. *Enrollment limit: 8. No preference given.*

Cost to student: \$40 for text and readings.

Meeting time: afternoons. Class will meet for two hours, three times a week, plus scope time.

NANCY PIATCZYC (Instructor)

ALTSCHULER (Sponsor)

Nancy Piatcyc received her B.S. in Biology from Tufts University. She attended the school of Electron Microscopy in Albany, NY. She is a trained electron microscopist who operates and maintains the electron microscope facility at Williams.

#### **BIOL 11 Curing Health Care (Same as Economics 28)**

For the past several years increases in U.S. health care costs have significantly outpaced both inflation and personal income growth. In 2006, the U.S. government will spend nearly a trillion dollars on health care—one-seventh of the overall budget. Experts predict that federal health care expenditures will need to double over the next decade to cope with the unprecedented demand on health care created by the graying “baby boomer” generation. Major American employers such as GM are cutting their employee’s health care benefits in order to become profitable. On a per capita basis, a major reduction in funds available for health care seems inevitable. The reduction of health care costs will create difficult questions. For example, Are all Americans entitled to the same expenditures?; Should drug company profits be regulated?

This course will give students the opportunity to look at health care from various points of view, including economic, medical, social, ethical, and legal perspectives. We will consider recent legislation that brings the state of Massachusetts to the forefront of the debate on universal health care coverage. Students will be asked to propose the best strategies for financing health care and to predict the positive and negative impacts of those strategies. Students will have several opportunities to interview experts and to express their own views.

Evaluation will be based on classroom participation, performance in semi-formal team debates, and a 10-page position paper due at the end of the term.

No prerequisites. *Enrollment open to all but limited to 24.*

Cost to student: none.

Meeting time: 10-noon, Monday, Wednesday, Friday.

JEFFREY THOMAS (Instructor)

ALTSCHULER (Sponsor)

Jeffrey Thomas received his M.D. and Ph.D. from Indiana University. He has nearly fifteen years of experience in the biotechnology and pharmaceutical industry where his research has focused on genetics, genomics, computational biology, and drug discovery. Several guests will also lend their expertise to the discussion, including a family coping with a chronic disease, Berkshire are physicians, a hospital administrator, an attorney, and an advocate for universal health care.

#### **BIOL 12 Of Lice and Men: Insects, Disease, and History**

Insect-borne diseases have been extremely important throughout human history. In this class we will explore the biology of a number of important pathogens and their arthropod vectors, and discuss their effects on humanity from prehistory to the present. We will study the biological factors that make these diseases so problematic, discuss historical and current approaches for controlling them, and explore the potential of the new field of genomics for understanding and combating them. Additional topics for discussion will include: the importance of economics, land use, and climate change to insect-borne diseases. Some disease systems that will be studied are: Malaria—the mosquito-vectored disease that kills over a million children and infants per year in African alone; Plague—vectored from rats by fleas, responsible for the Black Death of the 14th Century that killed up to a third of the human population worldwide; Typhus Fever—louse-borne disease that in many wars caused more death than the battles did; Leishmaniasis—the cutaneous form, vectored by sand fleas, is currently a problem for soldiers in Iraq and Afghanistan.

Students will gain experience with several techniques used in the diagnosis and study of insect-borne diseases, as well as observe specimens of disease vectors and pathogens.

The final meeting of the class will be a symposium in which students will present on a topic of their choice related to insect-borne disease.

Evaluation will be based on attendance, participation, a 10-page paper, and the final presentation.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$25 for books.

Meeting time: mornings, six hours per week.

ARAM STUMP (Instructor)

ALTSCHULER (Sponsor)

Aram Stump will be the post-doctoral teaching/research fellow in the BiGP Program in 2006-2007 and is doing collaborative research with Biology faculty.

#### **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 Wil-

## Winter Study Program

liams in order to provide them with a broader sense of what it is like to work in a professional scientific setting. Students will work with a Williams professor to locate a mentor at a work site in the United States in the student's area of interest. Once a student has arranged for a mentored hands-on experience for three weeks of Winter Study, he or she will prepare for the internship by reading literature related to the project, and discuss the readings with a professor 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.

Transportation to and from work site will be covered as well as housing. Temporary, three-week housing may be difficult to arrange at various locations, so choosing a work site close to home may be necessary to minimize housing costs.

Evaluation will be based on a 10-page paper and a presentation to a relevant department or program on the goals and accomplishments of the three-week project.

Strong interest, enthusiasm and willingness to plan and prepare for the internship are required for this course. Interested students are encouraged to email Professor Raymond ([wraymond@williams.edu](mailto:wraymond@williams.edu)) well in advance of WSP registration.

Prerequisite: two semesters of relevant course work in science and/or mathematics. *Enrollment limit: 10.*

Cost to student: varies, depending upon costs of travel to work site and housing.

RAYMOND

### **BIOL 22 Introduction to Biological Research**

An experimental research project will be carried out under the supervision of Biology Department faculty. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores. Interested students must submit an application form available on the Biology Department webpage: <http://www.williams.edu/Biology/Research/Winter/022Application/022application.shtml>.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: mornings.

STAFF

### **BIOL 31 Senior Thesis**

To be taken by students registered for Biology 493, 494.

## CHEMISTRY

### **CHEM 11 Science for Kids (Same as Special 11)**

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 20, 21) 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.*

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 20, 21) and attendance from 9 a.m. to 3 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

BINGEMANN and RICHARDSON

### **CHEM 12 Epidemiology: What Is an Epidemic? How Are They Investigated and Solved?**

The biological world is ever changing, and human populations are subject to the variability of biological, chemical, and physical agents. It has been said that the job description of a virus/bacterium is to "infect, multiply, and move on to another host." The word epidemiology comes from the Greek, essentially meaning "the logic of that which is upon the people." Although physicians at the time of Hippocrates were pre-occupied by outbreaks of infectious diseases, in the 20th Century, epidemiology has moved on to embrace the study of epidemics of chronic disease, nutritional conditions, occupational exposures and their outcomes, etc. The object of this study is prevention of conditions that potentially can affect large numbers and classes of people. With the addition of modern statistical concepts, epidemiology has made important contributions as to how hypotheses about health and disease are evaluated. In a highly interactive environment, and relaying on small group analysis and class presentation, students review the history of epidemiology through actual epidemic investigations in the field, as well as classic papers in the health literature. Students learn how epidemics are investigated and how to begin to evaluate the quality and reliability of studies in the health literature. Throughout, we concentrate on the logic of the epidemic investigation and the preventive policies/actions that flow from that analysis, and not on obscure facts or highly specialized knowledge.

Evaluation is based on the written epidemic analyses and class presentations, and a short written critique of an

## Winter Study Program

article in the health literature on a subject of personal interest.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$150 for books and materials for analysis.

Meeting time: afternoons, three days per week, for approximately six hours per week. There may be some evening meetings, depending on the schedules of visiting instructors.

NICHOLAS H. WRIGHT '57 (Instructor)  
L. PARK (Sponsor)

Dr. Nicholas H. Wright (Williams Class of 1957) is a medical epidemiologist with a longstanding interest in international health issues. He lives in Williamstown.

### CHEM 13 Principles and Techniques of Cooking (Same as Special 13)

In this course we consider the practice and pursuit of food and its preparation. Students study the hands-on aspects of specific techniques, as well as explore a variety of more specialized ingredients central to various world cuisines. Classes involve discussion of specific techniques and ingredients, followed by the preparation of full menus designed to illustrate variations on those themes. We consider the specific elements of a recipe, from ingredients to techniques, why each is included and how each works. For instance, a menu might focus on different types of pastas, and would include a discussion on why different pastas are paired with specific sauces based on shapes and textures, how specific dishes have evolved, and how similar culinary concepts are represented in the cuisines of other cultures. The course may include visits to/by local purveyors and producers such as grocers, butchers, affineurs, and bakers. In addition, the course culminates in a day-long trip to New York's Chinatown and other neighborhoods to explore Asian markets and specialized food purveyors. Finally, we introduce you to the world of food writing, with a number of short works that consider very different aspects of food and cooking: the emotive power of familiar foods, the chemical transformations that occur within a cooking process, the symbolism associated with certain foods, and the cultural history of specific dishes. Readings may include authors such as Brillat-Savarin, Colwin, Fisher, Kennedy, McGee, and Simeti. Students are expected to be generally comfortable working in a kitchen, though prior extensive experience is not expected. The only requirements are an open mind, an adventurous palate, and a true interest in learning something about food, its preparation, and the different ways in which it is viewed. Students are expected to provide their own chef's knife, apron, cutting board, and dishtowel; they should be willing to get messy, work hard, and eat well!

Attendance at all classes for the entire class period is absolutely mandatory, and evaluation is based on performance in the kitchen, as well as on a final written assignment; this may be a 10-page research paper on the history of a particular ingredient, on the role of food in a specific culture, or a thoughtful analysis of a memorable meal or other food-related experience.

No prerequisites. *Enrollment limit 22. Preference is given to sophomores, juniors and those students who clearly indicate their interest in hardcopy form to Professor Park.*

Cost to student: \$275-\$300, which will cover all supplies (you will get to eat all the meals you prepare) as well help defer the cost of the field trip(s).

Meeting time: Tuesday, Wednesday, Thursday, 8:30 a.m.-1:30 p.m., in the Fort Hoosac kitchen (on campus).  
L. PARK and ANGELA CARDINALI (Instructors)

Park is a professor in the chemistry department as well as a graduate of the Professional Technical Program at the Peter Kump's Cooking School in NYC (now the Institute for Culinary Education); her training and expertise are in the areas of classical French technique and various Asian cuisines. Cardinali is the editor of several cookbooks, and her expertise is in the area of Italian cuisine.

### CHEM 14 Alternative Photographic Processes

The most widely known process in photography is the one based on silver halide chemistry. However, alternative processes such as the Cyano, Ambro and Platino types which use iron, chromium or platinum compounds as sensitizing agents, are known, but these have not been commercialized. In addition to producing images with unique artistic appeal, each of these processes provides ample opportunities to learn about interesting chemical reactions and physical phenomena. This course introduces some of the alternative photographic processes and shows students how to apply them to make their own prints using chemicals that they prepare themselves. Some aspects of the silver halide process will also be covered. To satisfy the curious, the course attempts to explain the underlying mechanisms of each process covered at the molecular level using a largely qualitative approach, supported with demonstrations and experiments. The first 45 minutes or so of a typical meeting in this course is used to introduce and discuss a topic pertaining to the historic background or the chemical principles of a given process. The remaining time of the meeting is used for hands on experience in preparing solutions and making prints. Evaluation is based on attendance, class participation, and the artistic and technical quality of the prints made by students. The prints will be exhibited on the last day of the course.

No prerequisites. *Enrollment limit: 10. Preference is given to sophomores and juniors.*

Cost to student: \$90 for supplies and printed material.

Meeting time: mornings, three times a week (Monday, Wednesday, Thursday from 10-noon). One or two meetings will be held at a museum.

HASANAYN

### CHEM 15 "You Are Not Listening!"—Exploring Interpersonal Conflict (Same as Leadership Studies 15 and Special 15)

The aim of this course is to equip you with communication and leadership skills to navigate interpersonal conflicts in a productive manner, whether you find yourself in an uncomfortable situation in professional settings or in relationships with family members or friends. We discuss models of conflict resolution and examine the structures of these commonly difficult conversations using examples from our own experiences. Through role-plays, we practice communication skills important to productive dialogue, learn how to listen for and interpret the sig-

## Winter Study Program

nificance of what is said and not said. We also explore how our own immediate reactions may get in the way of achieving what we really want. By analyzing the underlying reasons for disputes from different perspectives, we look to create outcomes that serve our interests and address the needs of our adversaries. We experiment with stepping into active leadership in conflicts for the sake of creating the types of relationships we want to have. Though the focus is on interpersonal conflict, the mediation skills taught in this class are an asset in many negotiation settings, including the future workplace. The class format is largely group discussions and activities such as role-plays in which you will practice conflict resolution and mediation techniques.

Evaluation is based on preparation and participation in class discussions and activities, homework exercises, including the keeping of a conflict journal, and a final 10-page paper. Attendance of all classes is expected.

No prerequisites. Students should be genuinely interested in learning how to create personal growth from conflicts. The topics of the class and the nature of experiential exercises and follow-up discussions call for some level of self-disclosure and sharing of personal experiences of conflict. Every participant will be asked to keep the content and details of shared personal experiences confidential. *Enrollment limit: 18.*

Cost to student: approximately \$40 for books and photocopying.

Meeting time: Tuesday and Thursday, 10 a.m.-1 p.m.

CHRISTOPHER GOH (Instructor)  
L. PARK (Sponsor)

Dr. Christopher Goh is a life and leadership coach, and currently also has a part-time position at the Williams Outing Club, facilitating ropes course programs and contributing to the organization of WOOLF. He was trained as a volunteer community mediator at Foothill College, Mountain View, CA, and through Community Boards in San Francisco, CA. He has completed the life coaching core curriculum and the year-long leadership program at the Coaches Training Institute, San Rafael, CA. Before pursuing his current career, Dr. Goh worked as a senior researcher for a materials research company in Silicon Valley. He has a Ph.D. in Chemistry from Harvard University, and has co-authored multiple journal articles and patents.

### CHEM 17 Introduction to Research in Archaeological Science

An independent experimental project in archaeological science is carried out in collaboration with Dr. Skinner whose research involves two types of studies: dating fossil material and establishing the sources of ancient artifacts.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in a faculty research lab, interested students must consult Dr. Skinner and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

ANNE SKINNER (Instructor)  
L. PARK (Sponsor)

Anne Skinner is a Senior Lecturer in Chemistry at Williams.

### CHEM 18 Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, DNA structure and repair, and the molecular basis of gene regulation.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

GEHRING, LOVETT

### CHEM 20 Introduction to Research in Inorganic Chemistry

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include the study of transition metals in biological systems (enzymes, proteins), and as building blocks for new materials with interesting electronic (magnetic, conducting) and optical properties. Students working in this area will gain expertise in the synthesis of new compounds and their characterization by modern spectroscopic techniques.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

HASANAYN, L. PARK



## Winter Study Program

### CHEM 23 Introduction to Research in Organic Chemistry

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department with expertise in organic chemistry. One representative project involves isolation of the bioactive constituents of Southeast Asian dart poisons from their natural sources and the elucidation of their three-dimensional structures. Another line of investigation probes new and efficient methods for the creation of molecules of medicinal interest. Some targets include the kavalactones—the active principles of the herbal extract KAVA KAVA which is promoted as an alternative anti-anxiety remedy, and octalactin A—an interesting 8-membered ring compound isolated from marine microorganisms that has shown significant toxicity toward human cancer cells.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

GOH, MARKGRAF

J. Hodge Markgraf, Professor of Chemistry *emeritus*, taught organic chemistry at Williams for four decades. He has previously taught a WSP course on the science of chocolate and combinatorial chemistry.

### CHEM 24 Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and experimental studies of the oxidation of sulfur dioxide on atmospheric aerosols.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

PEACOCK-LOPEZ

### CHEM 31 Senior Research and Thesis

To be taken by students registered for Chemistry 493, 494.

## CLASSICS

### CLAS 11 Horace in English (Same as Comparative Literature 11 and English 27)

Although the totality of his life's work amounts to one short volume of verse, the Latin poet Horace (65-8 B. C. E.) is regularly counted among the world's greatest poets. And yet Horace, though repeatedly translated into English, is far less familiar to most readers than is his close friend, the poet Vergil—and far less accessible. For while the plot and structure of an epic like the *Aeneid* remain largely unscathed when the poem is translated, so much of Horace's uniqueness lies in the inventive ways in which he uses language that much—even most—of his wit, power, and complexity often disappears in translation.

In this class, which is designed for students with little or no background in Latin, we'll try to scale this barrier by complementing our reading of Horace's poems in translation (indeed, in numerous translations) with frequent reference to the Latin originals. Even readers who do not know Latin can learn a great deal about Horace by looking at his choice and placement of words, by understanding something of the resonance of key words and phrases, by reading his verse in its original meters, and—not least—by trying to compose one's own translations and imitations. Although our focus will be on Horace's great lyric collection, *Odes 1-3*, his counterpart to Vergil's *Aeneid*, we'll also read widely in his early and late lyric collections, *Epodes* and *Odes 4*, and in his Satires and Epistles (including the famous *Ars Poetica*). As part of our effort to meet Horace on his own terms (and turf!), we'll spend some time locating him against both his Greek poetic forbears and the historical backdrop of Augustan Rome. Among versions of Horace we'll read will be translations and imitations by Sidney, Jonson, Milton, Dryden, Swift, Pope, Wordsworth, Tennyson, Pound, Pinsky, Heamus, and David Ferry.

Evaluation will be based on participation and attendance, preparation of several short response papers and a longer oral report, and a final paper of at least ten pages. Although this final project may be a critical or analytical study, it may also consist of a series of the student's own annotated translations, versions, or imitations.

The course will be open to students from all classes, without prerequisite. *Enrollment limit: 12.*

Cost to student: approximately \$80 (for books and course packet).

Meeting time: three 2 1/2 hour meetings per week, probably 1-3:30 p.m., Tuesday, Wednesday, Thursday.

PORTER

### CLAS 12 The History of Words

This course will explore the fascinating history of words from a variety of linguistic and cultural perspectives. We will examine the methods and tools of etymological research and apply them to several fields of study, including historical phonology and morphology, alphabets and other writing systems, dictionaries, dialectal studies, slang and jargon, personal names, geographic names, word puzzles, and more. We will also consider the role of literary, social, and political forces in shaping the development of languages and even individual lexical items.



## Winter Study Program

Our goal throughout will be to gain familiarity with a broad range of issues concerning the internal and external history of words.

Evaluation will be based on class participation, several short writing assignments, and one longer research project.

No prerequisites. *Enrollment limit:* 15.

Cost to student: approximately \$30.

Meeting time: mornings.

DEKEL

### **CLAS 25 Singing on the Tiber: Performance and History in Rome (Same as Music 25)**

(See under Music for full description.)

HOPPIN

### **CLAS 31 Senior Thesis**

May be taken by students registered for Classics 493, 494.

## COGNITIVE SCIENCE

### **COGS 14 Cognition in Autism Spectrum Disorders (Same as Psychology 14)**

(See under Psychology for full description.)

### **COGS 31 Senior Thesis**

May be taken by students registered for Cognitive Science 494.

## COMPARATIVE LITERATURE

### **COMP 11 Horace in English (Same as Classics 11 and English 27)**

(See under Classics for full description.)

### **COMP 12 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as English 29, INTR 12 and Special 22)**

Whether dealing in the realms of public life, commerce, or academe, the speaker who can clearly and cogently define or defend a policy, product, or theoretical position is usually the most successful.

Depending on the venue and the aim of the speaker, the words might be artful and poetic, cajoling and competitive, formally read from the page or seemingly delivered impromptu. This course will briefly examine some of the classic styles of discourse ranging from Ancient Greece to Madison Avenue. Students will make visits to a variety of venues that employ a special style of professional discourse (TV and radio stations, Albany and Boston State Houses) and learn a range of methods and techniques for practicing the basics of effective spoken communication. The practical intent of the course is for participants to develop confident, cogent, and dynamic presentation styles, to reinforce tight organizational focus and relaxed, natural delivery, and to develop creative approaches to speaking in front of a group. The course will guide participants through the presentation process from conception, outlining, and devising the message, to development of visual aids, message delivery, and handling question and answer sessions. Methods employed will include vigorous pursuit of improvisational theater techniques and vocal training. Participants will deliver brief presentations at each session, and receive intensive personal coaching and a videotaped record of their personal progress.

The final project will be a presentation delivered at a public forum.

Evaluation will be based on active participation in the class, a written evaluation of a public presentation the student has attended, and successful completion of mini-presentations during Winter Study and the final presentation at the end of term.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$25-\$45 for course materials.

Meeting time: three meetings of two hours each in the mornings per week and 2-3 field trips outside of Williams-town.

PETER BUBRISKI (Instructor)  
NEWMAN (Sponsor)

Peter Bubriski has been coaching leaders in communication skills for twelve years. A founding partner of the Cambridge-based communications consulting firm of B&B Associates, where he has been designing and leading workshops in presentation skills since 1991, he also leads courses in Coaching, Mentoring and Collaborative Communication at Pfizer, Inc., Morgan Stanley and MIT. He has taught at The Boston Conservatory, Rensselaer Polytechnic Institute's Executive MBA Program, and he lectures regularly at Boston University's School of Management.

He is also a professional actor with twenty years of credits in theater, film, and television ranging from ABC's *All My Children* and *The King and I* with Yul Brynner to independent films with Katharine Ross and Tyne Daly and documentary narration with PBS.

### **COMP 13 Modern Arab Cinema (Same as Special 23)**

When was the last time you saw a film from Syria, Morocco or Yemen? This course will explore multiple cinematic treatments of culture and history in the Arab world from the second half of the twentieth century to the present. The films for our course will include different genres (e.g. comedy, drama, documentary) and will reflect different time periods and geographic regions. Among other topics, we will discuss issues related to sexuality, war, gender, class, modernity and Islam in the Arab world. This course will approach the study of Arabic-speaking countries from a cultural and humanistic perspective.

### Winter Study Program

Requirements: one multimedia project.  
No prerequisites. *Enrollment limit:* 25.  
Cost to student: none.  
Meeting time: Tuesday, Wednesday, Thursday, 1-3 p.m.

VARGAS

#### 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 12 Game Design Studio

What makes a game fun? How are new games designed? How do games affect society? Games are cultural artifacts like films, paintings, and songs. They are also mathematical machines with implications in areas as diverse as biology, economics, warfare, dating, and traffic planning. In this course we will explore the art and formal theory of professional game development through readings, in-class discussions, regular game analysis assignments, and a major project.

For the project, you will work in a self-selected group to create and polish a new game (using both craft materials and computers) following the principles discussed in class. Additional course work will include playing a large number of board, computer, card, and role-playing games for appreciation and analysis. These will include titles like *Scrabble*, *Tetris*, *Settlers of Catan*, *Mario Kart*, *DDR*, *Go*, *The Sims*, and *Guitar Hero*.

Game development is cross-disciplinary and non-computer science majors are encouraged to enroll. No previous computer or gaming experience is required.

Requirements: regular short analysis of assigned games. Work on game studio project both in and outside of class.

No prerequisites. *Enrollment limit:* 15.

Cost to student: \$100 for art materials and supplementing the games library.

Meeting time: mornings, three 2 1/2 hour sessions per week.

MCGUIRE

#### CSCI 14 LEGO Robot Engineering

In this course, students will explore the theory and practice behind the construction of autonomous mechanical robots. Working in small teams, students will construct and program robots built from LEGO construction kits, a battery powered microprocessor control board, assorted sensors and motors. 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.

Previous experience with programming is helpful but not required. *Enrollment limit 15. Preference will be based on class year (favoring upperclass students) and the desire to form working groups with similar levels of background knowledge.*

Cost to student: textbook (\$70).

Meeting time: three mornings per week for two hours, with some additional laboratory work expected outside of class hours.

TERESECO

#### 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 11 The Economics of Privacy

Are we being watched? Americans are famously protective of their right to privacy, yet it is estimated that 85% of us can be uniquely identified using only our date of birth, zip code and gender—information that we routinely make available to the public. The degree to which information technology has lowered the cost of data mining would appear to have substantial benefits, such as improved disease diagnosis and the prevention of terrorism, as well as the potential to do great harm (think Big Brother). In this course, we will explore these trade-offs, the design of public policies to protect privacy and the basic statistical techniques used in data mining. Students will be evaluated based on participation in class discussion and a research project in which students will use data-mining techniques to analyze a problem of their choice, write up the results and present their findings to the class at the end of the term.

Requirements: class participation, 10-page paper, and class presentation.

## Winter Study Program

No prerequisites. Familiarity with basic data manipulation (such as entering data and working with formulas) in Microsoft Excel is an advantage. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: three afternoons per week.

CARBONE

### **ECON 12 Malaria**

The World Health Organization (WHO) reports that malaria, a parasitic disease transmitted by mosquitoes, causes over 300 million episodes of “acute illness” and more than one million deaths annually. Most of the deaths occur in poor countries of the tropics, and about 90 percent occur in sub-Saharan Africa. Infants and children account for most of the mortality from malaria; the disease is thought to account for one of every five child deaths in the world.

This course will look at malaria as a disease and analyze its biological origins, its short-run health and economic impacts, and its long run consequences for economic growth. We will look at the economics of prevention, control, and treatment measures—including pesticide spraying, bednets, vaccine and drug development, etc. We will talk about the interplay between intellectual property rights systems (e.g., patents) and the development of drugs and vaccines.

Most class meetings will consist of lectures and discussion. A number of guest speakers will also be invited, including public health and medical experts, as well as economists.

Evaluation will be based on a 10- to 15-page paper addressing some issue related to malaria, along with class attendance, participation, and overall effort. A brief presentation of the paper near the end of Winter Study will be required.

No prerequisites. *Enrollment limit: 15. Preference will be given to those students with some prior interest or experience in this topic.*

Cost to student: approximately \$100 (books and reading packets).

Meeting time: mornings.

GOLLIN

### **ECON 13 Mapping Gotham's History (Same as History 17)**

Mapmaking allows a vivid rendering of economic history, if one has a worthy subject, the right technology, ample data, and a good guide. Students in this course will explore the history of New York City by learning to generate maps illustrating the development of its population, neighborhoods, industries, political constituencies, and commercial and infrastructure links to its hinterlands. The technology and data to be used are those of Geographical Information Systems (GIS) and Global Positioning Systems (GPS). The guide, in addition to the instructor, will be Edwin G. Burrows and Mike Wallace's *Gotham: A History of New York City to 1898* (Oxford, 1999).

Classes in the first two weeks will combine interactive lab training in GIS and GPS, featuring examples from eighteenth and nineteenth-century New York, with discussion of Gotham. Lab work and reading will continue in groups and individually outside of class. The class sessions of the final week and a half will consist of a field trip, project composition, and student presentations. Students will make their way either individually or in small groups to New York City and convene at an evening reception at the Williams Club. The next day they will traverse at least five miles of the City on foot, record observations on the vestiges of its economic history, and track all of their travels with GPS receivers.

Requirements: Upon their return to Williams students will make use of historical GIS, their GPS readings, and personal observations to write and present a 10-page paper on their travels through the City's history.

No prerequisites. *Enrollment limit: 10. If overenrolled, there will be an attempt to balance majors.*

Meeting times: January 3-17, January 22-25: M, W, Th 10-noon. January 18 (Williams Club, NYC): 6-8 p.m. Cost to student: transportation to New York City, accommodations in New York City (\$40 shared room at Williams Club optional), \$25 Williams Club reception fee, and approximately \$20 for text.

MEARDON

### **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 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: none.

Meeting time: mornings.

LEO MCMENIMEN (Instructor)  
BRADBURD (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He recently retired as a professor from the School of Business, Montclair State University.

## Winter Study Program

### ECON 15 Stock Market

Elementary description and analysis of the stock market. Emphasis will be on the roles of the market in our economy, including evaluation of business firms and the success of particular capital investments, allocating savings to different types of investment, and providing liquid and marketable financial investments for individual savers. The course will focus on the description of mechanics of trading on various exchanges and other markets, stock market indexes or “averages” (Dow-Jones, S&P, 500, etc.), how to read the financial news, historical rates of return on stocks and portfolios, role of mutual funds, beta coefficients, and “random walk” theory. The course will also involve a brief introduction to financial reports of firms and analysis of financial ratios.

Each student will participate in discussions, do some homework assignments and, as part of a team, give two presentations and write a 10-page report analyzing the wisdom or folly of having chosen a particular investment portfolio. The project grade will be determined on the basis of performance on several quizzes and the written investment portfolio report.

Not intended for students who already know much about the stock market.

No prerequisites. *Enrollment limit: 30.*

Cost to student: none.

Meeting time: afternoons.

LEO MCMENIMEN (Instructor)  
BRADBURD (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He recently retired as a professor from the School of Business, Montclair State University.

### ECON 16 Real Estate and the Dream of Prosperity

In the United States, the dream of achieving prosperity generally contains home ownership as a central feature. In advertising, the popular press and in film, home ownership is presented as the defining characteristic of the American Dream. In this course we will explore—through film and economics—the role that home ownership and real estate markets play in defining the economic aspirations and identities of individuals in the United States and elsewhere. We will view and discuss six films that present the pathetic, comic and tragic aspects of pursuing this dream. Each film will be discussed, and students will consider and write about the symbolic and economic significance of home ownership.

Evaluation will be based on participation in class discussions and on 2-page critical essays submitted after viewing each film, (a total of 12 pages of writing).

No prerequisites. *Enrollment limit: 19, with preference (in the event of over-enrollment) given to Freshmen and Sophomores.*

Cost to student: none.

Meeting time: four times per week in the afternoon.

S. SHEPPARD

### ECON 17 Business Economics

The goal of this course is to explain how the economy works and how it interacts with financial markets. To accomplish this, the class will carry out a real-time forecast of the U.S. economy and explore its implications for the bond and stock markets. The course will build upon principles of both macro and microeconomics. It will provide an introduction to the work done by business economists and the techniques they use. An economic database, chart-generating software and a statistical analysis program will be available to each student on the Jessup computers.

The first week will focus on becoming familiar with the database, looking for relationships between key economic variables, and studying movements in interest rates over the period 1960-2005. Early in the first week, the class will be divided into teams of 2 or 3 students with each team choosing a particular aspect of the economy to forecast.

During the second and third weeks, the class will prepare forecasts of the key components of gross domestic product and will study other key issues. In the past students have chosen to focus on such areas as: Globalization, the Outlook for Oil Prices, the impact of China, and the consumer savings rate. We will also have several invited guests from the Wall Street investment world speaking on various aspects of the stock market. The fourth week will feature a formal presentation of the economic forecast with invited guests from the Williams College faculty among others.

The class will meet 3-4 times per week in the morning. During the first week there will be two afternoons of workshops lasting approximately 30 minutes with hands on instruction for each team.

Each student should expect to spend a reasonable amount of time on homework, to participate in short presentations of their analyses as the work progresses as well as in the formal presentation during the last week. There will also be a 3-page paper summarizing the result of the forecast project or the special topic chosen by each team.

To put the forecasting exercise in context, there will be class discussions of business cycles, credit cycles, long waves in inflation and interest rates and past stock-market bubbles.

Prerequisites: Economics 110 or another semester course in Economics is strongly recommended. *Enrollment limit: 15.*

Cost to student: about \$25 for text and other materials.

Meeting time: mornings with afternoon labs. Because essential concepts and tools are covered during the first week, all students are expected to attend the first class.

THOMAS SYNNOTT '58 (Instructor)  
BRADBURD (Sponsor)

Thomas Synnott '58 is Chief Economist, *Emeritus*, U.S. Trust Company of New York

### **ECON 18 The Nation in Indian Cinema**

Though the Indian film industry is the world's most prolific, American audiences have little exposure to it. This course provides an introduction, focusing on Hindi cinema, and showing how its themes have evolved in response to broader changes in Indian society. In particular, we will examine ways in which Hindi films reflect the threats perceived by the nation, and the resolutions attempted. We will also compare Hindi cinema's norms and conventions to those used in Hollywood cinema.

Students will write a 2-page response to each film. Reading will consist of film analysis and also background reading on Indian social history.

No prerequisites. *Enrollment limit: 10. Students who have taken a course on South Asia will be given preference.*

Cost to student: \$25 for readings.

Meeting time: afternoons, twice a week to watch the films (a total of seven) and twice a week for discussion.

A. SWAMY

### **ECON 19 Volunteer Income Tax Assistance (VITA)**

This course examines tax policy towards low-income families in the United States, and has the following three objectives: 1) For students to understand the shift of redistributive policy in the United States from income support through the transfer system (Aid to Families with Dependent Children/Temporary Assistance for Needy Families) towards support of working individuals through the tax system (primarily the Earned Income Tax Credit (EITC)); 2) For students to understand the challenges that low income individuals have "making ends meet" and to understand the role that the EITC has played in increasing the standard of living of the working poor; and 3) To enable students to understand the tax code well enough to prepare simple income tax returns, including those for filers claiming the EITC. Students will be trained by the IRS to prepare income tax returns for low-income individuals and families. At the end of the term, students will use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their returns.

Students must complete IRS VITA training; staff one session of tax preparation assistance during the final week of winter term; and write a 10-page analytical and reflective essay.

No prerequisites. *Enrollment limit: 14.*

Cost to student: \$100 for texts and coursepack.

Meeting time: mornings, with the possibility of occasional afternoon meetings to accommodate guest speakers.

SHORE-SHEPPARD and GENTRY

### **ECON 25 The Millennium Development Goals and Africa: A Case Study of South Africa**

In 2000 all United Nation member states committed to the Millennium Development Goals—a set of well-defined objectives aimed at reducing poverty, improving health and education, achieving gender equality and promoting environmental sustainability—particularly for the poorest in developing countries. Progress in Africa, however, has lagged—in the face of the HIV/AIDS pandemic, policy failures and faltering support from industrialized countries. South Africa's Finance Minister Trevor Manuel has warned that at the current pace, it may take another century to meet the goals—well past the targeted date less than a decade away.

South Africa's progress is mixed—with remarkable achievements in certain areas, and poor progress in others. Nevertheless, policy-makers in South Africa have laid out an aggressive strategy aiming to meet the objectives. Following the country's first democratic elections in 1994, the government's economic policies have turned around an economy that was in crisis. Development strategy has reduced poverty, but slowly, and enormous backlogs in social delivery of housing, health care and education still exist. South Africa remains one of the most unequal countries in the world, grappling with the costs and benefits of globalization as the government embraces free trade and financial liberalization, yet attempts to implement policies aimed at reducing poverty and improving social equity.

This course will investigate South Africa's progress towards the Millennium Development Goals, examining successes and failures in the areas of health, education, housing, social protection, gender equality and the environment. Through meetings with Parliamentarians and bureaucrats, businesspeople and social activists, teachers and students, labor leaders and health care workers, the participants in this course will learn about the challenges, successes and failures of South Africa's social development strategy. The unifying theme of this course explores the constraints and opportunities policy-makers face as they aim to achieve the most fundamental development goals. The course will analyze how apartheid's legacy has framed the problem—and how national and global strategies interact to support and sometimes stymie the achievement of these goals. Using social and economic data, first-hand observation and meetings with key stakeholders, students will acquire skills in evaluating the effectiveness of the government's approach to socio-economic development.

The course will be co-taught by Professor Michael Samson and Mr. Kenneth Mac Quene, Executive Director of the Economic Policy Research Institute.

Evaluation will be based on class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 20. Not open to first-year students.*

Cost to student: approximately \$3,485—includes airfare, accommodation, meals, and other expenses.

SAMSON and KENNETH MAC QUENE

### **ECON 27 Henry George, Eliminating Poverty**

Henry George, an American economist (1839-1897) published *Progress and Poverty* in 1879. In this he observes that with increasing wealth there is increasing poverty and he offers a solution to this problem. We will study *Progress and Poverty* to understand his theory and his remedy and to understand the possibility of its application today.

George's remedy is to tax land to the exclusion of all other taxes. Today the Georgist movement uses this idea to encourage cities to modify the property tax, which, in most places, taxes land and buildings at the same rate, to reduce the tax on buildings and to increase the tax on land to produce the same yield. We will study the effect of shifting the property tax from buildings to land in the twenty Pennsylvania cities that have adopted this idea.



### Winter Study Program

One of the great problems of the world today is that in many countries, a small minority of the people, own most of the land. We will study the possible use of George's ideas to ameliorate this problem.

Evaluation will be based on attendance and the completion of a 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$5 for a copy of *Progress and Property*.

Meeting time: mornings, two hours three times a week.

ALBERT HARTHEIMER (Instructor)  
BRADBURY (Sponsor)

Albert Hartheimer has been an advocate for the philosophy of Henry George since 1967. He has worked to convince cities to adopt the two-rate tax by making studies of the effect of shifting taxes from buildings to land with constant yield. He served on the board of the Schalkenbach Foundation of America and The Center for the Study of Economics. He is an architect.

### ECON 28 Curing Health Care (Same as Biology 11)

(See under Biology 11 for full description.)

### 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).

### ECON 51 Tax Policy in Emerging Markets

Governments in developing and transition economies need to raise tax revenue to finance critical public goods, address other market failures and equity issues, and to avoid problems with debt and inflation. Even under ideal conditions, figuring out how to raise taxes in a way that balances efficiency, equity, and administrative feasibility is a hard problem. But taxation is especially challenging in emerging markets, because of the great difficulty involved in taxing much of the economic activity there, serious problems with tax evasion and administration, and the various imperfections in the economic environment in which taxes are collected. Taxes typically consume between a fifth and a third of the proceeds of economic activity in these nations, and they profoundly affect the incentives to undertake all varieties of economic activity. So in terms of economic growth and welfare, the stakes involved in improving tax policy are potentially quite large. This class will build on knowledge developed in basic public economics (Economics 503 or 205) or tax policy (Economics 351) courses to provide a more in-depth investigation of the special problems involved in tax policy in developing and transition economies, and possible approaches to addressing these problems. Examples of specific topics that might receive particular emphasis include tax evasion, tax administration, corruption, consideration of how the particular conditions in developing and transition economies may affect the optimal structure of the tax system, options for fundamental tax reform, case studies of the experience with tax reforms in various developing and transition economies, international aspects of taxation, and tax competition among regions and nations.

Students will be evaluated based on a 10-page research paper, some shorter written assignments, and an oral presentation.

Prerequisites: one public economics or tax policy course (Economics 503, 205 or 351), and one empirical methods course (Economics 253, 255, 510, 511, or Statistics 346). *Enrollment limit: 19. This course is intended for CDE students and is open to undergraduates only with permission of instructor.*

Cost to student: approximately \$25 for reading packets.

Meeting time: afternoons.

BAKIJIA

### ECON 52 Computable General Equilibrium Model

A common tool for applied policy work is the Computable General Equilibrium (CGE) model. These models are used extensively by various NGO's when deciding aid and policy recommendations. Advanced undergraduates or masters students can attain a basic understanding of these models in a relatively short time frame. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models, followed by a detailed construction of a simple model for the US. During the latter part of the course, students will create a CGE model for a country of their choice (preferably their home country). This exercise will provide them with a basic model to use to examine the possible effects of various changes in national policy. Interested students could continue this project as a potential thesis topic.

Evaluation: Students will be evaluated using problem sets and their country-specific model.

Prerequisites: Economics 251 or instructor consent. *Enrollment limit: 20. Course intended for CDE fellows, undergraduate enrollment limited and only with instructor permission.*

Cost to student: none.

Meeting time: daily, afternoons.

ROLLEIGH



## ENGLISH

### ENGL 10 Beginning Proust's *In Search of Lost Time*

Have you been intending someday to read Proust's fictional masterpiece, *In Search of Lost Time*, but putting it off for lack of time? Well, here's your chance to get started on it. In this course, we will carefully read and discuss the first two volumes of Proust's great novel: *Swann's Way* and *Within a Budding Grove*. *Readings in English*. Requirements: perfect attendance, class participation, and daily, brief response papers (totalling 10 pages of writing).

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$30 for books.

Meeting time: Tuesday, Wednesday, Thursday from 10-noon.

RHIE

### ENGL 11 The Arcades Project

Regarded by the Frankfurt School philosopher Walter Benjamin as his masterpiece, *The Arcades Project* is one of the most elusive, allusive, challenging, and endlessly productive philosophical/historical works of the twentieth century. Taking as its aim (even as one of our questions will be whether this work could ever be reduced to "aims" or "ends") nothing less than an historical materialist account of the nineteenth century, Benjamin's book attempts to bring to philosophical writing the methodologies of collage and montage. Among his objects of interest: the arcades of Paris, panoramas, world exhibitions, the flâneur, photography, phantasmagoria, collecting, boredom, and on and on and on. Out of this cultural detritus, the book performs something like a dream analysis of the nineteenth century, regarding capitalism, for example, with all its rationalization of human wants as "a reactivation of mythical forces." Benjamin worked on *The Arcades Project* over a period of thirteen years, and it remained unfinished and unpublished at the time of his death in 1940. Clocking in at just over a thousand pages and comprised by fragments, aphorisms, and quotations, the book calls out for new modes of thinking and reading, modes we'll attempt to evolve together during the class as we investigate Benjamin's own investigations of modernity.

Format: seminar. Requirements: short writing assignments as well as a longer final essay of c. 10 pages; lead one discussion or do an in-class presentation.

Prerequisites include a willingness to read carefully and non-linearly, both inside and outside of class. *Enrollment limit: 15.*

Cost to student: about \$25.00 for the book.

Meeting time: mornings.

MCWEENY

### ENGL 12 Looking at Contemporary Documentary Photography (Same as Arth 12 and Special 27)

This course explores the evolution of modern documentary photography. We will start with Robert Frank's *The Americans*, and examine how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, Lee Friedlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be covered through the work of Bill Burke, Larry Clark, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, Richard Misrach, Joel Sternfeld, Bimey Ines, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk.

Slide presentations will occupy half of the first meetings and give way to discussion of issues in documentary photography. Students will be encouraged to work on individual projects of their own choice. Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course.

Students will be evaluated on their classroom presentation, general participation and their written work. A field trip to New York will let us see first hand works from the collections at the Museum of Modern Art, Whitney Museum of American Art and the International Center of Photography.

No prerequisites. *Enrollment limit: 12.*

Meeting time: three mornings a week for two hours.

KEVIN BUBRISKI (Instructor)

SWANN (Sponsor)

Kevin Bubriski has received photography fellowships from the John Simon Guggenheim Foundation and the National Endowment for the Arts. His books include *Portrait of Nepal* (Chronicle Books 1993) and *Pilgrimage: Looking at Ground Zero* (powerHouse 2002).

### ENGL 13 Documentary Video Production (Same as Arts 13)

This course teaches the basics of documentary filmmaking through an experiential approach. Each student will learn the fundamentals of video production and editing by making a 3- to 6-minute documentary about some aspect of the local or college community. The short documentaries will be compiled into a magazine format show that will be broadcast on Willinet, the Williamstown Community Access Television Station.

The class will meet at the Willinet studio on Spring Street. The first week of Winter Study will be class heavy (approximately 4 hours daily) and will cover the basic technology and examples of short and long form documentary. Students will also use class time to create a 30-second Public Service Announcement to practice filming and editing. The rest of the course will consist primarily of independent work on the documentaries and then pulling the final Access program together, with only occasional meetings of the full class as needed.

Projects will be evaluated on successful communication of your idea.

## Winter Study Program

Strong interest in making a documentary is the only student selection criterion and prerequisite. *Enrollment limit:* 9.

Cost to student: \$50.

Meeting time: afternoons. Meeting times will change each week with the majority of class time scheduled during the first week with meetings everyday, and then mostly individual project work time thereafter.

DAVID LACHMAN (Instructor)  
SWANN (Sponsor)

David Lachman is a local artist, documentary filmmaker, and media teacher. He has a B.A. from Oberlin College and an M.F.A. from Northwestern University.

### ENGL 14 Transcending Jazz (Same as Music 14)

With bebop, jazz attained a startling level of accomplishment in harmonic and rhythmic sophistication and in technical virtuosity. Yet even as bebop emerged as the epitome of jazz modernity, many musicians—including central bebop icons—were already developing hybrid forms. Some began to move jazz toward popular dance music, from rumba and bossa nova to rhythm and blues. Others introduced stronger elements of blues and gospel into jazz. Another group, drawing upon classical music, wrote complex scores for larger ensembles, often including instruments not traditionally used in jazz. The most adventurous of these innovators were those who attempted to reach beyond music altogether, using jazz as a medium for exploring and expressing spiritual truths. This course will consider the latter group, concentrating on Sun Ra, Charles Mingus, Albert Ayler, John Coltrane, Pharoah Sanders, and the Art Ensemble of Chicago. Texts for the course will include interviews, liner notes, reviews, writings by the musicians (including liner notes and poems), performance videos, and of course, recordings.

Each student will write a 15-page paper on one of these artists.

The course is designed for students with a serious interest in Jazz Studies, Africana Studies, American Studies, or Religious Studies. *Enrollment limit:* 15.

Cost to student: about \$100.

Meeting time: afternoons.

D. L. SMITH

### ENGL 15 *The Hours* and *Mrs. Dalloway*

*The Hours*, a 1998 novel by Michael Cunningham and a 2003 film directed by Stephen Daldry (starring Meryl Streep, Nicole Kidman, and Julianne Moore), weaves together scenes of Virginia Woolf writing her groundbreaking modern novel, *Mrs. Dalloway*, a fifties housewife who is reading the novel, seeing herself in *Mrs. Dalloway*, and a woman who relives the novel in a highly contemporary way while planning a party for a friend dying of AIDS in 2001. After discussing the film of *The Hours*, we will spend a week exploring Virginia Woolf's life, reading selections from her letters, diaries, memoirs, and biographies, discussing her artistic innovation, the radical social experiments of the Bloomsbury group, Woolf's mental illness, and suicide. In the second week we will examine *Mrs. Dalloway* along with the 1999 film adaptation (directed by Marleen Gorris, starring Vanessa Redgrave), discussing social and artistic experimentation and convention, and the ways in which Woolf's high modernist form is adapted to the cinema. In the final week, we will return to *The Hours*, analyzing Cunningham's novel (along with the film) as an innovative work of art which is at once an insightful tribute to and a thoughtful interpretation of Woolf's life and work.

Students are expected to attend all the classes and the scheduled screenings of the films, to complete the reading, to take an active and informed role in class discussion, and to write a series of short essays.

No prerequisites. *Enrollment limit:* 15.

Cost: \$60 for books.

Meeting time: mornings, two-hour sessions, 3-4 times a week.

I. BELL

### ENGL 16 Journalism

An introduction to newspaper and magazine journalism. By reporting, writing and editing, students will learn how to gather information and present it for publication. Assignments will include a news story, a feature article, a review and an editorial; class exercises will focus on skills such as copy editing and rewriting. The class will study how different styles of writing serve different needs, and the practical, ethical and legal limits within which journalists work.

Requirements: Each student will submit articles on deadline; read current newspapers and magazines and be prepared to analyze them; and attend all classes.

No prerequisites. *Enrollment limit:* 15. *Preference will be given to first-year students.*

Cost to student: less than \$40.

Meeting time: mornings.

SALLY WHITE and DUSTY BAHLMAN (Instructors)  
SWANN (Sponsor)

### ENGL 17 The Work of Flannery O'Connor

It is hard not to laugh when reading Flannery O'Connor. Her stories and short novels are filled with mirth and it is plain fun to read them. That is the central aim of the course: to read and delight in her fiction and to discuss its merits together in seminar. As all good comedy is, her stories deal with serious matter: the depth of human passion, the hidden recesses of the human heart, fighting with God, finding our true compass, the surprises that turn us around. Our seminars together will no doubt touch on most of these matters. We will read much of her work: all of her short novels, many of her stories, and some of her letters.

Participation is essential to a seminar and is the basis for a third of the student's grade; the remaining two thirds will be based on a final paper of 10-15 pages.

## Winter Study Program

No prerequisites. *Enrollment limit: 15, with priority normally being based on seniority.*

Cost to student: under \$50 (for the one book required, on her complete work).

Meeting time: mornings (e.g. 10-noon) on Monday, Tuesday, and Thursday, as well as Wednesday evenings to view a movie or movies based on her work.

MICHAEL TORRE '72 (Instructor)  
SWANN (Sponsor)

Michael Torre, class of '72, is currently a professor of Philosophy at the University of San Francisco. He has taught numerous seminars (including on literature) in Great Books and Honors seminars, both at USF and at other colleges.

### ENGL 18 "Oscar Wilde"

Oscar Wilde is one of the most celebrated and important writers of the Aestheticist movement of the late 19th century, and without question the funniest. Because of the notorious calamity of his trial and imprisonment for sodomy, he is also a pivotal figure in the modern social history of sexuality. In this course we will survey the principal literary works of Wilde, including several plays (e.g., *The Importance of Being Earnest*, *Lady Windermere's Fan*), his novel *The Picture of Dorian Gray*, and some of his aphorisms and dialogues on aesthetics. We will study at some length the Wilde trials themselves, as well as their bitter fruit, the autobiographical dramatic monologue *De Profundis* and "The Ballad of Reading Gaol." Additional readings will be drawn from critical and biographical accounts of Wilde.

Requirements: regular attendance, active participation in class discussions, and a 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: less than \$50.

Meeting time: mornings.

TIFFT

### ENGL 19 Theorizing the Image (Same as Arth 19 and Philosophy 19)

This class will explore the image at three moments—the painting of Leonardo, the painting of Vermeer, and the contemporary photography of Thomas Struth and Andreas Gursky—in order to explore what such works can tell us about their historical contexts and what larger questions they open about the meaning and status of the visual image as such. We will read these images in relation to the aesthetic/philosophical writing of Hegel, Lacan, Derrida and Louis Marin, as well as the contextualizing work of writers such as Vasari, Burckhardt, Martin Kemp, Svetlana Alpers, Norman Bryson and Stephen Melville.

Requirements: 10-page final paper.

Prerequisite: upper level course in English, Art History, or Philosophy, or permission of instructor. *Enrollment limit: 18. Selection criteria: equal distribution between years.*

Cost to student: \$60 (books, photocopied packet).

Meeting time: mornings, two hours three times a week.

PYE

### ENGL 20 Henry James: The Golden Bowl

In this course we will closely analyze Henry James' *The Golden Bowl*, which all consider to be his last, and many his greatest, novel. This long, demanding and capacious book dramatizes many of James' most powerful preoccupations. Centered on a wealthy American collector living in England at the turn of the twentieth century, the novel examines the personal and cultural costs of an American obsession with amassing relics of a collapsing European empire, as well as the effects of wealth and refined sensibility on tangled love relations. The novel's ethical and perceptual subtlety is conveyed in an ingeniously complex style that requires close concentration.

Requirements: faithful attendance, active participation and 10 pages of writing.

Prerequisites: a 100- or 200-level English course other than English 150. *Enrollment limit: 15.*

Cost to student: \$8.

Meeting time: afternoons; three times each week.

SOKOLSKY

### ENGL 22 The Comedy of Tom Stoppard (Same as Theatre 22)

Tom Stoppard is frequently described as the most inventive and original writer of comedy for the theater since Oscar Wilde and George Bernard Shaw. But his work (as theirs) is as serious as it is funny. We will explore the coming together of the comic and serious strands in such plays as *Rosencrantz and Guildenstern are Dead*, *Jumpers*, *Travesties*, *On the Razzle*, *The Real Thing*, and *Arcadia*. If time permits we will also read and talk about some of the short plays such as *The Real Inspector Hound* and *Artist Descending a Staircase*.

Students will write one 10-page paper and be expected to contribute regularly to class discussion.

No prerequisites. *Enrollment limit: 15; preference to juniors and seniors.*

Meeting time: mornings, Monday, Wednesday, Friday.

L. GRAVER (Instructor)  
SWANN (Sponsor)

### ENGL 23 "Getting Medieval" in Film and Fiction

This course is intended as an "addendum" to English 307 (Arthurian Literature), in which we will discuss contemporary versions of Arthurian works—films like *Monty Python and the Holy Grail* and *First Knight*, and novels like *Mists of Avalon* and *The Crystal Cave*. But the content of the course will be student-driven. Students will work in pairs to lead discussion of the film or novel of their choice, and each student will write a paper of 10-12 pages discussing the relationship of their work to the medieval sources it draws on or alludes to.

Requirements: attendance at all classes, leading (with a partner) one class discussion, a final paper of 10-12 pages

Prerequisites: English 307 or any course in medieval literature or history, or permission of the instructor *Enroll-*

## Winter Study Program

*ment limit: 12. Priority will be given to students who take English 307 in the fall, and then to students who have taken any course in medieval literature or history, or who obtain the permission of the instructor.*

Cost to student: none.

Meeting time: afternoons, two or three times a week for a total of six hours.

KNOPP

### ENGL 27 Horace in English (Same as Classics 11 and Comparative Literature 11)

(See under Classics for full description.)

### ENGL 28 Journalism Today

This is a course for either the potential journalist or those merely intrigued by the media circus. It will cover the rudiments of journalism—its formats, customs and economics—but it will also look at how those practices developed and where they appear headed. We'll cover the basics of writing and editing for the press, but we'll also look at how technology and culture are changing those old rules. Some of it will be nuts and bolts, but all of it will be set in the wider context of the special influence of the media. By the end, you should be able both to “do journalism” and critique others who do. Appropriate to the topic, writing will be in short, frequent exercises rather than one long paper.

*Enrollment limit: 20. Preference by seniority and to Record staff.*

Cost to student: \$60 for basic texts.

Meeting time: Monday-Thursday, 1-2:30 p.m.

PAUL NEELY (Instructor)

SWANN (Sponsor)

Paul Neely '68, a Williams trustee, is the former editor and publisher of *The Chattanooga Times*. He has an MS in Journalism and an MBA, both from Columbia University, and held editing positions at various newspapers for 30 years.

### ENGL 29 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 12, INTR 12, and Special 22)

(See under Comparative Literature for full description.)

### ENGL 30 Honors Project: Specialization Route

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

### ENGL 31 Honors Project: Thesis

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

### ENGL 34 Rhetoric: The Art of Persuasion (Same as Classics 15, Philosophy 15, and Leadership Studies 15)

(See under Philosophy for full description.)

## 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 month's work will be contained in a nature journal, to be displayed and discussed as part of a final project.

Designed for students with interests in environmental studies, natural history writing, and drawing.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$50 for books and art supplies.

Meeting time: mornings.

CHRISTIAN MCEWEN and BARBARA BASH (Instructors)

MERRILL (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 divides her time between teaching in the USA and Scotland. Barbara Bash is an illustrated journal keeper and calligrapher. Her most recent book is *True Nature: An Illustrated Journal of Four Seasons in Solitude*. She lives in the Hudson Valley of New York.

### ENVI 11 Clean Water in the Global Context

In coming decades, dwindling supplies of clean freshwater will become an increasingly critical issue in both developed and developing nations worldwide. This course is an introduction to this multifaceted topic. Emphasis will be on the widespread economic and ecological effects of mismanaging surface water supplies; on the way U.S. clean water legislation has addressed pollution issues, including a remarkable reliance on engaged, active citizens; how changing conditions may require new solutions; and how other countries are addressing (or failing to address) this vital issue. Primary text: *The Clean Water Act Owner's Manual*, with supplementary material from other sources, plus related online course materials.

Students will be evaluated on the basis of class participation, one class presentation, and a final paper.

Required activities: attendance; participation in discussion; online work; independent study; and student presentations.

No prerequisites. *Enrollment limit: 15. Preference given to students who have been fall work-study students in*

## Winter Study Program

*water quality monitoring or who will be spring work-study students in clean water leadership.* This course can be taken alone, but is also part of a comprehensive full-year experience in clean water issues.

Cost to student: textbook and photocopy costs \$50.00.

Meeting time: afternoons, Monday, Wednesday, Friday.

Instructor: DR. EILEEN FIELDING (Instructor)  
MERRILL (Sponsor)

Dr. Eileen Fielding is Executive Director of the Hoosic River Watershed Association.

### **ENVI 12 Landscape Photography (Same as Geosciences 12)**

(See under Geosciences for full description.)

### **ENVI 13 The Law and the Literature of the Environment: The Environment on Trial (Same as Legal Studies 13)**

(See under Legal Studies for full description.)

### **ENVI 14 Geology of the National Parks (Same as Geosciences 14)**

(See under Geosciences for full description.)

### **ENVI 25 Sustainable Resource Management**

In this age of rampant consumption and global warming, the challenges of developing sustainable living practices are becoming ever more acute. Many countries throughout the globe seek to redress their inability to provide adequate food, clean water, and energy by experimenting with new models of self-sufficiency. Some of the most exciting work in this field is in the Caribbean, where island nations have long been dependent on other economies for basic survival. Based at the Cape Eleuthera Institute, a leading ecological design facility in the Bahamas, this class introduces students to the cutting edge of sustainable practices and public policy.

The Bahamas is an ideal place to study the problems of resource management—the country imports all of its fuel oil, over 95% percent of its food, and 2 million gallons of fresh water daily. Like many Caribbean islands, the Bahamas faces challenges in growing food that range from nutrient supply (deficient calcium carbonate soils), seasonal disturbance (hurricanes, droughts), and a declining interest in agriculture among youth. To be successful in shifting some food supply to within the national borders, the Bahamas must look at nutrient harvesting and sharing, technology integration and education to marry food production with other areas of technological interest and income potential. Farming is one of the most powerful ways to create responsible stewardship of the land. The Cape Eleuthera Institute (CEI) serves as a demonstration project for sustainable agriculture, aquaculture, waste-water treatment, renewable energy, ecological architecture, alternative fuels with a goal of technology transfer and community development. The facilities at CEI are constructed from local materials and powered by solar energy, the water is collected rainfall, the wastewater is treated on-site through a series of filtering gardens, and the vehicles (including boats) use waste vegetable oil.

Students will participate in an intensive 17-day sustainable agriculture and design course team-taught by CEI staff and visiting faculty who are experts in particular areas (including Sarah Gardner). Learning will include classroom time as well as hands-on work in the field (CEI has a large experimental farm), and group problem-based design projects. By combining knowledge of local ecosystems, soils, hydrology, new technology and techniques, and public policy initiatives, students will work toward the goal of creating new models for resource management that are linked to local culture and conditions.

Course requirements include participating in the program at CEI, working on a design team group project in Eleuthera, writing a 10-page paper that applies the concepts learned in the program to the team project, and participating in preparing and delivering a public presentation about the winter study experience at Williams. During a follow-up session at Williams, students will discuss means of applying the knowledge and experience they have gained in the Bahamas to the challenges of developing sustainable systems in other local contexts. The students will share their experiences by giving an Environmental Studies Log Lunch talk and slide show on February 9, 2007.

*Enrollment limit: 10. Preference to Environmental Studies concentrators. Not open to first-year students.*

Dates: Jan. 3-Jan. 26. (Bahamas: Jan. 4-Jan. 22). Class meetings at Williams on Jan. 3 and Jan. 24.

Cost to student: approximately \$2475.

SARAH GARDNER (Instructor)  
MERRILL (Sponsor)

Sarah Gardner is Associate Director of the Center for Environmental Studies and Lecturer in Environmental Studies.

### **ENVI 31 Senior Research and Thesis**

To be taken by students registered for Environmental Studies 493-494.

## GEOSCIENCES

### **GEOS 12 Landscape Photography (Same as Environmental Studies 12)**

This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph.

Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of photography to make slides, which will be reviewed at biweekly class meetings.

In addition to photographing and critiquing slides, the class will visit collections at the Clark Art Institute and



## Winter Study Program

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, William Henry Jackson, Edward Weston, Ansel Adams, and Alvin Langdon Coburn. We will also demonstrate examples of different cameras such as medium format, view cameras, and panorama cameras.

Students will produce a body of successful photographs/slides, which will be presented in a class web page.

Evaluation will be based on attendance, the student's photography and their presentation.

No prerequisites. *Enrollment limit: 15. Priority given to first and second-year students.*

Students will need a 35mm camera.

Cost to student: approximately \$60 for film and materials.

Meeting time: three mornings a week for the first two weeks and twice a week after that; short field trips will supplement the morning meetings.

NICHOLAS WHITMAN (Instructor)  
DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape and photographs of power and depth.

### GEOS 14 Geology of the National Parks (Same as Environmental Studies 14)

A vicarious trip through selected national parks of the U.S. and Canada with emphasis on the geological basis for their unique scenery. Areas to be studied will be chosen in order to portray a wide variety of landscapes and geologic processes (volcanism, glaciations, etc.). Readings will include a paperback text (*Plates and Parks*) as well as short publications of the U.S. Geological Survey and of various natural history associations. The second part of the month will involve independent study of topics chosen by the students in preparation for half-hour oral presentations during the last week. The oral reports will be comprehensive, well illustrated explanations of the geology of a particular national park or monument of the student's choice, using maps, slides, and reference materials available within the department and on the internet. A detailed outline and an accompanying bibliography will be submitted at the time of the oral presentation.

Evaluation based on attendance and participation and on the quality of the final report.

No prerequisites. *Open only to students with no previous college-level study of geology. Enrollment limit: 15.*

*Preference will be given to first-year students.*

Cost to student: approx. \$60 for the text.

Meeting time: The class will meet most mornings during the first two weeks for highly illustrated lectures and discussions, supplemented with lab work devoted to the interpretation of topographic and geologic maps and to the study of rock samples.

WOBUS

### 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.

LANG, GLASHAUSER

### GERM 11 Anarchism: Old and New Beginnings (Same as Special 17)

The tendencies now known collectively as "globalism" first emerged in Europe and the United States early in the 19th century. And the first opposition to them was not slow in coming: beginning in 1840 with Proudhon's "What is Property," a body of theoretical and programmatic texts arose to popularize anarchism as a radical alternative to both established governments and new political movements like communism and social democracy. In the last quarter of the century, anarchist ideas took practical form in sabotage, insurrection and assassination. Among several prominent victims of the last was an American president, William McKinley, in 1901. This unorganized strategy of spectacular individual acts, called "propaganda of the deed," failed completely; and anarchism generally went dormant during the twentieth century, which was dominated by conflicts among dictatorial communism, fascism, corporate capitalism, and bourgeois democracy. But anarchist ideas have regained widespread interest in the last fifteen years, as globalist, statist and social authoritarian trends become more and more pressing in economic, intellectual, cultural and personal life as well as in government.

The course will have a non—but-not-necessarily—anti-anarchist format: In the first two weeks we'll read some of the founding documents of theoretical anarchism by Proudhon, Bakunin and Kropotkin and study late 19th-century anarchist activism in Europe and the United States. In the third week we'll look at the revival of anarchism in the present, focusing on efforts to develop more effective modes of action than "propaganda of the deed." Students will pursue individual projects on various theoretical and practical aspects of old and new anarchism, on which they will report to the class in the fourth week and in a final 10-page paper or the equivalent. Evaluation will be based on class participation and final projects.



## Winter Study Program

*Enrollment limit:* 15.

Cost to student: \$30 for books.

Meeting time: mornings, three times a week, with individual conferences in the third and fourth weeks to discuss individual projects.

B. KIEFFER

### GERM 24 Ringstrasse Vienna

New York has Broadway, Paris has the Champs-Élysées, and Vienna has the Ringstrasse—streets that somehow define the very city by virtue of their history and their power. The Ringstrasse and the major buildings that face it were all built together in the late 19th century during the short-lived political prominence of bourgeois liberalism. As Carl Schorske details in his seminal *Fin de Siecle Vienna*, each of the buildings celebrates a different aspect of the values for which the bourgeoisie wanted to congratulate itself: The neo-Classical Parliament alludes to Greek democracy, the neo-Renaissance University harks back to the heyday of secular learning, the neo-Gothic City Hall evokes the day of a municipal independence that Vienna, as the capital of a multi-ethnic empire, never actually experienced. It is perhaps the neo-Baroque Burgtheater that is most true to the city's traditional identity: steeped in drama and illusion, inextricably tied to its Catholic and imperial past. But Vienna has always had a self-critical, self-ironic edge as well, which surfaces in its rich literary and psychoanalytic tradition. This course will explore both sides of this apparent contradiction.

The course will start in Williamstown; we'll spend the first week of Winter Study learning the history of the Ringstrasse and studying the Arthur Schnitzler's play *Reigen* (and the scandal surrounding it), and excerpts from Freud's *Traumdeutung* and his *Studien in Hysterie*. All of these texts are scathing exposes of the usually repressed core of the rigid Viennese social structure around 1900. We will spend the middle two weeks of Winter Study in Vienna (January 7-21), where we will use the Ringstrasse as our anchor point in an exploration of the city's identity. Beginning with a tour of the Museum of the City of Vienna, the class will hit the high points of the Ringstrasse, from the imperial Hofburg to the Secession building, the temple of turn-of-the-century art nouveau. We will then dig more deeply into the Viennese mentality, through encounters with literary and psychological sites and materials. We will attend a performance at the Burgtheater, visit Freud's house in the 9th district, and hear readings by contemporary authors in the Alte Schmiede, a site for cutting edge literary activity. Finally, we'll delve into the multicultural corners of Austria's identity that are initially obscured by the monumentalism of the Ringstrasse, from the traditional Naschmarkt, extending from the Ring toward the outer districts, with its food and clothing booths full to the brim with Eastern European, Middle-Eastern, and Asian specialties, to the literary work of recent migrants from areas that were formerly subordinate parts of the Habsburg Empire, but are now nations in their own right: Poland, Rumania, and Bulgaria. Upon our return from Vienna, we'll spend the last week of Winter Study digesting what we've experienced. In this week, pairs of students will make presentations on one aspect of the trip, using materials they've gathered and compiled in Vienna.

Requirements: one 3- to 5-page preparatory paper before the trip, a journal during the trip, and a 3- to 5-page collaborative paper/presentation following the trip.

Prerequisites: German 104 or equivalent proficiency. *Enrollment limit:* 8. *Not open to first-year students.*

Cost to student: \$1730.

NEWMAN

### GERM 25 German in Germany

Begin or continue study of German at the Goethe Institute in Germany. The Goethe Institute program attracts students from all over the world. A typical course meets for four weeks, 18 hours/week, generally providing the equivalent of one semester course at Williams. To earn a pass, the student must receive the Goethe Institute's *Teilnahme-Bestätigung* which denotes regular attendance at classes, completion of homework, and successful completion of a final test. Students wishing to apply must fill out an application, obtainable in the office of the Center for Foreign Languages, Literatures, and Cultures in Weston, or online at [www.goethe.de](http://www.goethe.de), and return it to the Goethe Institute as soon as possible (admission is on a first-come, first-served basis).

No prerequisites, but any student interested in beginning German with this course and then entering German 102 at Williams should contact Professor Druxes by December 1, at the latest. *Enrollment limit:* 15. *Not open to first-year students.*

Cost to student: \$1600 to \$2100 for tuition and room and board, plus round trip travel costs. The Goethe Institute arranges for room and board at various levels upon students' request, but students must make their own travel arrangements. This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$500.

DRUXES

### GERM 30 Honors Project

To be taken by honors candidates following other than the normal thesis route.

### GERM 31 Senior Thesis

To be taken by students registered for German 493-494.

## HISTORY

### HIST 10 African American History and American Film

This course will address some of the major themes in African American History through film. We will focus on how certain films addressed such issues as African American enslavement, labor, urbanization, political activism, and everyday social life. Viewing the work of filmmakers from Oscar Micheaux to Spike Lee, the course will pay particular attention to how the political and social context of certain decades influenced films made by, for, and about African Americans.

## Winter Study Program

Requirements: class participation, several short response papers, two class presentations, and a final essay.  
No prerequisites. *Enrollment limit:* 30.  
Cost to student: \$40 for books and Xeroxes.  
Meeting time: mornings, twice a week.

HICKS

### HIST 11 Generations and Turnings in Film (Same as Leadership Studies 11)

This course uses a series of films, combined with basic and supplementary readings, to help understand five generations of Americans and the relatively recent history they have gone through. The generations are the GIs, or "Greatest" generation (born 1905-24), the Silent generation (1925-42), the Boom generation (1943-61), Generation X (or the "Thirteenth" generation) (1962-81), and the Millennial Generation (1981-?), to which today's college students belong. The films show how different generations coped with similar situations, including young adulthood, college, the military, as returning veterans, and as parents.

Meanwhile, the course examines the key features of the four kinds of eras, or "turnings," which William Strauss and Neil Howe argue make up basic 80-year eras in American history. These include the Crisis of the depression and Second World War (1929-45); the "American High," or consensus era, of 1946-64; the Awakening of 1965-84; and the Unraveling, roughly 1985 to the present. We seem now to be moving into a new Crisis, or Fourth Turning, which will redefine American institutions and the United States' place in the world.

The basic text for the course will be William Strauss and Neil Howe, *The Fourth Turning* (New York, 1996), 336 pages, which must be read before the first course meeting. While very readable, it will introduce you to the terminology and basic approach that we will be investigating. In addition, we will read several short articles.

Films will be the heart of the course material. We will meet in class twice a week (once the first week) for three hours in the morning, some of which will be taken up by watching films. You are also responsible, however, for watching two additional films per week, shown on the afternoons before class meetings. One or two of these films may last as long as 3 hours. We shall schedule showings of these films, although if you want to obtain tapes or DVDs you may watch them at your convenience.

The final paper, approximately 15 pages, will track some political or personal issue across several generations with the help of appropriate readings of films. Students should begin thinking about their paper topic while reading *The Fourth Turning*.

This class raises a wide range of political, social, and philosophical issues. Different viewpoints make the class a success. Students should come prepared to express themselves.

Requirements: class participation, and a 15-page paper.

No prerequisites. *Enrollment limit:* 25.

Cost to student: \$30-50 for books and Xeroxes.

Meeting time: mornings, twice a week for three hours.

KAISER

### HIST 13 Seeing 'Red': Exploring Cao Xueqin's Dream of the Red Chamber

Cao Xueqin's novel *Dream of the Red Chamber* (Honglou meng) is widely acknowledged as one of China's greatest works of fiction. Set in an aristocratic household of the mid-Qing Dynasty (1644-1911), it is the story of the unconventional Jia Baoyu, a boy born with a magical jade in his mouth who shuns the masculine world of public life and study for the company of his female relatives. As such, the novel provides an inversion of late imperial moral orthodoxies and gender roles.

*Dream of the Red Chamber* is an extraordinarily rich text that has been valued for its wordplay, poetic expression, depictions of Chinese medicine, and insights into garden design as well as for its plot and characters. This course will serve as an introduction to the novel. We will focus on its observations of daily life in an extended upper-class family, its depictions of sentiment, gender, and sexuality, and its Buddhist themes of karma and transcendence. *All readings will be in English translation.*

Requirements: class participation, short response papers, and a final paper or project.

No prerequisites. *Enrollment limit:* 20.

Cost to student: approximately \$60 for books

Meeting time: afternoons, Tuesday and Thursday for three hours.

A. REINHARDT

### HIST 14 Campus Activism Then and Now

Focusing on student and faculty protest activities, this course will examine the anti-war, civil rights, and feminist movements of the 1960's and the way they have influenced contemporary political life. *Steal This Book*, *The Autobiography of Malcolm X*, *Silent Spring*, *The Second Sex*, *Apocalypse Now*, Jane Fonda, Martin Luther King, Jr., SDS (Students for a Democratic Society), the Berkeley Teach-In, Vietnam Veterans Against the War—all these will help us understand the relevance of the campus protests of yesteryear to those of today. Attention will also be paid to the relationship between campus activism and electoral politics. Final project may include organizing a teach-in, holding a town meeting, inviting speakers to campus, working on local election campaigns, or traveling to protest activities elsewhere.

Requirements: class participation and a 10-page final paper.

No prerequisites. *Enrollment limit:* 20.

Cost to student: approximately \$50 for reading materials.

Meeting time: two-three mornings a week and some field trips.

SINGHAM

### HIST 15 "1968: A Year that Mattered"

This course will explore the political, social, and cultural climate of the United States in 1968. We will use Mark Kurlansky's 1968: *The Year That Rocked the World* as our main text in order to gain a global perspective of this pivotal year, but the primary focus of the course will be on the U.S. We will examine the impact of the Tet Offen-

## Winter Study Program

sive, the assassinations of Martin Luther King, Jr. and Robert Kennedy, and the unrest at the National Democratic Convention in Chicago. In addition to these political events, we will also look at the year through explorations of television, movies, print media, and popular music.

Evaluation will be based on a research project to be conducted in conjunction with the instructor and a librarian.

No prerequisites. *Enrollment limit:* 30.

Cost to student: \$30-50 for book and course packet.

Meeting time: morning, twice a week for three hours.

WONG

### **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, published genealogies, and internet sources. Students will index vital records in Pownal, Bennington County, Vermont, to learn what information is included in the records and become familiar with computerized databases. This is a community service for all future genealogists and is required. The course will be held at the National Archives and Records Administration Center on Conte Drive in Pittsfield to gather Federal Records and then include field trips to local libraries and town clerks's offices. Students will complete a family history using both secondary and primary sources. They will become familiar with the process of historical research, including formulating theories, finding evidence through various media (including oral interviews, records, ephemera, and published sources), and drawing conclusions based on that research.

Requirements: Students will complete a family history from 2007 to 1850 minimum (equivalent to a 10-page paper).

No prerequisites. Students should have some basic family knowledge, such as names and locations, including counties of ancestors on April 1st in 1930. *Enrollment limit:* 15.

Meeting time: mornings, three times a week.

ALAN DOYLE HORBAL (Instructor)

KUNZEL (Sponsor)

Alan Horbal has worked as a volunteer at the National Archive and Record Center in Pittsfield, Massachusetts since 2001.

### **HIST 17 Mapping Gotham's History (Same as Economics 13)**

(See under Economics for full description.)

### **HIST 18 City of Steeples: Charting the North Adams Renaissance**

North Adams was once a thriving, multiethnic center of textile and electronics production. Since Sprague Electric moved away in the 1980s, the city has been striving to reinvent itself as a center of arts, culture, and small-scale technology. Although North Adams has undergone a renaissance in recent years, anchored at Mass MoCA, it remains one of the most impoverished communities in Massachusetts. Has the economic recovery benefited only a portion of the city? What would it take to forge a community renaissance that would uplift all of North Adams—in particular, generating new work that provides livable income and health care?

This Winter Study course combines historical research on the North Adams economy (first 2 weeks) with field work on the process of reshaping its economy (second 2 weeks). The instructor, a North Adams resident, was formerly the city's public historian. Each student will keep an email journal and produce a 10-page report on an aspect of North Adams economic and cultural regeneration. Full participation mandatory.

No prerequisites. *Enrollment limit:* 15.

Cost to student: approximately \$50 for reading materials.

Meeting time and field work: five afternoons per week.

BURNS

### **HIST 31 Senior Thesis**

To be taken by students registered for History 493-494.

WATERS

## **INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES**

### **INTR 12 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 12, English 29, and Special 22)**

(See under Comparative Literature for full description.)

## **INTERNATIONAL STUDIES**

### **INST 26 Arabic in Cairo**

Students will travel to Cairo and enroll in a January term intensive Arabic course at the American University of Cairo. The course meets four hours a day with additional practice sessions. Students will live in the dormitories of the university and make occasional day trips around Cairo to practice Arabic and see the Pharonic and Islamic sights.

Requirements: successful completion of the course. Students enrolled in the course will also need to attend three preparatory meeting during the fall.

*Enrollment limit:* 8.

Cost to student: approximately \$3600. This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$500.

DARROW

## Winter Study Program

### **INST 30 Senior Honors Project**

To be taken by candidates for honors in International Studies.

## **LATINO STUDIES**

### **LATS 11 What Does It Really Mean to “Want Your MTV”? Reading Gender, Sexuality and Race in U.S. Popular Music Video (Same as Women’s and Gender Studies 11)**

Since MTV’s inaugural broadcast in 1982, the music video format has irrevocably altered the ways in which audiences experience, interpret, and consume popular music in the United States. Despite its continued success, the music video genre has long been the subject of critiques from across the political spectrum due to its frequently problematic representations of women, people of color, and/or queer individuals. Departing from a brief historical overview of the birth of US music video and its aesthetic/thematic conventions, this interdisciplinary course will focus on the multiple, and often conflicting, readings that emerge regarding issues of race, gender, and sexuality across a broad range of visual and sonic texts.

Requirements: regular attendance and two 5-page essays.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$50 for books and photocopies.

Meeting time: late morning, twice weekly.

CEPEDA

## **LEADERSHIP STUDIES**

### **LEAD 11 Generations and Turnings in Film (Same as History 11)**

(See under History for full description.)

### **LEAD 15 “You are not listening!”—Exploring Interpersonal Conflict (Same as Chemistry 15 and Special 15)**

(See under Chemistry for full description.)

### **LEAD 18 Wilderness Leadership**

This Winter Study project is for students who would like to participate in an off-campus experiential education opportunity. Students will be required to research an appropriate accredited program i.e. National Outdoor Leadership School, Outward Bound etc., that will provide a suitable learning environment and be at least 22 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required 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. *Not open to first-year students. Interested sophomores, juniors and seniors must consult with WOC Director before registration. Enrollment limit: 20.*

Cost to student will vary depending on the program selected—range is generally from \$1,500-3,000.

SCOTT LEWIS, Director of the Outing Club

## **LEGAL STUDIES**

### **LGST 13 The Law and the Literature of the Environment: The Environment on Trial (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, in particular how the law’s early application in the first half of the 20th century almost exclusively to conservation and the preservation of natural resources somehow 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 but also painting, sculpture, and music. 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.

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 con-

## Winter Study Program

text affect the legal solution 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 three short papers, 3 to 4 pages each, which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues.

No prerequisites. *Enrollment limit:* 16. 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 student: approximately \$60 for books and materials.

Meeting time: mornings, three two-hour sessions a week.

PHILIP R. MCKNIGHT '65 (Instructor)  
L. KAPLAN (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

### LGST 14 So You Want to be A Lawyer?

With respect to the first component, the course will more or less replicate the pattern of first year law school class work. Students will be expected to closely read, summarize, analyze and present their analysis of various classic legal opinions in areas such as torts, property law, contracts, criminal law, and constitutional law. We will consider and discuss the role of judicial precedents, including instances in which precedents are binding, when they are not binding, and how courts are able to distinguish precedents rather than simply disregarding them. The structure of the state and federal courts, the differences between trial level courts and appellate courts, and the ways in which cases that are initiated in state courts can wind up before a federal court will be discussed. We will discuss the issues of how in certain cases federal courts are required to apply state law rather than federal common law, and also how in multi-state matters courts choose the law that they will apply to the facts before them. We also will consider how courts deal with statutory law, including the relationship between statutory law and the common law, and the difficult issues of statutory interpretation with which courts are faced every day. We will discuss the concept of so-called "judicial activism" in constitutional law decisions, and determine whether there is really a distinction between an "activist judge" and any other judge that is called upon to apply to the words of the U.S. Constitution to a particular case. Students will learn how to "brief" a case for class presentation, and will be expected to participate fully in class discussion and analysis of these matters.

With respect to the second component, the course will introduce the nature of different law practices, including the sole or small firm practitioner, the public prosecutor and defender, the "in-house" or corporate counsel, and the large firm practitioner. Special emphasis will be accorded to practitioners who rarely or never appear in court. Preparation by students will consist of written materials focusing on different kinds of law practices. If feasible, we will take tours of various types and sizes of law firms, and will receive a talk by an attorney in the firm describing the day-to-day life of a working attorney in that firm. Guest lecturers and at least one field trip to the courthouse will provide further insights into what it means to practice law.

Evaluation of the student will be based on both class participation and the submission of at least one 10-page analytical paper.

No prerequisites. *Enrollment limit:* 20. Preference given to students completing the Legal studies Program, then, in order, juniors, seniors, sophomores, freshman.

Cost to student: photocopying 100-300 pages.

Meeting time: 1-3 p.m., Tuesday, Wednesday, Thursday.

JOSEPH A. WHEELOCK, JR. '60 and LAURENCE D. CHERKIS (Instructors)  
KAPLAN (Sponsor)

Mr. Wheelock practiced law for over 30 years in business, both commercial and corporate, litigation. He specialized in complex financial issues, particularly securities litigation representing auditors, issuers, underwriters, and corporate directors and officers. Mr. Cherkis practiced law for over 30 years specializing in the areas of real estate and real estate finance law, creditors' rights law, and corporate transactions. He taught at St. John's University School of Law in the Bankruptcy Law Program.

### LGST 15 The Work of the Supreme Court: A Simulation (Same as Political Science 15)

The aim of this course is to provide a sense of the personal, theoretical, and institutional characteristics of judicial decision making at the highest level. At the beginning of the course, all students will be furnished with a set of the briefs for an actual pending Supreme Court case. Four students (two per side) will be assigned to make oral arguments to the "Court," which will be composed of eight students, each playing the role of a sitting justice, and the instructor, who will act as chief justice for purposes of coordination. After hearing arguments, the "Court" will confer and prepare majority and other opinions and announce them in "open court" at the conclusion of the term.

Evaluation will be based on the overall credibility in assigned role; effective argument, questions, performance in conference, drafting, etc. and a 3- to 5-page "reflective" essay in which students will be expected to identify and comment on some aspect of the work of the Court.



## Winter Study Program

Prerequisites: permission of instructor. *Enrollment limit: 12. Preference to students who have completed one or more courses in related areas or have background in speech, debate or drama.*

Cost to student: materials fee, approximately \$33.

Meeting time: mornings.

TOM SWEENEY '70 and JAY NELSON '70 (Instructor)  
KAPLAN (Sponsor)

Jay Nelson '70 is a member of the Texas and District of Columbia bars and has taught at the University of Texas School of Law. Tom Sweeney '70 is a partner in a New York City law firm and practices in both state and federal court.

## LINGUISTICS

### LING 10 On Foreign Language Learning (Same as Chinese 10)

(See under Chinese for full description.)

### LING 11 Introduction to Language Acquisition (Same as Japanese 11)

(See under Japanese for full description.)

### LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender 12 and Special 12)

This course introduces students to basic knowledge about American Sign Language and deaf people. Emphasis in this preliminary introduction to ASL is on developing rudimentary receptive, expressive, and interactive skills through an intensive immersion in ASL. Students will also be introduced to deaf history, culture, and politics. This course is designed to help nonsigners develop rudimentary skills, to introduce them to the complexity of ASL, and to cultivate interest in further study of the language.

Evaluation will be based on attendance, participation, quizzes, and student produced videotapes of their own expressive skills. Students will also be expected to spend an hour outside of class each week viewing native ASL signers.

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

Cost to student: \$40.

Meeting time: afternoons, three two-hour meetings per week.

LAURIE BENJAMIN (instructor)  
SANDERS (sponsor)

Laurie Benjamin is a graduate of the University of Massachusetts in multicultural and international education. Ms. Benjamin has taught deaf students at the secondary level. She is a nationally certified ASL interpreter with extensive experience in a wide range of interpreter settings including mental health, legal, and performance interpreting. In addition to working as a free-lance interpreter for the deaf, she is currently teaching ASL to students at Williamstown Elementary School.

### LING 13 Constructed Languages in Fantasy, Science Fiction, and Culture (Same as Psychology 13)

(See under Psychology for full description.)

## MATHEMATICS and STATISTICS

### MATH 10 Designing and Modeling Geometric Shapes (Same as ArtS 10)

The Renaissance was a time which saw no polarity between the sciences and the arts. This is most notably seen in the works of Leonardo da Vinci, ranging from paintings, sculptures, inventions and scientific study. Leonardo was an unparalleled genius at bringing together artistic vision and scientific design. This course will attempt, in a small way, to restore the world view of those days.

Both artists and mathematicians must see things in a deeper way and with more clarity. In bringing these two worlds together, this course will study beautiful and complicated shapes which appear in current mathematical research. The ideas revolve around topology (4-dimensional polyhedra), geometry (flexibility and rigidity) and string theory (spaces of particle collisions). We try to envision and model these shapes using any visual medium available, such as metalwork, sculptures, paintings, illustrations and even computer graphics. Our goal is to represent the complex information about these shapes in a visual, tangible model which is accessible to a large audience. In other words, we play the role of da Vinci, yearning to bring these shapes to life.

Experience in any kind of mathematics is neither expected nor desired. However, a strong visual imagination is needed. The overall evaluation is based primarily on attendance, exhibition of art projects and an exam.

Prerequisites: experience in art studio is preferred. *Enrollment limit: 10.*

Cost to student: \$50 for a lab fee

Meeting time: mornings.

DEVADOSS and GARY LOHNES (Instructors)  
BURGER (Sponsor)

Gary Lohnes is the sculpture studio assistant at Williams. He has many years of fabrication and machine shop experience, and will be a co-instructor of this course.

### MATH 11 Proofs from THE BOOK

This course centers around the book *Proofs from THE BOOK* by Aigner and Ziegler, which collects together 30 elegant mathematical proofs. The title is from an idea of the late mathematician Paul Erdos, that God has in his hands a book which contains the most beautiful proofs of all mathematical truths, and it is the job of mathematicians to find these proofs.

Course participants will each present one of the book proofs, and write a 10-page paper which gives a historical



## Winter Study Program

picture of the math scene surrounding that particular proof.

Prerequisites: a strong interest in (and some experience with) mathematical proofs. *Enrollment limit:* 18.

Cost to student: \$35.00 for text.

Meeting time: three classes per week, two hours each class.

CRAFT (Instructor)  
BURGER (Sponsor)

David Craft was a visiting professor of math and stats at Williams last year. He is currently a researcher at Massachusetts General Hospital in the radiation oncology laboratory. He applies mathematical optimization methods to cancer radiation treatment planning.

### MATH 12 Contemporary Movie Criticism

Are there some movies that you love? Are there any movies that you despise? If so, can you make it clear why you feel so strongly about a film? In this course, students will watch the films of contemporary directors that have a very distinctive style—styles which they will either love or hate. The students will then study how various critics have reacted to these directors, and then write their own responses. Directors that will be focused on include David Gordon Green, Larry Clark, Terry Zwigoff, Kore-eda Hirokazu, and P.T. Anderson. Students will be required to turn in and present several critical essays throughout the term.

Requirements: a 2-page critical essay due every other class meeting.

No prerequisites. *Enrollment limit:* 15.

Cost to student: none.

Meeting time: mornings, Monday-Friday, with two meetings at least two hours to show movies.

BOTTS

### MATH 13 Modern Dance—Muller Technique (Same as Special 18)

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 Limón before she started her own company in 1974. She has added her own style of movement to the Limón technique, creating an expansive, free-flowing dance that is wonderful to do and to watch. The class will be multi-leveled and open to both men and women alike. Previous dance experience preferred. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. We will finish the course with a short lecture-demonstration illustrating what we have learned.

No prerequisites. *Enrollment limit:* 24.

Cost to student: Under \$20.

Meeting time: 10-noon, Monday, Tuesday, Thursday and Friday.

LOGAN (Instructor)  
BURGER (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 Points of Intersection: Where Algebra and Geometry Meet

An algebraic curve is the set of points satisfying the equation  $f(x,y) = 0$  where  $f(x,y)$  is a given polynomial in two variables. One can ask questions about the relationship between the algebraic properties of the polynomial  $f(x,y)$  and the geometric properties of the algebraic curve defined by  $f(x,y)$ . For example, suppose we have two algebraic curves, one defined by the polynomial  $f(x,y)$  and the other by  $g(x,y)$ . If we know the degree of both  $f$  and  $g$ , what can we say about the points of intersection of the two algebraic curves defined by  $f$  and  $g$ ? In this course, we will study algebraic curves of degree at most three. These topics are a critical part of Algebraic Geometry, a central part of mathematics for at least the last 200 years. In particular, many of the best mathematicians in the last few centuries have studied curves of degree three. We will cover the basic machinery for studying algebraic curves, including points of intersection and homogeneous coordinates.

Evaluation will be based on daily homework, participation in class, and a final project. Students should expect to spend about 20 hours per week (not including class time) on the course.

Prerequisites: Mathematics 105 or Mathematics 106 or permission of the instructor. *Enrollment limit:* 20.

Cost to student: approximately \$75 for books

Meeting time: mornings, six hours per week

LOEPP

### MATH 15 Godel, Escher, Bach

The main purpose of this course is to read and discuss *Godel, Escher, Bach: An Eternal Golden Braid* by Douglas R. Hofstadter, a groundbreaking book linking mathematical logic, art and music. We will discover and explore the connections between the mathematics of K. Godel, the drawings of M.C. Escher and the music of J.S. Bach. We will investigate notions such as meaning and form, pattern, recurrence and self-reference. Special attention will be devoted to Godel's Incompleteness Principle (which highlights the difference between truth and proof) and to some of its philosophical implications.

Evaluation will be based on class participation and a 10-page final project.

Prerequisite: Mathematics 104/equivalent or permission of the instructor. *Enrollment limit:* 15.

Cost to student: approximately \$20 for text.

Meeting time: mornings.

STOICIU

### MATH 16 Knitting: The Social History and Craft Form (Same as Special 16)

Creating fabric out of interlocking loops can be traced back to the Neolithic period, and knitted artifacts 1600 to over 2000 years old have been found in Egypt, Peru, and Sweden. Knitting requires little machinery and can be done almost anywhere yet requires a significant amount of learned skill. Knitting techniques have been handed

## Winter Study Program

down through generations, shared in small groups, and transferred between cultures as trade routes emerged. The social history of knitting in America is a rich reflection of our history of culture. We will examine the social history of knitting through a sequence of readings, lectures, and discussions, and explore knitting technique through a series of projects. Reading list includes: *No Idle Hands: The History of American Knitting*, by Anne L. MacDonald, related articles provided by the instructor, and *Reader's Digest Knitter's Handbook*, by Montse Stanley. We will engage a series of project samples designed to introduce and improve skills of beginning knitters, starting with simple washcloths, a knitted cap, and culminating in a final project of a felted mittens. Students will also be required to select and research some aspect of knitting and write a 10-page research paper. Topics will need pre-approval of the instructor.

Evaluation will be based on participation, projects and a final 10-page research paper.

No prerequisites. *Enrollment limit: 15. Enrollment is restricted to beginning knitters and preference will be given to first-year students.*

Cost to student: approximately \$70 for materials kit and \$45 for textbooks.

Meeting time: three days per week from 4-6 p.m.

M. JOHNSON (Instructor)  
BURGER (Sponsor)

Mary Johnson, M. Ed., is highly experienced and has worked as a professional knitter for NYC designers Knit-Wits, Lane Borgesias, and Storey Publishing. Mrs. Johnson is a third grade teacher at Williamstown Elementary School.

### MATH 30 Senior Project

To be taken by candidates for honors in Mathematics other than by thesis route.

### MATH 31 Senior Thesis

To be taken by students registered for Mathematics 493-494.

## MUSIC

### MUS 10 Symphonic Winds

Students enrolled in Symphonic Winds will rehearse and prepare music in preparation for a February 2007 concert performance. Students will participate in a variety of performance settings from full ensemble to various chamber ensemble settings (both conducted and unconducted). Students will be responsible for preparing their individual parts (including both instrumental practice and required listening/reading), attending all rehearsals and composer lectures to which they are assigned by the instructor, and leading occasional sectionals.

Repertoire will be selected based on enrollment. Repertoire to be studied during Winter Study will include music of Louis Andriessen (*De Materie*, *On Jimmy Yancey*, *Worker's Union*, and others), and possibly music by composers including John Adams, Cornelis de Bondt, Susan Botti, Chen Yi, Lukas Foss, Jean Francaix, Don Freund, Adam Gorb, Michael Gordon, Judd Greenstein, Daron Hagen, David Lang, Ileana Perez-Velazquez, Steve Reich, Michael Torke, and Dana Wilson. In addition and in conjunction with Keith Kibler's winter study musical theater course, the Symphonic Winds will serve as the pit orchestra for the selected show (tentatively Kurt Weill: *The Threepenny Opera*), to be performed during the final week of winter study (date TBA). All students will be required to perform in at least one performance, either the show and/or the February concert.

Evaluation will be based on individual performance and preparation, and, as necessary, written assignments. Symphonic Winds is open to students of all musical abilities, including wind, brass, and percussion players, as well as vocalists, string players, and pianists. Instructor permission is necessary to enroll in this winter study course. Preference is given to students who have performed in Symphonic Winds previously. *Enrollment limit: 30.*

Cost to student: none.

Meeting time: afternoons. 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 approximately 5-10 hours a week; for every hour of rehearsal time, students will be expected to have prepared for approximately 1-4 hours per rehearsal, as necessary.

STEVEN BODNER (Instructor)  
KECHLEY (Sponsor)

Since 2000, Steven Bodner has been the music director of the Symphonic Winds at Williams College, where he also teaches classical saxophone and music theory, and performs regularly with the Williams Chamber Players. He earned a B.A. in philosophy and B. Mus. in saxophone performance and Miami (OH) University in 1997, an M.M. in wind ensemble conducting with academic honors and distinction in performance from New England Conservatory in 1999, and he is pursuing his Ph.D. in Music Education at the University of Massachusetts, Amherst.

### MUS 11 Cuban "Classical" Composers and Their Music

This course covers some of the relevant "classical" composers of Cuban Music history. We will study the composer's life and work through the analysis of some of their relevant compositions. Class discussion will include the relationship of these works with elements borrowed from Cuban popular music and how the composer incorporates these elements into his/her own artistic expression. We will also discuss the influence of the European and Afro-Cuban traditions on this repertoire.

Evaluation will be based on class attendance and participation; and a 10-page paper and presentation of this paper during the final week of Winter Study. The performance of one of the works studied in class is not required but it is encouraged and can be taken into consideration as part of the final presentation. Possibilities for performance include short piano pieces by Manuel Saumel, Ignacio Cervantes, or Lecuona, guitar pieces by Leo Brouwer,

## Winter Study Program

and a percussion ensemble piece by Amadeo Toldan.

Prerequisites: the ability to read music and to follow music scores. *Enrollment limit: 15.*

Cost to student: \$30.00 reading packet.

Meeting time: afternoons, Tuesday, Wednesday and Thursday (6 hours per week). Students are also required to listen to additional pieces not discussed in class during the mornings and to watch a film focused on Cuban Culture.

PEREZ VELAZQUEZ

### **MUS 12 Ensembles in Classic American and 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. Music from Kurt Weill's *Threepenny Opera* will be the central 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 such as Franz Lehar's *The Merry Widow* may also be included.

Evaluation: A student may fulfill the requirements of the course by performing, directing, accompanying, or writing a short paper, or some combination of the above, approved by the teacher.

Cost to student: none.

Singers, actors, and pianists are all welcome to participate. *Enrollment limit: 15.*

Meeting time: Monday and Wednesday afternoons.

KEITH KIBLER (Instructor)  
KECHLEY (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at kiber@verizon.net.

### **MUS 14 Transcending Jazz (Same as English 14)**

(See under English for full description.)

### **MUS 16 Organs of New England**

This course will explore through direct contact the history and range of styles of organs in New England. Trips to historic and to outstanding recent instruments will form the core of the course. Students will meet for one private or small group lesson each week to prepare appropriate repertoire to play on each instrument. Daily organ practice and related readings and listening are expected.

Evaluation will be based on a performance on campus at the end of Winter Study or a 10-page paper about an aspect of New England organ building.

Students with keyboard background will be preferred. *Enrollment limit: 15.*

Meeting time: One day in each week will be devoted to a field trip to visit one or more instruments. The private/small group lesson will be scheduled on another day of the week.

ED LAWRENCE (Instructor)  
KECHLEY (Sponsor)

### **MUS 17 Contemporary American Songwriting (Same as American Studies 15)**

(See under American Studies for full description.)

### **MUS 18 The Life and Music of Bassist/Composer Jaco Pastorius**

Jaco was to electric bass what Mohammed Ali was to boxing. He was a larger-than-life figure in the music world. The course will focus on the music he composed for large ensembles (big band) and will discuss the profound influence he had as an electric bassist. The course will also look into his historic musicianship as a member of the world-famous Weather Report, whose members included saxophonist Wayne Shorter and pianist Joe Zawinul. Overall the students will experience the diverse and exhilarating aspects of playing in a large ensemble steeped in the music of jazz, funk and blues.

The students will be evaluated by their overall attentiveness and comprehension of the material presented in the course. There will be a live performance of the music prepared in the class during the final week of winter study.

The course is open to all instrumentalists and vocalists who have the ability to read music. *Enrollment limit: 16.*

Cost to students will include \$20 to purchase the biography of Jaco Pastorius entitled *JACO* (anniversary edition) by Bill Milkowski.

Meeting time: three times a week for two hours a day (Tuesday, Wednesday and Thursday, 1-3 pm).

JOHN MENEGON (Instructor)  
KECHLEY (Sponsor)

John Menegon is a bassist/composer/arranger who has traveled extensively throughout the world performing as an integral member of both the Dewey Redman Quartet and the David "Fathead" Newman Quintet for the past eight years. He is also a bandleader and has recorded two CDs of his own, available on Maki Records. [www.johnmenegon.com](http://www.johnmenegon.com)

### **MUS 19 Bruce Springsteen (Same as Psychology 16)**

(See under Psychology for full description.)

## Winter Study Program

### **MUS 21 Individual Vocal and Instrumental Instruction**

*Can only be taken IN ADDITION to a regular WSP course. CONTACT THE MUSIC DEPARTMENT ABOUT SIGNING UP FOR THIS COURSE!!!*

Intended for students who are continuing Music 251-258 lessons taken during fall semester. Must be taken in addition to a regular WSP course. Individual lessons in voice, keyboard, and most orchestral and jazz instruments, offered during Winter Study. Four lessons, given at approximately one week intervals (TBA). Student is expected to practice at least two hours per day. All individual instruction involves an extra fee which is partially subsidized by the department. Contact the Music Office for contract/permission forms which must be submitted in order to take this course.

Prerequisites: permission of Department Chair and Instructor, completion of Music 251 or higher during the previous semester.

STAFF

### **MUS 25 Singing on the Tiber: Performance and History in Rome (Same as Classics 25)**

This course has a unique structure. The Williams Concert and Chamber Choirs (comprising approximately 55 students) will develop a concert program through the fall semester of music of Roman provenance, with particular attention to the rich and significant repertoire of late medieval and Renaissance vocal music. At the beginning of Winter Study the students will return to campus for two weeks during which time the musical program will be rehearsed before departure to Rome. All students will have the OPTION of traveling to Rome.

#### *MUS 25 (section 01—for students traveling to Rome)*

On January 20, the choirs will travel to Rome where, over the course of ten days, they will give performances (both formal concerts and liturgical contributions) in sites of relevance to the music (e.g., music by Palestrina will be sung in concerts and/or religious services in the churches of St. John Lateran and St. Maria Maggiore as well as the at the Vatican—all sites where he composed and directed). They will also attend concert and opera performances in the city.

Each student will write a 5-page paper focused on a particular site and either its archeological history or its musical history.

#### *MUS 25 (section 02—for students opting not to travel to Rome)*

Each student will write a 10-page paper focused on a particular site and either its archeological history or its musical history.

#### *(both sections)*

The pre-departure preparation will encompass, in addition to daily choir rehearsals, a series of introductory lectures and conferences focused on the history and culture of Rome from ancient times to the early Baroque era. Lectures will be team-taught by Professors Bloxam and Hoppin, and will provide a brief introduction to the development of the city, its principal historical monuments, and the changing role of music in Rome's culture from ancient times to c.1600. Students will also elect a concentration in conjunction with the lectures, either pursuing the study of Rome's archaeology and literature with Professor Hoppin, or focusing on a more in-depth investigation of the city's musical history oriented around the repertoire to be performed on tour.

#### *Music Component (Bloxam)*

We will briefly consider the nature and function of music in ancient Rome, including its notation, instruments, and ritual and social purposes, and then examine the development of Gregorian chant in connection with the rise and spread of Christianity. Most attention will be given to the most illustrious phase of Rome's musical history, from the late 15th century through the early 17th century. We will trace the development of sacred and secular music in the context of the Papal Chapel and other churches in the city through music by such composers as Josquin, Palestrina, and Monteverdi. Special attention will be paid to the composers whose music will be presented during the tour, including close analysis of selected works from the choir's tour repertoire.

#### *History/Archeology Component (Hoppin)*

We will briefly survey the growth of Rome from a small city-state, founded by Romulus in 753 BCE on the bank of the Tiber, to a dense metropolis which ran an empire both in the late Republic and especially under emperors like Augustus and Hadrian, whose building programs transformed the city. We will also consider the role of spectacle in the life of the ancient city, from census-taking and gladiatorial games to some of the ritual practices which influenced early Christian practices (e.g. celebrations of a temple's "birthday" and ritual processions to musical accompaniment). In addition to modern readings on the history and archaeology of Rome, we will consider selected passages from ancient literature which bring to life the sights, sounds and smells of the city in several different periods.

Prerequisites: audition and/or membership in Williams Concert or Chamber Choir, Fall 2006. *Enrollment limit: 65 (total for both sections).*

Schedule (pre-departure): M-Th 10:00 a.m.-noon (Bloxam, Hoppin), some evening rehearsals (Wells).

BLOXAM, HOPPIN, and WELLS

### **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 11 Aikido and Ethics

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. By integrating physical and intellectual components, the course seeks to forge in each student a more coherent perspective on the difficult questions, broadly formulated as “How should I live?”, that the study of Ethics puts before us.

The physical training 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 and staff techniques. Intellectually, students will take turns leading class discussions on issues grouped into 4 major topics—Life, Power, War, and Money. While this is not intended to be an “Ethics of Aikido” course, the ethics discussions will be consistently and constructively flavored by our Aikido training.

Students need to understand that this course entails almost 15 hours of “class” time each week (2 hours of training each morning and 3 Ethics classes). Assuming the course is fully subscribed, the Ethics classes will divide into 2 sections of 10 students. Two of the three Ethics classes each week will be held in the early evenings, and one session each week will be over lunch. Additional relevant experiences, such as meditation practice, misogi, and Samurai films, will be made available as scheduling permits.

Students will be evaluated on the quality of their participation in both physical and intellectual course components, a class presentation, and a final 10-page paper or project which entails a significant investigation of a topic emerging from the course experience.

Students interested in the course should visit <http://www.aikidokids.com/philosophy11.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* : 20.

Cost to student : \$100 for uniform and wooden training weapons.

Meeting time: mornings and evenings.

ROBERT KENT ’84 (Instructor)  
GERRARD (Sponsor)

Robert Kent ’84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a San Dan rank (third degree black belt) and runs the youth program at Aikido West in Redwood City, CA. He also runs the website AikidoKids.com. 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 second time he has offered this course.

### PHIL 12 Ethics Bowl: Case-based Reasoning in Ethics

Ethics Bowl is a nationwide intercollegiate competition in which teams comprising three to five undergraduate students cooperatively develop, present, and respond to analyses of a set of fifteen morally complex case scenarios. In the national program, all teams receive the cases in advance of the competition, but they are not provided with the question about each case which they’ll be asked to address during the tournament. Thus, teams must work through all facets of the scenarios in order to be prepared for whatever the moderator and judges may ask. The competition proceeds, tournament style, as a series of matches in which two teams square off in debating a question concerning the moral features of a given case. However, it is a debate with a difference: because teams do not know in advance what will be asked, they are not obliged to take a position opposing that of their competitors. They may disagree or concur, but must provide an assessment of their opponents’ arguments and justification for their own conclusions. The emphasis in presentations is on substantive argumentation, not on rhetoric or presentation style, and the positions presented typically represent a consensus among all the team members who have contributed to the preparations and analysis.

This winter study course will be modeled on the Intercollegiate Ethics Bowl format. It will begin with a brief introduction to reasoning in practical (as opposed to theoretical) ethics and case analysis. Thereafter, students will begin working through this year’s Ethics Bowl cases, some taken from the regional Ethics Bowl competition held in the Fall and some from the upcoming national competition. The scenarios present ethical problems in one of a number of personal, professional, or public policy domains (e.g., medical, legal, journalistic, and environmental ethics; issues of academic integrity, personal relationships, etc.) Students in the course will collaborate in analyzing all of the cases in-depth, but will take primary responsibility for at least one and up to five cases. The discussion sessions will be intensive, but very much student-driven, with the instructor acting as a coach rather than as a teacher.

The course will include at least one or two public “scrimmages” which may include teams from area schools (e.g., Dartmouth, Union). The course is open both to members and to nonmembers of the Williams College Ethics Bowl team. Please email the instructor ([jpedrioni@williams.edu](mailto:jpedrioni@williams.edu)) for sample cases from previous competitions.

Requirements: final paper (7-10 pp) based on an Ethics Bowl case of the student’s choice.

No prerequisites. *Enrollment limit*: 15 (expected 5-10), priority to current Ethics Bowl team members and to juniors and seniors (any major).

Cost to student: none.

Meeting time: afternoons.

J. PEDRONI

### PHIL 19 Theorizing the Image (Same as ArtH 19 and English 19)

(See under English for full description.)



## Winter Study Program

### 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 100.*

Cost to student: About \$50 for holographic film, chemicals, and photocopies.

JONES and FORKEY

### PHYS 12 Meet the Right Side of Your Brain: Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth or a magical ability, but a learnable skill. If you ever wanted to draw, but doubted you had the ability or believed you could not learn, then this course is for you. This intensive course utilizes discoveries in brain research to teach representational drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, self-portrait, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project.

Evaluation will be based on participation, effort, and development. 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.

No prerequisites. *Enrollment limit: 15, with preference given to juniors and seniors.*

Cost to student: cost of text and (approximately) \$15 for drawing materials.

Meeting time: mornings.

STELLA EHRLICH (Instructor)

JONES (Sponsor)

Stella Ehrlich holds an M.F.A. in painting from Bennington College. She has taught drawing at Bennington College, the Lyme Academy School of Fine Arts and other local colleges. She has exhibited in the United States and Europe and executes portraits for clients around the world.

### PHYS 15 Livres des Artists—The Artist Book

In this multidisciplinary class, students will explore and explode the boundaries that traditionally define the ancient art of bookmaking. They will step outside of traditional assumptions and preconceived ideas as the class explores a mode of expression that is creative, graphic, sculptural and very personal. The first half of the course will explore bookmaking and binding techniques including: paper decoration, printmaking (including mono-print, stamping, photocopy transfers and transfer drawings), book structures (such as the many variations on the accordion, tunnel, carousel and inventive), collage and creative writing in order to develop a plan for the creation of an individual artist's book, a multi-media expression of self that will be designed and executed in the last half of the class.

Students will be evaluated on class participation and a final project which will be displayed at the end of Winter Study. Attendance is mandatory.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$100 plus another \$50/75 dependent on the types of supplies/paper/books that students end up making.

Meeting time: During the first two weeks, students will meet three or four days in a studio/workshop like setting. The second two weeks will be more open, allowing the student to develop and create their own artist book, with two required studio days each week and optional extra technique days. Field trips to Chapin Library, the Clark Art Institute, and the Smith College Museum of Art will be required and scheduled according to class needs, potentially outside of the official meeting times.

MELANIE MOWINSKI (Instructor)

JONES (Sponsor)

Melanie Mowinski holds an MFA in Book Arts and Printmaking from the University of the Arts in Philadelphia and a MA in Religion and the Visual Arts from Yale University. Her work has been exhibited from St. Kitts to North Adams to Australia.

### 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 inter-



## Winter Study Program

ested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Cost to student: none.

Meeting time: to be arranged with instructor.

K. JONES and members of the department

### **PHYS 31 Senior Thesis**

To be taken by students registered for Physics 493, 494.

## **POLITICAL ECONOMY**

### **POEC 31 Honors Thesis**

To be taken by students registered for Political Economy 493.

## **POLITICAL SCIENCE**

### **PSCI 10 Political Campaign Ads—Noise, Trash, or Democracy in Action?**

American political campaigns have many elements, fund-raising, rallies, lawn signs, and much more. The focus of this winter study course is on campaign television ads. Some have, it is often claimed, determined the outcome of elections. Lyndon Johnson's famous 1964 campaign ad of young child plucking flower petals, shown only once, or the Bush campaign's Willie Horton ad in 1988, are two such examples. The course will examine campaign ads, and the research on how, why, and when they work. One of the charges often leveled against democracy is that the people are easily seduced by clever and devious leaders, the power of rhetoric and images to mislead (among those who have made this argument are Plato and Hobbes). What does it mean to delude or mislead? What does a "good" campaign ad accomplish? Do campaign ads delude or do they educate, or both? Each student will write a paper analyzing a campaign ad (or the ads used in a campaign) of their choosing.

Evaluation will be based on a 10- to 15-page paper, class attendance and participation.

No prerequisites. *Enrollment limit: 20.*

Selection Criteria: Political Science Majors and then thereafter first come first served.

Costs to students: texts for course (under \$100).

Meeting time: four times a week, 10-noon,, Monday-Thursday).

MARCUS

### **PSCI 11 Grassroots Activism for Social Change**

This course will examine the design and implementation of multi-faceted public policy campaigns that employ strategies ranging from informal advocacy and public education to direct action and litigation, using two successful New York City housing campaigns as the starting point for discussion. Housing Works is a NYC community-based organization formed in 1990 as an advocacy response to the lack of housing and services for homeless New Yorkers living with HIV and AIDS. Formed as a membership organization of homeless persons, persons with HIV/AIDS, advocates and social service professionals, the group has grown to become the largest provider of housing and related services for homeless persons with HIV/AIDS in the United States, employing class action litigation, legislative work, innovative service provision, demonstrations and civil disobedience to achieve rapid expansion of targeted local, state and national resources. The Housing First! Affordable Housing Campaign is a unique, broad-based coalition that includes virtually all the major organizations involved in housing development, finance and advocacy in New York City, as well as businesses, labor unions, community groups, and religious leaders and institutions. The campaign was launched in 2001, in the context of a mayoral election, to call for increased public investment in affordable housing. Housing First! and its allies kept affordable housing at the top of the public agenda during one of the most challenging periods in the City's history, with remarkable success, including a recently released 10-year, \$7.5 commitment to create and preserve 165,000 units of housing.

These examples offer an opportunity to study the bases of legitimate action for social change, including partnership with affected persons, coalition building and management, direct experience with social service systems, and honest evaluations of the individual and systemic causes of social problems. Students will be asked to work together in teams to develop detailed written advocacy strategies to address identified social issues.

Evaluation: Students will be divided into teams, and will be evaluated on class participation, and on final in-class presentation on advocacy campaign developed by each team.

No prerequisites. *Enrollment limit 15.*

Meeting time: mornings.

VIRGINIA SHUBERT (Instructor)

C. JOHNSON (Sponsor)

Virginia Shubert has twenty-five years' experience as an advocate, service provider and consultant working on poverty and health issues including homelessness and access to housing, HIV/AIDS, tuberculosis, and drug and alcohol dependence. Ms. Shubert, a graduate of the Harvard Law School, has been counsel in landmark lawsuits involving access to care and services for disabled persons, including *Mixon v. Grinker*, brought to establish the right of persons with HIV illness to safe, medically appropriate housing, and *Henrietta D. v. Giuliani*, a federal class action that has established the right of disabled persons to reasonable accommodations necessary to ensure access to public entitlements. In 1988, Ms. Shubert founded the AIDS Project of the Coalition for the Homeless, and in the early 1990s she was a founder and Co-Executive Director of Housing Works, where she established and headed its Advocacy and Public Policy Department. For the last twelve years Ms. Shubert has worked as a consultant on housing, health, and economic justice issues. She has written on a range of health and housing issues.

## Winter Study Program

### PSCI 12 Democracy or Plutocracy

Just before the final vote at the constitutional convention, Ben Franklin, shed a tear, as he said that although the Constitution had faults, it should be approved because there is a need for a government that hopefully will be a blessing "if it is well administered." This course will explore the history of the administration of the three main branches of government and how they related to this hope of Franklin and the other Founding Fathers as they expressed it in the Constitution. Topics will include current events that include such questions as: Whether it was expected that a president could ignore parts of federal laws (e.g., the ban on torturing prisoners, reporting FBI activities to Congress and requiring court approval for telephone surveillance) in the name of national security? Whether it was envisioned that Congress would fail to act as a check and balance on the president when a party was in control of both branches? Whether the Founders thought the Supreme Court would interpret the Constitution as a living legal document to find unwritten rights?

Evaluation will be based on class participation in discussions and a 10-page paper.

No prerequisites. *Enrollment limit 15. Preference given to Political Science and History majors interested in Constitutional government and law.*

Cost to student: none.

Meeting time: afternoons.

ROBERT F. JAKUBOWICZ (Instructor)

C. JOHNSON (Sponsor)

Robert F. Jakubowicz served in the Massachusetts legislature. His political experience also includes being a local city counsel person and county commissioner and participation in national political campaigns. He is a lawyer and a former FBI agent and assistant DA. His political commentaries appear bi-monthly in the *Berkshire Eagle*. His columns have also appeared in the *Boston Globe*, *Boston Herald*, *The Bedford Standard Times*, and the *Cape Cod Times*.

### PSCI 13 The Art of War (Same as Asian Studies 13)

This course will examine the meaning and uses of the classical Chinese text, *The Art of War*, by Sun Tzu. Students will consider Sun Tzu's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sun Tzu in historical and philosophical context; the second half will examine how *The Art of War* has been used in a variety of modern fields. Evaluation will include mandatory class attendance and participation, and a 10-page paper.

No prerequisites. *Enrollment limit: 15. Seniors and juniors will have priority.*

Cost to student: price of books.

Meeting time: mornings.

CRANE

### PSCI 14 Assessing the Impact of Local Policy on Underage Drinking: The Role of Server Training

This course is designed to research and assess selected local-level public policies implemented to reduce underage drinking, with a particular emphasis on server training. The class will conduct a survey to identify local jurisdictions that have mandated or encouraged server training and/or other innovative strategies. Students will determine whether the policies are mandated or voluntary, how the authority conducts evaluation, and what those evaluations have shown; and they will explore other possible evaluation methods. They will also research whether there are alternative practices that might mitigate the role of alcohol among youth (e.g. to keep open the option that best practices may be outside the legal realm). The class will then develop a strategy to select policies to focus on, assess the policies' effectiveness, and research how the local jurisdictions decided whether to mandate those strategies. Where jurisdictions have mandated strategies, students will research how those mandates were enacted, including obstacles to passage and how those obstacles were dealt with. This will involve interviewing public officials who established the mandates, those responsible for executing the policy, and perhaps servers involved in the practical work of selling and monitoring the exchange of alcohol.

Students will write a final report. It might be a result of the series of individual reports students will have prepared or a common report prepared by the whole class working as a group. Depending on what the research has unearthed, the report might include recommendations to local towns (specifically Williamstown and Adams, the two towns that are the focus of the CMCA project and that set policy through Boards of Selectmen) on steps they might take to establish such public policies.

Required activities: Attend class sessions to be scheduled, develop jointly a plan for establishing and completing assigned tasks associated with identifying and collecting information on server training and/or other strategies, and completing the written report.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$25 for reading packet.

Meeting time: 10-12:30 Monday, Tuesday, Wednesday and as can be arranged for specific research travel.

A. WILLINGHAM and ED SEDARBAUM (Instructors)

Ed Sedarbaum is a long-time community and political organizer. He currently coordinates Communities Mobilizing for Change on Alcohol (CMCA), an environmental prevention program seeking to reduce underage drinking, in the communities of Williamstown and Adams. CMCA is a program of the Northern Berkshire Community Coalition, a 20-year-old community coalition that creates community dialogues and does neighborhood organizing, prevention programming, youth leadership development, and more.

### PSCI 15 The Work of the Supreme Court: A Simulation (Same as Legal Studies 15)

(See under Legal Studies for full description.)

### PSCI 16 Presentation Skills for Impact

The goal of this course is to enable students to develop and deliver effective presentations with skill and confidence. Topics include planning the essential parts of a speech, how to deliver a presentation, using effective non-

## Winter Study Program

verbal behaviors and visual aids, controlling stage fright, and basic facilitation skills (managing Q & A and your audience) for success. Throughout the course, skill exercises may be videotaped and reviewed by the individual and/or class for assessment purposes. Students will have their own personal videotape for in-class use to record their pre and post skill progress.

A final 7- to 10-minute oral presentation will be required by the student. The student will be videotaped and presented with a written feedback evaluation during his or her individual feedback session with the instructor. Throughout the course, skill exercises may be videotaped and reviewed by the individual students and/or class for assessment purposes. Students will have their own personal videotape (for in-class use) to record pre and post skills and capture their progress.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$15.

Meeting time: mornings. Individual videotaping sessions may be scheduled if needed.

KRISTEN MCCORMACK (Instructor)

C. JOHNSON (Sponsor)

Kristen McCormack is an independent consultant with a M.S. in Training and Development from Lesley College in Cambridge, MA. She has significant expertise in organizational development, training design, advanced presentation, communication, and facilitation skills. Her experience includes eight years in the financial industry.

### **PSCI 17 Great Writing, Great Teaching**

Teachers and columnists have the same goal: we want to elicit deep thinking, tell you something you didn't know, and communicate complex ideas. Thomas L. Friedman, the Foreign Affairs Columnist for the New York Times, will focus on what sort of background and preparation is needed to become a columnist and what makes a good column—or blog! Susan Engel will focus on finding out what it takes for a teacher to get students (whatever their age) to think in new ways, learn (and retain) valuable information, and stretch their minds.

Students will be expected to do lots of writing of different types of columns each week, develop lessons, try out a range of teaching techniques, and be ready for lots of hands on critiques.

No prerequisites. *Enrollment limit: 15.*

Meeting time: TBA.

THOMAS L. FRIEDMAN and SUSAN L. ENGEL (Instructors)

C. JOHNSON (Sponsor)

Need blurb about Friedman and Engel.

### **PSCI 21 Fieldwork in Public and Private Non-Profits**

This course is an internship experience in which students work full-time in a governmental or nongovernmental (including voluntary, activist, and grassroots) organization. Students may find internships in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices such as environmental agencies or housing authorities; interest groups that lobby government such as the ACLU or Natural Resources Defense Council; nonprofit organizations such as think tanks or service providers such as Habitat for Humanity; and grassroots, activist or community development organizations such as Greenpeace or neighborhood associations. The instructor will work with each student to arrange an internship; such arrangements must be made in advance of the Winter Term. Students should first make their own contacts with an institution or agency. The instructor and members of the Political Science department and Environmental Studies program are available to help students find placements, if necessary. Each student's internship mentor shall send a confirmation letter to the instructor verifying the internship and describing the nature of the work to be performed by the intern. Students will read a few short articles distributed at the beginning of Winter Term and must agree to keep a journal, maintain weekly contact with the instructor, and write a final paper summarizing and reflecting upon the experience. A group meeting of all students will occur after winter study to discuss the experiences.

Requirements: internship work; satisfactory evaluation from the institutional sponsor; 10-page final paper; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Paula Consolini.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$15 for readings, student covers transportation costs to and from internship site.

PAULA CONSOLINI (Instructor)

C. JOHNSON (Sponsor)

Paula Consolini is the Coordinator of Experiential Education at Williams.

### **PSCI 25 Politics of the Korean Peninsula (Same as Asian Studies 25)**

Interested in learning first-hand about South Korea, an economic powerhouse and a young, vibrant democracy in Asia? Want to know whether Koreans are anti-American or pro-American? Wish to travel both North and South Korea and feel the tension across the Demilitarized Zone? Then join us on this course that will introduce you to the political dynamics surrounding the Korean peninsula, both in theory and practice.

We will first spend the first week to survey the political history of Korea and the complexities of U.S. relations with both North and South Korea for the last 50 years. Then we will spend the second week in Seoul, Korea, where we will be engaged in a number of activities to help us acquire insights on Korean politics and inter-Korean relations.

Tentatively scheduled agendas include: Meetings with US military officials in the Combined Forces Command (CFC) and officials at the US Embassy; lectures and a round-table with Korean college students at the International Studies Division, Yonsei University; 4-day group tour to the Kumgang Mountain in North Korea; visits to the National Assembly and other historical sites; interviews with North Korea human rights activists, including defectors from North Korea. While staying in Seoul, students will also use some afternoons and evenings for

## Winter Study Program

self-study and individual exploration of the city.

Upon return to Williams, we will have post-travel reflective follow-ups to complete the WSP. Two orientation sessions will be conducted on campus in the fall to help prepare participants for their experience.

Requirements: one short paper (10-12 pp.), two (in-class) oral presentations on either the readings or issues. Prerequisite: one course in Political Science or Asian Studies or instructor's permission. *Enrollment limit: 8. Not open to first-year students.* Interested students should consult the instructor before registration.

Cost to student: approximately \$2500.

BONG

### **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 Mental Illness in Film**

This course examines the depiction of mental illness and the therapeutic process on the silver screen. How do films influence our perceptions of normality and abnormality? How do they shape our beliefs about the causes of mental illness, as well as our expectations about the content and process of treatment? Films have the potential to serve a variety of functions, ranging from a form of advocacy for the mentally ill to a mechanism for furthering stigma and intolerance. In this course, we will sample a variety of powerful films (both contemporary and classic) representing multiple perspectives on mental illness. During the first half of the course we will view films as a group, explore their explicit and implicit messages about mental illness, and contrast their media portrayal with official diagnostic criteria, empirical studies, and first person accounts. In the second half of the course, students will focus their attention on a clinical disorder of personal interest. As a final project, students will identify a film that pertains to their disorder of interest and compare the cinematic depiction with more "real-world" clinical manifestations as described in the current research literature.

Final project will include a 10-page paper and a presentation of film clip(s) from the chosen movie along with a critique to the larger group during the final week of winter study.

No prerequisites. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: Tuesday and Thursday, 10 a.m.-1 p.m.

M. SANDSTROM

### **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.

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-noon Monday, Wednesday, Friday. Extensive time will be spent outside of class working on the assigned projects (conditioning changes in human behavior and conditioning rats).

N. SANDSTROM

### **PSYC 12 Personality Trait Theory through Biography**

This course provides a brief introduction to the five factor theory of personality. The five factor theory proposes that five broad traits (the so-called "Big Five" personality traits) can explain much of the observed differences in personality. In the first week we will scrutinize the theory and explore the Big Five traits as they are defined by personality questionnaires. For the remainder of the course we will consider how well the Big Five traits describe a range of personality depictions in biographies and autobiographies, including depictions nominated by class members. The course is particularly appropriate for nonmajors.

Requirements/evaluation: weekly excerpts from biographies and the personality literature; a final 10-page written report on one or more of the five major traits as depicted in a biography of the student's choice; and active class participation.

No prerequisites. *Enrollment limit: 15.*

Cost to students: approximately \$20 for reading packet.

Meetings: 1-4 p.m. Tuesday and Thursday.

A. SOLOMON

### **PSYC 13 Constructed Languages in Fantasy, Science Fiction, and Culture (Same as Linguistics 13)**

In their desire to communicate, experiment, entertain, and imagine, people throughout history have created their own languages. From Tolkien's "secret vice" and his made-up languages of Arda, to Atlantean, Esperanto, or Loxian in Enya's most recent album, chances are that you have already experienced the wonder of constructed

## Winter Study Program

languages. Have you ever wanted to create your own language? Or wondered what was behind the design of Elvish or Klingon? In this course, we will look at examples of constructed languages from many sources including international communication efforts, literature, philosophy, science fiction, fantasy, and music. We will also discuss the purposes for which these languages were designed and their psychological implications. Much of the course, however, will be a hands-on attempt at creating your own language from the ground up using a wide variety of natural and constructed languages for inspiration.

Requirements/evaluation: class participation, a short presentation on an existing constructed language of your choice, and a written description and oral presentation of your own created language.

No prerequisites. *Enrollment limit:* 20.

Cost to student: approximately \$50 for course materials.

Meeting time: afternoons, two-hour class sessions three times a week.

SUNDERMEIER

### **PSYC 14 Cognition in Autism Spectrum Disorders (Same as Cognitive Science 14)**

A widely publicized 1999 study by public health authorities indicated that California was experiencing drastic increases in the number of autism cases, with the number of cases rising 273% percent in a little over a decade. Other reports of an autism epidemic have since flooded the popular media. Currently, there is a heated controversy in the field about whether these reported increases are a result of a true autism epidemic or whether they reflect changes in diagnosis. In either case, these numbers have turned the research spotlight onto this developmental disorder. With the surge in scientists turning their attention toward autism, a number of interesting differences in cognition have been reported. In this class, we will discuss recent findings in autism spectrum disorders with special emphasis on cognition in autism. Topics include: face-blindness in autism, sensory processing, and social cognition.

Requirements: 10-page paper.

No prerequisites. *Enrollment limit:* 15. *Preference given to seniors and juniors.*

Cost to student: \$50 for readings.

Meeting time: mornings.

ZAKI

### **PSYC 15 American Incarceration**

This course provides an overview of the field of corrections and incarceration in jails and prisons. Topics include crisis intervention, suicide/self-mutilation, mental illness, forensic evaluations, individual/group therapy, sex offenses, women's issues, substance abuse, and probation/parole. A tour of the Berkshire County Jail and House of Correction in Pittsfield will be included. Handouts will be utilized, as will sections of the Massachusetts General Laws, and films covering such topics as gangs and show-of-force.

Evaluation will be based on class participation and a 10-page research paper. Attendance in class will be taken into account.

No prerequisites. *Enrollment limit:* 25.

Cost to student: \$10 for readings

Meeting time: mornings, Monday, Wednesday, Friday for two-hour sessions.

DANA B. VAN SLYCKE (Instructor)  
LAURIE HEATHERINGTON (Sponsor)

Mr. Van Slycke has worked in the corrections field for the past thirteen years (currently for the Berkshire County Sheriff's Office). He holds a MSW degree from Norfolk State University.

### **PSYC 16 Bruce Springsteen (Same as Music 19)**

'The Boss.' 'The New Dylan.' 'Steinbeck in Leather.' 'American Troubadour.' 'Working-class hero.' These are some of the labels that have been attached to Bruce Springsteen over the course of his career. These labels, and the iconic images and symbols that accompany them, barely hint at the depth and diversity of the music, and the significance, of Springsteen. This course will explore that depth and diversity, with a particular focus on examining the social psychological significance of this work. Among the issues we will examine are class, race, sexuality, marriage and family, violence, religion, politics, prejudice, and the great state of New Jersey.

Evaluation will be based on class participation and presentations, and a 10-page final paper.

No prerequisites. *Enrollment limit:* 20.

Cost to student: \$75-\$100 (for books, CD's, and DVD's).

Meeting time: mornings. We will have a mix of two-hour classes two to three times a week, complemented by individual or small-group meetings to discuss paper topics and methodologies.

FEIN

### **PSYC 31 Senior Thesis**

To be taken by students registered for Psychology 493-494.

## RELIGION

### **REL 11 Self Revelations: Religious Identity and the Reading and Writing of Memoir and Fiction**

This course will consider the way in which the narrative form shapes the interaction between self-formation and religious identity. We will read first-person accounts that deal with the struggle and reconciliation between individual autonomy and the demands of various structures of religious life both in their individual and social dimensions. More specifically we will consider the way in which the themes of faith and doubt, submission and rebellion, and order and chaos are negotiated in these narratives. We will engage these issues ourselves not by writing academic responses to the readings but by writing narrative responses. In regard to both the writings we read and those we produce, we will be concerned for the way in which confession can function both to reveal and conceal,



## Winter Study Program

thus taking into account the possibility that the appearance of truth-telling may in fact enable mechanisms of deception. Authors read will include St. Augustine, JM Coetzee, Annie Dillard, Isaac Bashevis Singer, Philip Roth, Salman Rushdie, Maxine Hong Kingston and others.

Evaluation will be based on short writing exercises and a final 10-page creative essay.

No prerequisites. *Enrollment will be limited to 12 students. Preference given to Religion majors.*

Cost to student: no more than \$120.

Meeting time: mornings, three two-hour sessions per week.

HAMMERSCHLAG

### REL 12 Yoga: A Mind-Body Connection

This class provides an orientation to yoga and meditation. Yoga practice builds strength, flexibility, and the awareness complementary to other physical activities. Meditation helps to gain balance, strengthen attention and ability to concentrate. It aids in pursuing academic studies and creative endeavors, gives tools for handling stress, and cultivates a sense of well-being and balance. The course builds a foundation for an effective and rewarding personal practice by integrating textual studies and personal practice. Analysis and comparison of classic yoga texts from India, as well as selected films, provide a historical, cultural, and philosophical background for yoga. As well as discussion of key yogic concepts, class meetings explore philosophical themes from the Indian tradition. Required Texts: Patanjali's *Yoga Sutras*, *The Bhagavad Gita*, *Yoga the Iyengar Way*, and related articles. Evaluation is based importantly on attendance and participation in all classes and sessions, a personal practice journal demonstrating particular intentions for practice and appropriate poses and sequencing to support those intentions, and fifteen pages of writing including textual analysis as well as personal reflections on the nature of yoga.

No prerequisites. Apply by email with a brief explanation of your interest in the class (selection based on this application). *Enrollment limit: 16.*

Cost to student: approximately \$50 for three books and yoga mat.

Meeting time: late mornings, three two-hour sessions/week.

NATASHA JUDSON and DREYFUS (Instructor)  
BUELL (Sponsor)

Natasha Judson, M.Ed. RYT, has taught yoga for the Williams College Physical Education Program since 2003. She has practiced yoga for over twenty years and meditation for fifteen. She trained in Iyengar and Anusara yoga and is an Affiliated Anusara yoga teacher. She began teaching yoga in 1999 and offers classes through her business Sunflower Yoga in Williamstown, and in Bennington at the Southwest Vermont Supervisory Union school district and Southwestern Vermont Medical Center.

Georges Dreyfus is Professor of Religion at Williams College where he teaches Buddhism.

### REL 13 Augustine's Confessions: 'Becoming a Question to Oneself'

Augustine of Hippo (354-430CE) has been called "the founder of subjectivity," as well as the "evil genius of Europe." His spiritual autobiography, the *Confessions*, is both an intensely personal account of his search for meaning, and one of the most widely influential texts in the history of Western thought. In this course, we will develop a close reading of the *Confessions* from start to finish. Our approach to the work as a whole will be guided by Augustine's own account of the self as standing before God. What does Augustine mean, for example, when he refers to the self, in a formulation invoked by Martin Heidegger in *Being and Time* (1927), as a "laborious soil" (Conf. X.16), or when in searching for God, Augustine writes, "I have become a question to myself" (Conf X.33)? How does 'becoming a question to oneself' relate to Augustine's various descriptions of truth-i.e. truth as that which I must make or do, truth as that in which I must stand firm, and truth as that which I may access only through love? Drawing upon contemporary historical and theoretical research on Augustine, and upon Augustine's various other writings and sermons, we will aim to show why it is that the *Confessions* remain even today a fertile ground for those interested in thinking through issues of subjectivity and hermeneutic theory. Format: seminar. Requirements: class participation and a final 10-page essay.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$50 for books.

Meeting time: mornings.

RYAN COYNE (Instructor)  
BUELL (Sponsor)

Ryan Coyne earned his B.A. from Dartmouth College, and is currently a Ph.D. candidate at the University of Chicago Divinity School. He is interested in the history of metaphysics and Christian theology, and his dissertation examines the influence of Augustine on the development of Martin Heidegger's phenomenological philosophy.

### REL 25 Jerusalem: A Travel-Study Course with Three Narratives

Jerusalem will present the ancient and modern city from three points of view simultaneously. Jewish, Muslim, and Christian religious and cultural traditions have been attached to this city for more than two millennia. Three cultures are attached to the same geography, but their points of view are very different. Intellectually and emotionally, the narratives of the three cultures are very different stories. It will be our project to encounter these three perspectives to see how they form vectors of emotions and praxis that sometimes coincide and sometimes collide in a small geopolitical space.

Our reading will include an introduction to the three faiths of Judaism, Christianity, and Islam, as religious traditions which, though world-wide, are centered in historic and faith experience in Jerusalem. We will look at art, architecture, music, and commerce as ways of understanding the region's history and meaning. Texts, to be introduced and studied in the Williamstown portion of the course, will include: Karen Armstrong, *Jerusalem*:



## Winter Study Program

*One City, Three Faiths*; Pamphili, Eusebius, *The History of the Church from Christ to Constantine*; F.E. Peters, *Mecca and Jerusalem*.

We'll also read selections from *The Bible*, the Koran, Hilda Prescott, *Friar Felix at Large: A Fifteenth Century Pilgrimage to the Holy Land*, and Mark Twain, *Innocents Abroad*, and Melville's *Journal in the Straights*.

The course will be in the Religion Department, by agreement with Prof. Bill Darrow. Our study will begin in Williamstown, with class sessions tentatively scheduled for January 3, 5, 8, 10, 12. We will fly to Israel on Sunday, January 14 and return on the 25th. This will give us an opportunity for a final meeting prior to Dead Week.

In Jerusalem, we will see the city from three perspectives. We expect to stay at Christ Church Guest House, near the Jaffa Gate in the Old City, on a half-board plan. We will have guides from the Jewish, Muslim, and Christian perspectives, and will work through

Rabbi Reuven Hammer and Herb Alexander (Jewish perspective), Zoughbi Zoughbi (Muslim/Palestinian perspective), Yisga Harani (Palestinian/Christian perspective) and the Franciscan Center (for the multi-cultural Christian perspective, e.g. Armenian, Roman, Lutheran, etc.) Our activities will offer guided walks in various neighborhoods, home visits, and some bus touring. We will have visiting speakers offering presentations and leading discussions from varying religious, cultural, and political points of view. Our timing will enable us to experience religious dimensions of Friday prayers for Muslims, Sabbath experience for Jews Friday night and Saturday, and Sunday Sabbath observance for Christians.

Students will be encouraged to journal throughout the course, including describing certain expectations and pre-dispositions that may change as the course proceeds. The ten page reflective paper that will be completed upon return will be presented to the instructor at the end of Winter Study Term, and will be discussed a week later at the beginning of the Spring Semester (to give additional reflective time) at a dinner Thursday, February 1.

What if there should be outbreaks of violence, making our travel in January of 2007 unwise? Should this be the case, we would cancel our trip to Israel (by prior arrangement with our travel agent, Ayelet Travel of Albany) and travel instead to Los Angeles, where I have contacts with the Jewish/Israeli, Palestinian/Muslim, and Christian communities. Why Los Angeles? Because these communities have large immigrant populations, there are museum facilities, and it is a pleasant place to travel: I am confident we could still do a meaningful job on the course.

*Enrollment limit:* 10, preferably from various religious/cultural backgrounds, to encourage wide ranging discussion on the varying viewpoints presented in the course. *Not open to first-year students.* The projected price of the travel is \$2400, including half board, guiding, fees for speakers, and the instructor's trip. Travel will originate in Albany.

ROBERT SCHERR (Instructor)  
BUELL (Sponsor)

The instructor is Cantor Robert Scherr, Jewish Associate Chaplain for the College. I have traveled to Israel many times, led group tours there, and lived in Jerusalem for most of a year (1988-89). In 1998, traveling on the West Bank with the Compassionate Listening Project, I developed contacts with many people in East Jerusalem and the Palestinian neighborhoods nearby, with whom I have been in touch to develop the program for this trip. During my years as an instructor at Framingham State College, I frequently taught overviews of historical and contemporary Israel as a part of my own course on Judaism/Christianity/Islam, and in consultation with other instructors who sought my participation in teaching about the historical and political nuances of Israel and Palestine.

### REL 31 Senior Thesis

To be taken by students registered for Religion 493 or 494.

## ROMANCE LANGUAGES

### FRENCH

#### RLFR S.P. Sustaining Program for French 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period. There are three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

LIBERT and RENOARD (Teaching Associates)

#### RLFR 10 "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 cul-

## Winter Study Program

ture. Readings will be in English, but those students who wish to read the texts in the original French should make arrangements in advance with the instructor. *Conducted in English.*

Requirements: class participation and a 10-page paper

No prerequisites. *Enrollment limit: 10.*

Cost to student: books and reading packet only.

Meeting time: mornings, three 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 10 Animal Consciousness: Crossing the Species Boundary in Literature and Film**

If you've ever owned a cat or dog, you've probably found yourself looking into those well-loved eyes and asking, "What are you thinking?" This course explores literature and films that take that question as their point of departure. We will examine works by a very distinguished group of artists—Virginia Woolf, Leo Tolstoy, Soseki Natsume, Horacio Quiroga, Franz Kafka, Robert Bresson, Verlyn Klinkenborg, and others—all of whom endeavor to imagine and represent the consciousness of an animal. Some focus on companion animals, while others explore the experience of an insect, a reptile, a beast of burden, or a so-called "predator." These works are often humorous, but they are also surprisingly serious: they raise issues ranging from the mixed blessings of domestication to the role of instinct, the hierarchy of species, and the rights of non-human animals. Through them, we will ultimately explore the limits of human nature and our ethical relationships with the non-human others who inhabit our lives and our planet.

Requirements include regular response papers, one oral presentation, and a final paper.

No prerequisites. *Enrollment limit: 12.*

Cost to student: approximately \$50.

Meeting time: mornings.

FRENCH

### **RLSP 25 Art, Culture, and Spanish in Oaxaca, Mexico (Same as ArtS 25)**

(See under Art—ArtS for full description.)

### **RLSP 30 Honors Essay**

To be taken by candidates for honors other than by thesis route.

### **RLSP 31 Senior Thesis**

To be taken by students registered for Spanish 493-494.

## RUSSIAN

### **RUSS S.P. Sustaining Program for Russian 101-102**

Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.

Regular attendance and active participation required to earn a "Pass." Open to all.

Meeting time: mornings; 9-9:50 a.m.

KUSTOVA

### **RUSS 23 Experiential Learning**

The Gaudino Fund offers a small number of students the opportunity to carry out independent projects that involve critical, reflective, experiential learning during Winter Study. Each student selected for this course will register for Russian 23, but will work independently of other students in the course. Each student will have his or her own faculty sponsor who will help shape and monitor the project. Professor Cassidy and the Gaudino Board of Trustees will select the students on the basis of their proposals. The Board places a premium on proposals that foster the development of habits of mind that illuminate direct experience, undertaken preferably in social milieux previously unfamiliar to applicants. Students' projects must be academically rigorous and focused on intel-

## Winter Study Program

lectual problems worked out carefully with faculty sponsors. Projects must also entail systematic self-reflection of how students' experiences affect them personally. Preference will be given to projects not connected with regular course work. Professor Cassiday will meet with the students as a group before and after Winter Study. The Gaudino Fund will defray expenses for all students in the course up to \$1000 per student.

CASSIDAY

### **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, did rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli 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.

JOHN HOPE (Instructor)  
DRUXES (Sponsor)

### **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 Reading Fernando Ortiz**

Fernando Ortiz is considered the father of Cuban ethnology in the study of Afrocuban folklore. We will read two distinct but foundational projects about theater and dance: *Los Bailes y el Teatro de los Negros en el Folklore de Cuba*; and his controversial book about race: *El Engano de las Razas*.

Requirements: weekly 3-page written reports.

*Enrollment limited to Spanish speakers.*

Meeting time: Tuesday and Thursday mornings.

JOTTAR

### **THEA 12 Ensembles in Classic American and European Musical Theatre (Same as Music 12)**

(See under Music for full description.)

### **THEA 22 The Comedy of Tom Stoppard (Same as English 22)**

(See under English for full description.)

### **THEA 25 Making Theatre in Johannesburg, South Africa**

A Winter Study Away Program in collaboration with the Multicultural Center Williams in Africa Program: An Exchange with students from the Market Theatre Laboratory School of Performance in Johannesburg, South Africa.

The Market Theatre of Johannesburg, founded in the early 1970's in apartheid South Africa, stands as a testament to the power of theatre to transform. In its early days, The Market challenged the miscegenation laws by performing and creating plays that opened, sometimes covertly, questioning the status quo. It was to the theatre that people could go to sit and watch and listen to their lives being reflected on the stage. The tradition of this theatre has been carried in to the next, post-apartheid generation of South Africans. The Market Theatre Laboratory School trains actors and directors and creators of theatre. There is a new intake every 2nd year of between 18 and 20 students for the two-year course. Aspiring theatre-makers come from all over the country to audition for the program and competition is fierce. There is a graduation ceremony every two years in December.

Students in this course (and several Williams instructors) will fly to Johannesburg and spend two and half weeks working with the recently graduated Market Theatre Lab Class of 2006. Each morning, both Williams and Lab students will take classes from the Lab instructors. Instructors from the '62 Centre for Theater and Dance will observe the work. The students will begin to create a theatre piece of their own, under supervision from all of the instructors.

Students will live with the Market Lab Students in a conference centre that has been rented. There are lounges, classrooms, dorm rooms, and kitchen facilities. The Johannesburg students will host social events and accompany Williams students on expeditions to explore Johannesburg and the surrounding townships. There will be trips to see theatre in and around Johannesburg.

If money and time permit, there will be a safari trip to the famous Kruger National Park in the north of the country, or possibly a trip to Cape Town.

At the conclusion of Winter Study, we will fly home and await the arrival in late February of the Lab students and

### Winter Study Program

their instructors in Williamstown. The work we started in Johannesburg will continue. This time students will take classes from Williams instructors, and continue work on their theatre piece. In March, the finished piece will be performed for the Williams community on one of the stages of the '62 Centre.

*Enrollment limit: 18. Not open to first-year students.*

Cost to student: approximately \$3500.

EPPEL

#### **THEA 31 Senior Project**

May be taken to augment Theatre 401/402, depending on the scope of the project. *Permission of the Department Chair required.*

BUCKY

#### **THEA 32 Senior Honors Thesis**

(See description of Degree with Honors in Theatre on page 306.)

### WOMEN'S AND GENDER STUDIES

#### **WGST 11 What Does It Really Mean to "Want Your MTV"?: Reading Gender, Sexuality and Race in U.S. Popular Music Video (Same as Latina/o Studies 11)**

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

#### **WGST 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Special 12)**

(See under Linguistics for full description.)

#### **WGST 19 Volunteer Income Tax Assistance (VITA) (Same as Economics 19)**

(See under Economics for full description.)

#### **WGST 30 Honors Project**

To be taken by candidates for honors other than by thesis route.

### SPECIALS

#### **SPEC 10 Quest for College: Early Awareness in Berkshire County Schools**

Today's extremely competitive higher education market places significant pressure on students nationwide to start planning for college at an increasingly early age while simultaneously demanding ever-higher standards of excellence for admission to top schools. "Early Awareness" initiatives aim to educate middle school students as to what lies ahead on the college horizon, empowering them to make sound academic and extracurricular choices that will keep open a maximum of options. The first week of this course will be spent in the classroom, exploring and discussing problems and issues germane to the national trends towards greater (and earlier) college-related pressures. Students will respond to a series of readings dealing with such issues as tracking, paid test preparation and untimed testing, early decision, parental and peer pressures, special interests, misrepresentation of information, independent counseling, and others. Class time will also be devoted to familiarizing students with both the nuances of the college admission process and the administration of the early awareness game, Quest for College. Students will spend the next two weeks visiting 10-12 Berkshire County middle schools, administering the game and inviting students to the culminating College Day. All 8 students will then work together to plan and run College Day activities for students and their parents. This day will include a) campus tours, b) general higher education info sessions, and c) financial aid/scholarship info for the parents. If student and community interest is sufficient, the course may culminate in a public presentation and open forum early second semester.

Evaluation will be based on completion of field work (school visits), organization and execution of project to bring local middle school students to the Williams Campus for a day of early-awareness related activities and a final paper (approximately 10 pages) reflecting on a course-related issue of the student's choosing.

No prerequisites. *Enrollment limit: 8. Preference given to a) students with prior education/admission experience, b) students with access to transportation c) juniors and seniors.* Interested students must consult with instructors prior to registration.

Cost to student: transportation to field work sites and purchase of text.

Meeting time: afternoons.

GINA COLEMAN '90 (Instructor)  
WSP COMMITTEE (Sponsor)

Gina Coleman '90, is Associate Director of Admission, Director of Multicultural Recruitment, and in her fifth year as women's rugby coach. Coleman, who holds an M.A. in education from MCLA, designed the game, Quest for College.

#### **SPEC 11 Science for Kids (Same as Chemistry 11)**

(See under Chemistry for full description.)

#### **SPEC 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Women's and Gender 12)**

(See under Linguistics for full description.)

#### **SPEC 13 Principles and Techniques of Cooking (Same as Chemistry 13)**

(See under Chemistry for full description.)

## Winter Study Program

### **SPEC 14 Emergency Medical Technician—Basic**

A course designed to prepare students for the Massachusetts EMT exam and to provide training to become certified as an Emergency Medical Technician. The course teaches the new national standard curriculum which makes reciprocity with many other states possible. This is a time-intensive course involving approximately 130 hours of class time plus optional emergency room observation and ambulance work. Students learn, among other skills, basic life support techniques, patient assessment techniques, defibrillation, how to use an epi-pen, safe transportation and immobilization skills, as well as the treatment of various medical emergencies including shock, bleeding, soft-tissue injuries, and child birth. In order to reduce the number of class meetings required during Winter Study Period, the course holds a few meetings beginning in the fall semester. These class meetings, which are mandatory, with the following schedule: 14 October (orientation), 28 October, 29 October, 11 November, and 12 November. Any questions regarding this course should be directed to the instructor, Kevin Garvey, via email (pece@netscape.com).

Evaluation is based on class participation and performance on class exams, quizzes and practical exercises.

Prerequisite: It is recommended that students have American Heart Association Level C BLS Provider CPR Cards or American Red Cross BLS provider CPR cards before entering the EMT Class. A CPR class will be offered in October for those students wishing to take the EMT class who don't already have CPR cards. *Enrollment limit: 24.*

Cost to student: \$350/student plus approximately \$75 for textbook.

Meeting time: mornings and afternoons; schedule TBA in October.

KEVIN GARVEY (Instructor)  
L. PARK (Sponsor)

Kevin Garvey is a Massachusetts state and nationally approved EMT-I (Intermediate) and an EMT-IC (Instructor/Coordinator). He has been involved with Emergency Medical Services for 15-20 years. Mr. Garvey currently works for Baystate Health Systems as an RN (registered nurse) and EMT-I and also works as an EMT-I for Village Ambulance in Williamstown. Mr. Garvey is also an EMT training instructor at Greenfield Community College.

### **SPEC 15 “You are not listening!”—Exploring Interpersonal Conflict (Same as Chemistry 15 and Leadership Studies 15)**

(See under Chemistry for full description.)

### **SPEC 16 Knitting: The Social History and Craft Form (Same as Mathematics 16)**

(See under Mathematics for full description.)

### **SPEC 17 Anarchism: Old and New Beginnings (Same as German 11)**

(See under German for full description.)

### **SPEC 18 Modern Dance—Muller Technique (Same as Mathematics 13)**

(See under Mathematics for full description.)

### **SPEC 19 Medical Apprenticeship**

Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

In addition to observation in clinical settings, there will be discussion sessions and optional evening events on campus which give participants further opportunity to reflect upon their experiences.

A 10-page reflective paper is required.

Prerequisites: Interested students must attend an information meeting in early October.

Local enrollment is limited by the number of available practitioners. Preference for placements will be given on the basis of seniority and demonstrated interest in the health professions.

Cost to student: Local apprenticeships—vaccinations and local transportation. Distant apprenticeships—costs will vary based upon location.

**TEACHING ASSOCIATES (Instructors):** DAVID ARMET, P.T.; CHILDSY ART, M.D.; PEGGY CARON, D.V.M.; VICTORIA CAVALLI, M.D.; JENNIFER DEGRENIER, M.D.; MARIANNE DEMARCO, M.D.; PAUL DONOVAN, D.O.; STUART DUBUFF, M.D.; RONALD DURNING, M.D.; DAVID ELPERN, M.D.; ROBERT FANELLI, M.D.; ERIC SCOTT FROST, M.D.; MICHAEL GERRITY, M.D.; WADE GEBARA, M.D.; DAVID GORSON, M.D.; EUGENE GRABOWSKI, M.D.; LAURA JONES, D.V.M.; JOSHUA KLEEDERMAN, D.M.D.; WILLIAM KOBER, M.D.; JONATHAN KRANT, M.D.; JOAN LISTER, M.D.; PAUL MAHER, M.D.; RONALD MENSCH, M.D.; JOANNE MORRISON, D.V.M.; STEPHEN NELSON, M.D.; CHARLES O'NEILL, M.D.; JUDY ORTON, M.D.; FERNANDO PONCE, M.D.; DANIEL ROBBINS, M.D.; OSCAR RODRIGUEZ, M.D.; SCOTT ROGGE, M.D.; PAUL ROSENTHAL, M.D.; ANTHONY SMEGLIN, M.D.; JESSE SPECTOR, M.D.; KATHERINE WISEMAN, M.D.; JEFFREY YUCHT, M.D.; CHI ZHANG, M.D. and others.

CHARLEY STEVENSON  
Health Professions Advisor

### **SPEC 21 The Psychology of the Workplace, A Field Study**

Field experience is a critical component of the decision to enter a profession. Through this field study, students can clarify their understanding of the rewards and challenges that accompany the practice of many different as-

## Winter Study Program

pects within a profession, and understand the psychology of the workplace. Field placements are arranged in two distinct ways: some students live on campus and are matched with a local professional, 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 instructor will assign a specific project to be completed within the 3-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: students will complete assigned readings, keep a daily journal, and write a 5-page expository review and evaluation that will become public record as a resource for other students. Finally, the student will be expected to create a 20-minute PowerPoint presentation on his/her experience due at the end of Winter Study. If possible the student will make a presentation to fellow students at some time during the spring semester.

Prerequisites: interested students must attend an information meeting in early October. Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest. *Enrollment limit: 10.* Cost to student: if the field placement is off campus, the student will be responsible for living expenses at the field site.

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.

Instructors: a list of instructors and available field placements will be published early in the Fall Semester and discussed in detail at the October information meeting.

JOHN NOBLE, Director of Career Counseling  
Dean's Office (Sponsor)

### **SPEC 22 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 12, English 29, and INTR 12)**

(See under Comparative Literature for full description.)

### **SPEC 23 Modern Arab Cinema (Same as Comparative Literature 13)**

(See under Comparative Literature for full description.)

### **SPEC 24 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, however, we will add a dimension of "sustainability" to our efforts by training local people in Pearl Lagoon in the basic techniques of prescribing reading and distance glasses. Our class will leave a set or two of "flippers" (lenses for prescribing), some eye charts and a quantity of glasses of differential diopters. Glasses for the future of this effort can be procured at little or no cost and shipped to Nicaragua or brought by future visitors.

After a partial week of classes on campus on the culture and politics of Nicaragua and a weekend of training in the prescription of glasses we will travel to Managua for a day of cultural visits (national museum, Masaya volcano, local market) before flying to Bluefields on the Atlantic Coast for a day or two of clinics for local groups e.g. teachers, police, health care workers, deaf school, etc.

We will then travel to Pearl Lagoon, about an hours panga ride upriver. We will set up our training protocol and practicing our method and training our local workers for two days while we examine the local groups. Then we will send teams of an optometrist and 3 or 4 students to small remote isolated communities of Mayanga Suma, Miskitu and Creole peoples.

After about a week on the Atlantic Coast we will return to Managua and the US. We will wind up our course by turning in our journals, a requirement that has proved very insightful and we believe meaningful to our students. The course would conclude with the sharing of specific incidents and insights that were important learning about ourselves and the developing world.

*Enrollment limit: 12. Not open to first-year students.*

Cost to student: \$2500.

ROBERT PECK (Instructor)  
WSP COMMITTEE (Sponsor)

Dr. Robert Peck, retired Director of Athletics at Williams (1971-2001), is a 24-year visitor and observer of Nicaraguan politics.

### **SPEC 25 Williams in Georgia (Same as Russian 25)**

(See under Russian for full description.)

### **SPEC 27 Looking at Contemporary Documentary Photography) (Same as Arth 12 and English 12)**

(See under English for full description.)

### **SPEC 28 Teaching Practicum in New York City Schools**

Open to sophomores, juniors and seniors who are interested in working in public schools or charter schools in New York City. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations in NYC from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and to provide mentoring during the month.



## Winter Study Program

There will be weekly meetings of all the interns, who are expected to keep a journal and to write a 5 page paper reflecting on their month's experience.

Orientation meetings prior to January will enable students to select which subject areas and which participating school might be best for him or her.

Housing will be provided for those needing it and some assistance with transportation and food costs—estimated at about \$400. for the month. Further assistance available for financial aid students.

P. SMITH

Coordinator of High School/College Partnerships

### **SPEC 29 Non, non, non! Nonviolence, Nonaggression and Noncoercion**

When is violence or the threat of violence morally acceptable? Can violent means ever 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. By comparison, the noncoercion (or nonaggression) principle is a moral position that one must not initiate the use of force against another person. Although nonviolence and noncoercion are clearly related, for historical reasons their philosophical literatures have remained almost entirely separate. We will survey both literatures, including selections from Gandhi, King, Nozick, Rothbard, Ruwart, 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. Preference to seniority.*

Cost to student: less than \$50 for books.

Meeting time: afternoons, two hours three times per week.

KIRBY

### **SPEC 34 Winter Emergency Care, CPR, Ski Patrol Rescue Techniques**

The course is in three parts. When successfully completed, it can lead to certification as a National Ski Patrol member and certification in Professional Rescue CPR. It will also be designed to teach wilderness and outdoor emergency techniques.

The Winter Emergency Care Course designed by the National Ski Patrol is the main ingredient. It will be supplemented by the Red Cross CPR/AED for the Professional Rescuer. An additional 18-hour outdoor course in Ski Patrol rescue techniques will be taught. Passing all three courses will certify the student as a National Ski Patrol member if he/she is a competent skier.

The course will deal with and teach how to treat wounds of all types, shock, respiratory emergencies, poisoning, drug and alcohol emergencies, burns, frostbite and other exposures to cold, also bone, joint and back injuries, and sudden illnesses such as heart attacks, strokes, convulsions, etc. It will also teach the use of all splints, backboards, bandages, and other rescue equipment. It will teach extrication and unusual emergency situations and the use of oxygen.

The outdoor course will include rescue toboggan handling, organization of rescues, and outdoor practical emergency care.

Classroom work will include lectures, seminars, and practical work. There will be a mid-term and a final exam which will be both written and practical. Each week, there will be 17 hours of classroom work plus 8 hours of practical outdoor work at Jiminy Peak ski area. Attendance at all classes is mandatory.

*Enrollment limit: 18 students chosen on the basis of skiing interest and ability and prior first aid experience.*

Cost to student: approximately \$100 for all the materials, books, and registration fees.

Meeting time: mornings and afternoons.

JIM BIRGGS and SUE BRIGGS(Instructor)

H. SHEEHY (Sponsor)

Jim Briggs is a certified OEC instructor, CPR instructor and former Director of the Williams Outing Club. Sue Briggs is a certified OEC instructor who will assist in all aspects of the course.

### **SPEC 35 Making Pottery on the Potter's Wheel**

Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for each class. We will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes as required by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on several different handbuilding projects. After the tenth class session, all class work will be biscuit-fired. The eleventh class will be devoted to glazing the biscuit-fired pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired. The last meeting will be devoted to a "final project" gallery show of your best work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.

Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.

No prerequisites or pottery-making experience necessary. *Enrollment limit: 9.*

Cost to student: \$175 lab fee, plus makeup class fees (\$35 per class) if applicable.

Meeting time: mornings.

RAY BUB (Instructor)

Winter Study Committee (Sponsor)

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All classes except the final project exhibition take place at Oak Bluffs Cottage Pottery.

## *Winter Study Program*

### **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

No prerequisites. Questions about the course: please contact Michele Moeller Chandler at 458-8106 or [michele.chandler2@verizon.net](mailto:michele.chandler2@verizon.net) *Enrollment limit: 15.*

Cost to Student: approximately \$30 for case/reading materials

Meeting time: mornings

MICHELE MOELLER CHANDLER and CHIP CHANDLER (Instructors)  
TOOMAJIAN (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past ten years. They have been both personally and professionally engaged in the course topic. Michele's career has been in college administration, and she has an M.A. from Columbia, and a Ph.D. from Northwestern. Her Ph.D. dissertation focused upon professional women who altered their careers because of family obligations. Chip spent 25 years at McKinsey & Company, where he was a senior partner, and he has an MBA from Harvard. He currently teaches in the Leadership Studies Program.

## **WILLIAMS PROGRAM IN TEACHING**

Students interested in exploring one or more of the following courses related to teaching and/or working with children and adolescents should contact Susan Engel, Director of Education Programs, who will be able to help you choose one that best suits your educational goals.

### **ANSO 11 Berkshire Farm Internship**

(See under Anthropology/Sociology for full description.)

### **ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse**

(See under Anthropology/Sociology for full description.)

### **CHEM 11 Science for Kids (Same as Special 11)**

(See under Chemistry for full description.)

### **LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender Studies 12 and Special 12)**

(See under Linguistics for full description.)

### **PSCI 17 Great Writing, Great Teaching**

(See under Political Science for full description.)

### **SPEC 28 Teaching Practicums in New York City Schools**

(See under Special for full description.)

## **WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES**

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Nantucket Island. For details, see “Williams-Mystic Maritime Studies Program” or our website: [www.williamsmystic.org](http://www.williamsmystic.org).

## PRESIDENTS OF WILLIAMS

Ebenezer Fitch, D.D., 1793-1815  
Zephaniah Swift Moore, D.D., 1815-1821  
Edward Dorr Griffin, D.D., 1821-1836  
Mark Hopkins, M.D., D.D., LL.D., 1836-1872  
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881  
Franklin Carter, Ph.D., LL.D., 1881-1901  
John Haskell Hewitt, LL.D., Acting President, 1901-1902  
Henry Hopkins, D.D., LL.D., 1902-1908  
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934  
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937  
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961  
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973  
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985  
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993  
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999  
Carl William Vogt, LL.B., LL.D., 1999-2000  
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-

## TRUSTEES 2006-2007

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*  
Robert I. Lipp '60, M.B.A., J.D., Hartford, Connecticut, *Chairman of the Executive Committee*  
Lucienne S. Sanchez '79, M.D., Cambridge, Massachusetts  
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California  
Peter M. Wege II '71, Ph.D., Sedona, Arizona  
Paul Neely '68, M.S., M.B.A., Chattanooga, Tennessee  
E. David Coolidge III '65, M.B.A., Kenilworth, Illinois  
Michael B. Keating '62, LL.B., Boston, Massachusetts  
John S. Wadsworth, Jr. '61, M.B.A., San Francisco, California  
Laurie J. Thomsen '79, M.B.A., Concord, Massachusetts  
Gregory M. Avis '80, M.B.A., Palo Alto, California  
Delos M. Cosgrove III '62, M.D., Hunting Valley, Ohio  
A. Clayton Spencer '77, M.A., J.D., Winchester, Massachusetts  
Jonathan A. Kraft '86, M.B.A., Foxboro, Massachusetts  
Steven S. Rogers '79, M.B.A., Evanston, Illinois  
Stephen Harty '73, M.P.P.M., Irvington, New York  
Robert G. Scott '68, M.B.A., New York, New York  
Barbara A. Austell '75, B.A., Villanova, Pennsylvania  
Malcolm W. Smith '87, B.A., Cedar Park, Texas  
William E. Oberndorf '75, M.B.A., San Francisco, California  
Yvonne Hao '95, M.A., New York, New York  
Cesar J. Alvarez '84, J.D., Los Angeles, California  
Valda C. Christian '92, J.D., Palmetto Bay, Florida  
David C. Bowen '83, M.B.A., Brooklyn, New York

## TRUSTEE COMMITTEES 2005-2006

*Reported below are the committee appointments for 2005-2006. Changes in the 2006-2007 assignments will be presented in the fall.*

Executive Committee: The President\*, Robert I. Lipp, *Chair*; E. David Coolidge III, Michael B. Keating, Paul Neely, Lucienne S. Sanchez, Carl W. Vogt, John S. Wadsworth, Jr.

Nominating Committee (Subcommittee): Cecily Stone, Trustee Emerita, *Chair*; Janet H. Brown, Michael B. Keating, Jonathan A. Kraft, Lucienne S. Sanchez, Peter M. Wege II. Non-Trustee Members: Stephen R. Birrell, Wendy Hopkins, Keli A. Kaegi, Richard Levy, Richard Pickard, Brent E. Shay.

Finance Committee: E. David Coolidge III, *Chair*; Gregory M. Avis, Robert I. Lipp, William E. Oberndorf, William E. Simon, Jr., Laurie J. Thomsen, John S. Wadsworth, Jr. Non-Trustee Members: Michael R. Eisenson, Stephen A. Lieber, James E. Moltz.

Committee on Instruction: Michael B. Keating, *Chair*; Barbara A. Austell, Gregory M. Avis, E. David Coolidge III, Delos M. Cosgrove III, Yvonne Hao, Stephen Harty, Robert I. Lipp, Steven S. Rogers, A. Clayton Spencer, Laurie J. Thomsen, Carl W. Vogt.

Facilities Committee: Paul Neely, *Chair*; Janet H. Brown, Paul S. Grogan, Jonathan A. Kraft, William E. Oberndorf, Lucienne S. Sanchez, Robert G. Scott, Peter M. Wege II. Non-Trustee Member: Jill E. Stephens.

Committee on Degrees: A. Clayton Spencer, *Chair*; Cesar J. Alvarez, Delos M. Cosgrove III, Michael B. Keating, Michael E. Reed, William E. Simon, Jr., Carl W. Vogt.

Budget and Financial Planning Committee: John S. Wadsworth, Jr., *Chair*; Gregory M. Avis, E. David Coolidge III, Stephen Harty, Jonathan A. Kraft, Robert I. Lipp, Paul Neely, William E. Oberndorf, Steven S. Rogers, Robert G. Scott, William E. Simon, Jr., A. Clayton Spencer, Laurie J. Thomsen. Non-Trustee Member: Jill E. Stephens.

Committee on Alumni Relations and Development: Carl W. Vogt, *Chair*; Cesar J. Alvarez, Gregory M. Avis, Stephen Harty, Michael B. Keating, Robert I. Lipp, Paul Neely, William E. Oberndorf, Michael E. Reed, William E. Simon, Jr. Non-Trustee Member: Jill E. Stephens.

Committee on Campus Life: Lucienne S. Sanchez, *Chair*; Cesar J. Alvarez, Barbara A. Austell, Janet H. Brown, Delos M. Cosgrove III, Paul S. Grogan, Yvonne Hao, Michael B. Keating, Michael E. Reed, Carl W. Vogt, Peter M. Wege II.

Audit Committee: William E. Simon, Jr., *Chair*; Cesar J. Alvarez, Barbara A. Austell, Robert I. Lipp, Steven S. Rogers, Robert G. Scott, Peter M. Wege II. Non-Trustee Member: Richard R. Pickard, Brent E. Shay.

Public Affairs Committee: Michael B. Keating, *Chair*; Delos M. Cosgrove III, Paul S. Grogan, Stephen Harty, Paul Neely, A. Clayton Spencer, Carl W. Vogt.

Committee on Admission and Financial Aid: Peter M. Wege II, *Chair*; Barbara A. Austell, Janet H. Brown, E. David Coolidge III, Delos M. Cosgrove III, Paul S. Grogan, Yvonne Hao, Jonathan A. Kraft, Steven S. Rogers, Lucienne S. Sanchez, Robert G. Scott, A. Clayton Spencer, John S. Wadsworth, Jr.

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\*The President is an *ex-officio* member of all Trustee committees.

## FACULTY EMERITI

Roger E. Bolton	<i>William Brough Professor of Economics, Emeritus</i>	30 Grandview Drive
David A. Booth, M.A.	<i>Vice Provost and Lecturer In Political Science, Emeritus</i>	44 Willshire Drive
James R. Briggs, B.A.	<i>Assistant Professor of Physical Education, Emeritus</i>	350 Stratton Road
Eleanor Brown, Ph.D.	<i>Lecturer in Biology, Emerita</i>	Westwood, Massachusetts
Fielding Brown, Ph.D.	<i>Charles L. MacMillan Professor of Physics, Emeritus</i>	Westwood, Massachusetts
MacAlister Brown, Ph.D.	<i>Fairleigh S. Dickinson, Jr Professor of Political Science, Emeritus</i>	57 Sabin Drive
Henry J. Bruton, Ph.D.	<i>John J. Gibson Professor of Economics, Emeritus</i>	300 Syndicate Road
James MacGregor Burns, Ph.D.	<i>Woodrow Wilson Professor of Government, Emeritus</i>	604 Bee Hill Road
Raymond Chang	<i>Halford R. Clark Professor of Natural Sciences, Emeritus</i>	146 Forest Road
Edson M. Chick, Ph.D.	<i>Professor of German, Emeritus</i>	Proctorsville, Vermont
Charles D. Compton, Ph.D.	<i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	Bradenton, Florida
Stuart B. Crampton	<i>Barclay Jermain Professor of Natural Philosophy, Emeritus</i>	54 Grandview Drive
Andrew B. Crider, Ph.D.	<i>Mary A. &amp; William Wirt Warren Professor of Psychology, Emeritus</i>	770 Hancock Road
Phyllis L. Cutler, M.S.L.S.	<i>College Librarian, Emerita</i>	Milton, Massachusetts
John D. Eusden, Ph.D.	<i>Nathan Jackson Professor of Christian Theology, Emeritus</i>	75 Forest Road
S. Lane Faison, M.A., M.F.A., LITT.D.	<i>Amos Lawrence Professor of Art, Emeritus</i>	Sweetwood Apt 104, 1611 Cold Spring Road
William T. Fox, Ph.D.	<i>Edward Brust Professor of Geology and Mineralogy, Emeritus</i>	51 Moorland Street
Robert W. Friedrichs, Ph.D.	<i>Professor of Sociology, Emeritus</i>	Exeter, New Hampshire
Peter K. Frost	<i>Frederich L. Schuman Professor of International Relations, Emeritus</i>	Oxford, Mississippi
Charles Fuqua	<i>Garfield Professor of Ancient Languages, Emeritus</i>	96 Grandview Drive
Antonio Gimenez	<i>Professor of Romance Languages, Emeritus</i>	Madrid, Spain
William C. Grant, Ph.D.	<i>Samuel Fessenden Clarke Professor of Biology, Emeritus</i>	155 Sweetbrook Road
Lawrence S. Graver, Ph.D.	<i>John Hawley Roberts Professor of English, Emeritus</i>	117 Forest Road
Suzanne L. Graver	<i>John Hawley Roberts Professor of English, Emerita</i>	117 Forest Road
Fred Greene, Ph.D.	<i>A. Barton Hepburn Professor of Government, Emeritus</i>	135 South Street
Philip K. Hastings, Ph.D.	<i>Professor of Psychology and Political Science, Emeritus</i>	156 Bulkley Street
John M. Hyde, Ph.D.	<i>Brown Professor of History, Emeritus</i>	20 Jerome Drive
Robert M. Kozelka, Ph.D.	<i>Professor of Mathematics, Emeritus</i>	Chapel Hill, North Carolina
Benjamin W. Labaree, Ph.D.	<i>Professor of History and Environmental Studies, Emeritus</i>	Amesbury, Massachusetts
Renzie W. Lamb	<i>Assistant Professor of Physical Education, Emeritus</i>	34 Jerome Drive
H. Ganse Little, Ph.D.	<i>Cluett Professor of Religion, Emeritus</i>	Amherst, Massachusetts

## Faculty Emeriti

John A. MacFadyen, Ph.D.	Stonington, Connecticut
<i>Edna McConnell Clark Professor of Geology, Emeritus</i>	
J. Hodge Markgraf, Ph.D.	104 Forest Road
<i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	
William E. McCormick, M.A.	Springhill, Florida
<i>Assistant Professor of Physical Education, Emeritus</i>	
Thomas E. McGill, Ph.D.	Tiverton, Rhode Island
<i>Hales Professor of Psychology, Emeritus</i>	
Francis Oakley	54 Scott Hill Road
<i>Edward Dorr Griffin Professor of the History of Ideas, Emeritus, and President, Emeritus</i>	
Daniel D. O'Connor, Ph.D.	36 Hawthorne Road
<i>Mark Hopkins Professor of Philosophy, Emeritus</i>	
Robert H. Odell, B.A.	Westchester, Pennsylvania
<i>Assistant Professor of Physical Education, Emeritus</i>	
Clara C. Park, M.A., Litt.D.	29 Hoxsey Street
<i>Lecturer in English, Emerita</i>	
David A. Park, Ph.D.	29 Hoxsey Street
<i>Webster Atwell Class of 1921 Professor of Physics, Emeritus</i>	
Robert R. Peck	Pownal, Vermont
<i>Director of Athletics, Emeritus</i>	
Norman R. Petersen	Bristol, Rhode Island
<i>Washington Gladden 1859 Professor of Religion, Emeritus</i>	
C. Ballard Pierce, Ph.D.	Los Alamos, New Mexico
<i>Professor of Physics, Emeritus</i>	
William H. Pierson, M.F.A., Ph.D.	107 South Street
<i>Massachusetts Professor of Art, Emeritus</i>	
George Pistorius, Ph.D.	54 Cluett Drive
<i>Gagliardi Professor of Romance Languages, Emeritus</i>	
Kenneth C. Roberts	Bennington, Vermont
<i>A. Barton Hepburn Professor of Music, Emeritus</i>	
Richard O. Rouse, Ph.D.	85 Harmon Pond Road
<i>Mary A. &amp; William Wirt Warren Professor of Psychology, Emeritus</i>	
Frederick Rudolph, Ph.D.	234 Ide Road
<i>Mark Hopkins Professor of History, Emeritus</i>	
Carl R. Samuelson	575 Water Street
<i>Assistant Professor of Physical Education, Emeritus</i>	
Irwin Shainman, M.A.	88 Baxter Road
<i>Class of 1955 Memorial Professor of Music, Emeritus</i>	
Alex J. Shaw, M.A.	91 Baxter Road
<i>Assistant Professor of Physical Education, Emeritus</i>	
John B. Sheahan, Ph.D.	320 Syndicate Road
<i>William Brough Professor of Economics, Emeritus</i>	
Guilford L. Spencer, Ph.D.	70 Hamel Avenue
<i>Frederic Latimer Wells Professor of Mathematics, Emeritus</i>	
Fred H. Stocking, Ph.D.	P.O. Box 181
<i>Morris Professor of Rhetoric, Emeritus</i>	
Robert C. Suderburg	41 Manning Street
<i>Class of 1924 Professor of Music, Emeritus</i>	
Kurt P. Tauber, Ph.D.	94 Southworth Street
<i>Class of 1924 Professor of Political Science, Emeritus</i>	
Gordon C. Winston	4 Windflower Way
<i>Professor of Economics and Orrin Sage Professor of Political Economy, Emeritus</i>	
Kim B. Bruce	Claremont, California
<i>Frederick Latimer Wells Professor of Computer Science, Emeritus</i>	
Victor E. Hill IV	North Adams, Massachusetts
<i>Thomas T. Read Professor of Mathematics, Emeritus</i>	



## FACULTY 2006-2007

\*On leave 2006-2007

\*\*On leave first semester

\*\*\*On leave second semester

\*\*\*\*On leave calendar year (January-December 2007)

- Daniel P. Aalberts  
B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T. *Associate Professor of Physics*
- Colin C. Adams  
B.S. (1978) M.I.T.; Ph.D. (1983) University of Wisconsin *Thomas T. Read Professor of Mathematics*
- Robert P. Alcalá  
B.A. (1998) Williams; M.Ed. (2001) Harvard *Gaius Charles Bolin Fellow in Psychology*
- Laylah Ali  
B.A. (1991) Williams; M.F.A. (1994) Washington University *Associate Professor of Art*
- Marsha I. Altschuler  
B.S. (1972) University of Rochester; Ph.D. (1979) Indiana University *Professor of Biology*
- Sarah Amos  
B.F.A. (1987) Phillip Institute of Technology; M.F.A. (1998) Johnson State College *Visiting Lecturer in Art, Spring Semester*
- Henry W. Art  
A.B. (1966) Dartmouth; Ph.D. (1971) Yale *Samuel Fessenden Clarke Professor of Biology*
- \* Guillaume Aubert  
B.A. (1992) University de Tours-France; Ph.D. (2002) Tulane *Assistant Professor of History*
- David H. Backus  
B.A. (1982) Haverford College; Ph.D. (1998) University of Washington, Seattle *Lecturer in Geosciences*
- Duane A. Bailey  
B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts *Professor of Computer Science*
- \* Robert Baker-White  
B.A. (1980) Williams; Ph.D. (1990) Stanford *Professor of Theatre*
- \*\*\* Jon M. Bakija  
*Fellow of the Oakley Center for the Humanities and Social Sciences. Spring Semester*  
B.A. (1990) Wesleyan; Ph.D. (1999) University of Michigan *Associate Professor of Economics and*
- \*\*\*\* Lois M. Banta  
B.A. (1983) Johns Hopkins; Ph.D. (1990) California Institute of Technology *Associate Professor of Biology*
- David E. Barnard  
B.A. (1981) Wesleyan M.A.L.S. (1989) Wesleyan *Assistant Professor of Physical Education*
- Bill Barrale  
B.A. (1994) Northeastern; M.A. (2004) Rowan University *Assistant Professor of Physical Education*
- Andrea Barrett  
B.S. (1974) Union College *Lecturer in English*
- \* Melissa J. Barry  
B.A. (1988) Wheaton; Ph.D. (1998) Notre Dame *Assistant Professor of Philosophy*
- Giuliana Battisti  
B.A. (1993) University of Bologna; Ph.D. (2000) Warwick Business School *Visiting Assistant Professor of Economics, Spring Semester*
- Annamarie Bean  
B.A. (1988) Wesleyan; Ph.D. (2001) New York University *Assistant Professor of Theatre*
- Donald deB Beaver  
A.B. (1958) Harvard; Ph.D. (1966) Yale *Professor of History of Science*
- Olga R. Beaver  
B.A. (1968) University of Missouri; Ph.D. (1979) University of Massachusetts *Professor of Mathematics*
- Catherine Becker  
B.A. (1996) University of California, Los Angeles; Ph.D. (2006) University of California, Berkeley *Visiting Assistant Professor of Art*
- Ilona D. Bell  
B.A. (1969) Radcliffe; Ph.D. (1977) Boston College *Professor of English*
- \*\* Robert H. Bell  
B.A. (1967) Dartmouth; Ph.D. (1972) Harvard *Frederick Latimer Wells Professor of English*
- Gene H. Bell-Villada  
B.A. (1963) University of Arizona; Ph.D. (1974) Harvard *Professor of Romance Languages*
- Ben Benedict  
B.A. (1973) Yale; M.Arch. (1976) Yale School of Architecture *Lecturer in Art*

## Faculty

- Charles Benjamin *Visiting Professor of Environmental Studies and  
Class of 1946 Visiting Professor of International Environmental Issues*  
B.A. (1986) University of Missouri; Ph.D. (2004) University of Michigan
- \* Magnus T. Bernhardsson *Assistant Professor of History*  
B.A. (1990) University of Iceland; Ph.D. (1999) Yale
- Danielle Bessett *Visiting Assistant Professor of Sociology*  
B.A. (1996) Mount Holyoke; Ph.D. (2006) New York University
- Dieter Bingemann *Assistant Professor of Chemistry*  
Ph.D. (1994) University of Göttingen, Germany
- Randall D. Bird *Mellon Post-doctoral Fellow in Art*  
A.B. (1979) Washington University; Ph.D. (2003) Harvard
- M. Jennifer Bloxam *Professor of Music*  
B.M. (1979) University of Illinois; Ph.D. (1987) Yale
- \* Christopher A. Bolton *Assistant Professor of Japanese and Comparative Literature and  
Fellow of the Oakley Center for the Humanities and Social Sciences*  
A.B. (1989) Harvard; Ph.D. (1998) Stanford
- \*\*\* Sarah R. Bolton *Associate Professor of Physics*  
B.S. (1988) Brown; Ph.D. (1995) University of California, Berkeley
- Youngshik Bong *Visiting Assistant Professor of Korean Studies*  
B.A. (1991) Yonsei University; Ph.D. (2002) University of Pennsylvania
- Gautam Bose *Visiting Associate Professor of Economics at the Center for Development Economics*
- Carsten Botts *Assistant Professor of Statistics*  
B.S. (1998) Georgetown; Ph.D. (2005) Iowa State University
- Ralph M. Bradburd *David A. Wells Professor of Political Economy*  
B.A. (1970) Columbia; Ph.D. (1976) Columbia
- Elizabeth Brainerd *Associate Professor of Economics*  
B.A. (1985) Bowdoin; Ph.D. (1996) Harvard
- Deborah A. Brothers *Costume Designer of the Adams Memorial Theatre and Lecturer in Theatre*  
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts
- \*\* Ernest D. Brown *Professor of Music and  
Herbert H. Lehman Fellow of the Oakley Center for the Humanities and Social Sciences, Fall Semester*  
B.A. (1969) Harvard; Ph.D. (1984) University of Washington
- \* Michael F. Brown *James N. Lambert '39 Professor of Latin American Studies and  
Fellow of the Oakley Center for the Humanities and Social Sciences*  
A.B. (1972) Princeton; Ph.D. (1981) University of Michigan
- Henry J. Bruton *Visiting Professor of Economics*  
B.A. (1943) Texas; Ph.D. (1952) Harvard
- Freddie Bryant *Visiting Artist-in-Residence in Music and Africana Studies*  
B.A. (1987) Amherst; M.A. (1994) Yale
- Shannon Bryant *Assistant Professor of Physical Education*  
B.A. (1984) Brown; M.S.P. (2005) United State Sports Academy
- \*\*\* Jean-Bernard Bucky *William Dwight Whitney Professor of Arts and  
Director of the Faculty Center for Media Technologies*  
B.S. (1958) Queens, C.U.N.Y.; M.F.A. (1966) Carnegie-Mellon
- Denise Kimber Buell *Associate Professor of Religion*  
A.B. (1987) Princeton; Ph.D. (1995) Harvard
- Lynda K. Bundtzen *Herbert H. Lehman Professor of English*  
B.A. (1968) University of Minnesota; Ph.D. (1972) University of Chicago
- \* Edward B. Burger *Professor of Mathematics*  
B.A. (1985) Connecticut College; Ph.D. (1990) University of Texas, Austin
- Stewart Burns *Bennett Boskey Visiting Professor of Leadership Studies and History*  
BA (1975) University of California, Santa Barbara; Ph.D. (1984) University of California, Santa Cruz
- Sandra L. Burton *Lipp Family Director of Dance and Assistant Professor of Physical Education*  
B.A. (1976) C.U.N.Y.; M.F.A. (1987) Bennington College
- Matthew R. Campanelli *Lecturer in Physical Education*  
B.A. (2000) Williams; M.P.E. (2003) Springfield College
- Gerard Caprio, Jr. *Professor of Economics*  
B.A. (1972) Williams; Ph.D. (1976) University of Michigan
- Jared C. Carbone *Assistant Professor of Economics*  
B.A. (1997) Wesleyan; Ph.D. (2003) University of Colorado

## Faculty

- James T. Carlton *Director of Williams-Mystic Program and  
Professor of Marine Science and Adjunct Professor of Biology*  
B.A. (1971) University of California, Berkeley; Ph.D. (1979) University of California, Davis
- \*\* Alison A. Case *Professor of English and  
Fellow of the Oakley Center for the Humanities and Social Sciences, Fall Semester*  
B.A. (1984) Oberlin; Ph.D. (1991) Cornell
- Julie A. Cassiday *Professor of Russian*  
B.A. (1986) Grinnell; Ph.D. (1995) Stanford
- \*\*\*\* Cosmo A. Catalano, Jr. *Theatre Department Production Manager,  
Technical Supervisor for the '62 Center for Theatre and Dance, and Lecturer in Theatre*  
B.A. (1976) University of Iowa; M.F.A. (1979) Yale
- Maria E. Cepeda *Assistant Professor of Latina/o Studies*  
B.A. (1995) Kenyon College; Ph.D. (2003) University of Michigan
- \* Tess E. Chakkalakal *Assistant Professor of English and  
Fellow of the Oakley Center for Humanities and Social Sciences*  
B.A. (1995) University of Toronto; Ph.D. (2002) York University
- G. Donald Chandler *Visiting Lecturer in Leadership Studies, Fall Semester*  
B.A. (1972) Williams; M.B.A. (1978) Harvard Business School
- Cecilia Chang *Assistant Professor of Chinese*  
B.A. (1981) Fu-Jen University; Ph.D. (2004) University of Massachusetts, Amherst
- \*\* Ondine Chavoya *Assistant Professor of Art*  
B.A. (1992) University of California, Santa Cruz; Ph.D. (2002) University of Rochester
- \*\* Kerry A. Christensen *Garfield Professorship of Ancient Languages*  
B.A. (1981) Swarthmore; Ph.D. (1993) Princeton
- Cassandra J. Cleghorn *Senior Lecturer in English and American Studies*  
B.A. (1983) University of California, Santa Cruz; Ph.D. (1995) Yale
- Stacy S. Cochran *Visiting Lecturer in Art, Spring Semester*  
B.A. (1981) Williams; M.F.A. (1991) Columbia
- Michael P. Conforti *Lecturer in the Graduate Art Program in Art History*  
B.A. (1968) Trinity College; Ph.D. (1977) Harvard
- Ronadh Cox *Associate Professor of Geosciences*  
B.S. (1985) University College Dublin; Ph.D. (1993) Stanford
- Phebe Cramer *Professor of Psychology*  
B.A. (1957) University of California, Berkeley; Ph.D. (1962) New York University
- George T. Crane *Professor of Political Science*  
B.A. (1979) S.U.N.Y., Purchase; Ph.D. (1986) University of Wisconsin, Madison
- Joseph L. Cruz *Associate Professor of Philosophy*  
B.A. (1991) Williams; Ph.D. (1999) University of Arizona
- Robert F. Dalzell, Jr. *Willmott Family Third Century Professor of History*  
B.A. (1959) Amherst; Ph.D. (1966) Yale
- Andrea Danyluk *Professor of Computer Science*  
A.B. (1984) Vassar; Ph.D. (1992) Columbia
- William R. Darrow *Jackson Professor of Religion*  
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- \*\* Julia A. Pedroni *Visiting Assistant Professor of Philosophy and Fellow of the Oakley Center for the Humanities and Social Sciences, Fall Semester*  
B.A. (1986) Wells College; Ph.D. (1999) Georgetown
- Peter L. Pedroni *Associate Professor of Economics*  
B.A. (1986) Miami University; Ph.D. (1993) Columbia
- Ileana Perez Velazquez *Associate Professor of Music*  
B.M. Higher Institute of Arts-Havana, Cuba; D.M. (2000) Indiana University
- James L. Pethica *Visiting Associate Professor of English and Lecturer of Freshmen Residential Seminars*  
B.A. (1980) Oxford; Ph.D (1987) Oxford
- Adam Petrie *Visiting Instructor in Mathematics, Fall Semester*
- \* Katarzyna Pieprzak *Assistant Professor of Francophone, Literature and French Language*  
B.A. (1995) Rice; Ph.D. (2001) University of Michigan
- David M. Pilachowski *College Librarian*  
B.A. (1971) University of Vermont; M.L.S. (1973) University of Illinois
- Michelyne Pinard *Assistant Professor of Physical Education and Head Women's Soccer Coach*  
B.A. (1998) Dartmouth; M.S. (2002) University of Pennsylvania
- \* Amy D. Podmore *Associate Professor of Art and Fellow of the Oakley Center for the Humanities and Social Sciences*  
B.S. (1982) State University College of Buffalo; M.F.A. (1987) University of California, Davis
- David H. Porter *Harry C. Payne Visiting Professor of Liberal Arts*  
B.A. (1958) Swarthmore; Ph.D. (1962) Princeton
- Miroslava Prazak *Visiting Professor of Anthropology, Fall Semester*  
B.A. (1979) Smith; Ph.D. (1992) Yale
- Christopher L. Pye *Class of 1924 Professor of English*  
B.A. (1975) Oberlin; Ph.D. (1985) Cornell
- Joseph Pyle *Lecturer in Geosciences*
- Lawrence E. Raab *Morris Professor of Rhetoric*  
B.A. (1968) Middlebury; M.A. (1972) Syracuse

## Faculty

- \* Ashok S. Rai  
A.B. (1992) Stanford; Ph.D. (1997) University of Chicago  
*Assistant Professor of Economics*
- Wendy E. Raymond  
A.B. (1982) Cornell; Ph.D. (1990) Harvard  
*Associate Professor of Biology*
- Anne Reinhardt  
B.A. (1990) Harvard; Ph.D. (2002) Princeton  
*Assistant Professor of History*
- Mark T. Reinhardt  
*Professor of Political Science and Director of the  
Oakley Center for the Humanities and Social Sciences*
- B.A. (1983) Wesleyan; Ph.D. (1991) University of California, Santa Cruz
- Bernard J. Rhie  
B.A. (1997) University of California, Berkeley; Ph.D. (2005) University of Pennsylvania  
*Assistant Professor of English*
- Marc Richard  
*Visiting Assistant Professor of Chemistry*
- David P. Richardson  
*William R. Kenan, Jr. Professor of Chemistry*
- B.A. (1979) University of Michigan; Ph.D. (1984) University of California, Berkeley
- Anthony W. Robins  
*Visiting Lecturer in Art at Williams in New York, Spring Semester*
- B.A. (1972) Williams; M.A. (1976) Courtauld Institute of Art, University of London
- Stephane P. R. Robolin  
*Assistant Professor of Africana Studies*
- B.A. (1998) Tulane; Ph.D. (2005) Duke
- Michael Rolleigh  
*Assistant Professor of Economics*
- B.A. (1998) Hendrix College; Ph.D. (2004) University of Minnesota
- Alix H. Rorke  
*Assistant Professor of Physical Education and Head Field Hockey Coach*
- B.A. (1993) Williams; M.S. (1996) Smith
- Nancy A. Roseman  
*Professor of Biology and Dean of the College*
- A.B. (1980) Smith; Ph.D. (1987) Oregon State
- \*\*\* Shawn J. Rosenheim  
*Professor of English*
- B.A. (1983) Oberlin; Ph.D. (1992) Yale
- Leyla Rouhi  
*Professor of Spanish*
- B.A. (1987) Oxford; Ph.D. (1995) Harvard
- Joshua Rovner  
*Stanley Kaplan Visiting Post-doctoral Fellow in Political Science and Leadership Studies*
- B.A. (1998) University of California, San Diego; M.A. (2002) Boston College
- \* Merida Rúa  
*Assistant Professor of American Studies*
- B.A. (1993) University of Illinois; Ph.D. (2003) University of Michigan
- T. Michael Russo  
*Assistant Professor of Physical Education and  
Coordinator of Physical Education*
- B.A. (1967) University of Massachusetts; M.S. (1970) University of Massachusetts
- Yuki Sakurai  
*Visiting Lecturer in Japanese*
- B.A. (1997) Sophia University; Ph.D. (2001) Ohio State University
- Michael Samson  
*Visiting Associate Professor of Economics*
- B.A. (1983) Yale; Ph.D. (1994) Stanford
- Tara Sanchez  
*Visiting Assistant Professor of Linguistics*
- M.A. (2000) University of Pennsylvania; Ph.D. (2005) University of Pennsylvania
- \* Nathan Sanders  
*Assistant Professor of Linguistics*
- S.B. (1996) MIT; Ph.D. (2003) University of California, Santa Cruz
- \*\* Marlene J. Sandstrom  
*Assistant Professor of Psychology*
- B.A. (1991) Yale; Ph.D. (1996) Duke
- Noah J. Sandstrom  
*Assistant Professor of Psychology*
- B.A. (1994) Knox College; Ph.D. (1999) Duke
- Omar Sangare  
*Assistant Professor of Theatre*
- M.F.A. (1993) The Theatre Academy
- Sheafe Satterthwaite  
*Lecturer in Art*
- B.A. (1962) University of Virginia
- Robert M. Savage  
*Associate Professor of Biology*
- B.A. (1987) Bowdoin; Ph.D. (1993) Wesleyan
- Tanseli Savaser  
*Assistant Professor of Economics*
- B.A. (2000) Bogazici University; Ph.D. (2006) Brandeis University
- Kenneth K. Savitsky  
*Associate Professor of Psychology*
- B.A. (1993) Indiana University; Ph.D. (1997) Cornell
- Jana L. Sawicki  
*W. Van Alan Clark '41 Third Century Professor in the Social Sciences*
- B.A. (1974) Sweet Briar; Ph.D. (1983) Columbia
- Morton Owen Schapiro  
*Professor of Economics and President of the College*
- B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania

## Faculty

- \* Lucie Schmidt *Assistant Professor of Economics*  
 A.B. (1992) Smith; Ph.D. (2002) University of Michigan
- Cheryl L. Shanks *Associate Professor of Political Science*  
 B.A. (1983) University of California, Santa Cruz; Ph.D. (1994) University of Michigan
- \*Harry C. Sheehy III *Director of Physical Education, Athletics and Recreation and Assistant Professor in Physical Education*  
 B.A. (1975) Williams; M.Ed. (1988) University of Washington
- Betina Shepard *Lecturer in Theatre, Spring Semester*  
 B.A. (1963) Sarah Lawrence College
- James R. Shepard *J. Leland Miller Professor of American History, Literature, and Eloquence*  
 B.A. (1978) Trinity; M.F.A. (1980) Brown
- Karen L. Shepard *Lecturer in English*  
 B.A. (1987) Williams; M.F.A. (1992) University of Houston
- Stephen C. Sheppard *Robert F. Whitel Class of 1952 Professor of Public Affairs*  
 B.S. (1977) University of Utah; Ph.D. (1984) Washington University
- W. Anthony Sheppard *Associate Professor of Music*  
 B.A. (1991) Amherst; Ph.D. (1996) Princeton
- Lara Shore-Sheppard *Associate Professor of Economics*  
 B.A. (1991) Amherst; Ph.D. (1996) Princeton
- \* Olga Shevchenko *Assistant Professor of Sociology*  
 B.A. (1996) Moscow State University; Ph.D. (2002) University of Pennsylvania
- Glenn W. Shuck *Assistant Professor of Religion*  
 B.A. (1994) Texas Lutheran University; Ph.D. (2004) Rice University
- Cesar E. Silva *Professor of Mathematics*  
 B.S. (1977) Catholic University, Peru; Ph.D. (1984) University of Rochester
- Holly Silva *Lecturer in Physical Education*  
 B.S. (1977) Connecticut State University; M.F.A. (1987) Smith
- Marc A. Simpson *Lecturer in the Graduate Program in Art History and Acting Director of the Graduate Program in Art History, Fall Semester*  
 B.A. (1975) Middlebury; Ph.D. (1993) Yale
- Shanti M. Singham *Professor of History*  
 B.A. (1980) Swarthmore; Ph.D. (1991) Princeton
- Anne R. Skinner *Senior Lecturer in Chemistry*  
 B.A. (1961) Radcliffe; Ph.D. (1966) Yale
- Richard Skinner *Visiting Assistant Professor of Political Science*  
 B.A. (1992) Hamilton College; Ph.D. (2004) University of Virginia
- David C. Smith *Senior Lecturer in Biology*  
 B.S. (1968) Yale; Ph.D. (1977) University of Michigan
- David L. Smith *John W. Chandler Professor of English*  
 B.A. (1974) New College, Florida; Ph.D. (1980) University of Chicago
- \* Thomas E. Smith *Associate Professor of Chemistry*  
 B.A. (1988) Williams; Ph.D. (1996) Stanford
- Anita R. Sokolsky *Professor of English*  
 B.A. (1974) Oberlin; Ph.D. (1985) Cornell
- Ari Solomon *Assistant Professor of Psychology*  
 A.B. (1989) Brown; Ph.D. (1997) American University
- Paul R. Solomon *Professor of Psychology*  
 B.A. (1970) S.U.N.Y., New Paltz; Ph.D. (1975) University of Massachusetts
- Stefanie Solum *Assistant Professor of Art*  
 B.A. (1991) University of Wisconsin, Madison; Ph.D. (2001) University of California, Berkeley
- Amanda Jane South *Visiting Assistant Professor of Art, Fall Semester*  
 B.A. (1987) Central School of Art; M.F.A. (1997) University of North Carolina
- Steven P. Souza *Observatory Supervisor/Instructor of Astronomy*  
 B.S. (1973) Cooper Union; Ph.D. (1979) S.U.N.Y., Stony Brook
- Richard H. Stamelman *Professor of Comparative Literature*  
 B.A. (1963) Hamilton; Ph.D. (1968) Duke
- Benjamin Steege *Visiting Assistant Professor of Music*  
 B.A. (2000) Columbia; M.A. (2006) Harvard
- Mihai Stoiciu *Assistant Professor of Mathematics*  
 B.S. (1999) University of Bucharest; Ph.D. (2005) California Institute of Technology



## Faculty

- \*\* Heather M. Stoll *Assistant Professor of Geosciences*  
 B.A. (1994) Williams; Ph.D. (1998) Princeton
- Jefferson Strait *Professor of Physics*  
 A.B. (1975) Harvard; Ph.D. (1985) Brown
- Brian Sundermeier *Visiting Assistant Professor of Psychology*  
 B.A. (1994) Saint Olaf College; Ph.D. (2004) University of Minnesota
- \*\*\* Anand V. Swamy *Associate Professor of Economics*  
 B.A. (1983) University of Delhi, India; Ph.D. (1993) Northwestern
- Arun Swamy *Visiting Assistant Professor of Political Science*  
 B.A. (1981) Williams; Ph.D. (1996) University of California, Berkeley
- Karen E. Swann *Professor of English*  
 B.A. (1975) Oberlin; Ph.D. (1983) Cornell
- Steven J. Swoap *Associate Professor of Biology*  
 B.A. (1990) Trinity; Ph.D. (1994) University of California, Irving
- \*\*\* Barbara E. Takenaga *Professor of Art*  
 B.F.A. (1972) University of Colorado; M.F.A. (1978) University of Colorado
- \* Kristopher Tapp *Assistant Professor of Mathematics*  
 B.A. (1993) Grinnell; Ph.D. (1999) University of Pennsylvania
- Mark C. Taylor *Cluett Professor of Humanities and Religion*  
 B.A. (1968) Wesleyan; Ph.D. (1973) Harvard; Doktorgrad (1981) University of Copenhagen
- James D. Teresco *Assistant Professor of Computer Science*  
 B.S. (1992) Union College; Ph.D. (2000) Rensselaer Polytechnic Institute
- \* John W. Thoman, Jr. *Professor of Chemistry*  
 B.A. (1982) Williams; Ph.D. (1987) M.I.T.
- George Thomas *Assistant Professor of Political Science*  
 B.A. (1992) University of Utah; Ph.D. (2004) University of Massachusetts, Amherst
- Joanne Thompson *Visiting Assistant Professor of Art*  
 B.A. (1988) Bowdoin; Ph.M. (1993) Yale
- Christian Thorne *Assistant Professor of English*  
 B.A. (1995) Wesleyan; Ph.D. (2001) Duke
- Stephen J. Tifft *Professor of English*  
 B.A. (1975) Harvard; Ph.D. (1984) Cornell
- \* Claire S. Ting *Assistant Professor of Biology*  
 B.A. (1986) Yale; Ph.D. (1994) Cornell
- Herbert F. Tucker *Margaret Bundy Scott Professor of English, Fall Semester*  
 B.A. (1971) Amherst; Ph.D. (1977) Yale
- \* David Tucker-Smith *Assistant Professor of Physics*  
 B.A. (1995) Amherst; Ph.D. (2001) University of California, Berkeley
- Patrick Tynan *Visiting Assistant Professor of Physical Education*
- Arafaat Valiani *Assistant Professor of Sociology*  
 B.A. (1996) Concordia University; Ph.D. (2005) Columbia
- Frances Vandermeer *Assistant Professor of Physical Education*  
 B.S. (1987) Southern Connecticut State University
- Janneke van de Stadt *Assistant Professor of Russian*  
 B.A. (1988) Amherst College; Ph.D. (2000) University of Wisconsin, Madison
- Armando Vargas *Assistant Professor of Comparative Literature*  
 B.S. (1992) Georgetown; M.A. (1995) Harvard
- Karen Velez *Gaius Charles Bolin Fellow in History*  
 B.A. (1996) Williams
- William G. Wagner *Dean of the Faculty and Brown Professor of History*  
 B.A. (1972) Haverford; D.Phil. (1980) Oxford
- Dorothy J. Wang *Assistant Professor of American Studies*  
 B.A. (1985) Duke; Ph.D. (1998) University of California, Berkeley
- Fei Wang *Visiting Lecturer in Chinese*  
 B.A. (1998) Beijing Second Foreign Language University
- Christopher M. Waters *Hans W. Gatzke '38 Professor of Modern European History*  
 B.A. (1977) California State, Long Beach; Ph.D. (1985) Harvard
- Tara Watson *Assistant Professor of Economics*  
 B.A. (1996) Wesleyan; Ph.D. (2003) Harvard

## Faculty

- Bradley Wells     *Clay Artist-in-Residence, Director of Choral/Vocal Activities, and Lecturer in Music and Fellow of the Oakley Center for the Humanities and Social Sciences, Fall Semester*  
 B.A. (1984) Principia College; M.M.A. (1998) Yale
- Peter S. Wells     *Assistant Professor of Physical Education,  
 Coordinator of Crew Programs, and Head Coach of Men's Crew*  
 B.A. (1979) Williams
- Carmen Whalen     *Associate Professor of History*  
 B.A. (1985) Hampshire College; Ph.D. (1994) Rutgers
- Michael F. Whalen     *Assistant Professor of Physical Education*  
 B.A. (1983) Wesleyan; M.P.E (1986) Springfield College
- Dwight L. Whitaker     *Assistant Professor of Physics*  
 B.S. (1992) University of Connecticut; Ph.D. (1999) Brown
- Alan E. White     *Mark Hopkins Professor of Philosophy*  
 B.A. (1972) Tulane; Ph.D. (1980) Pennsylvania State University
- Ralph White     *Assistant Professor of Physical Education*  
 B.S. (1974) Pennsylvania State University; M.A. (2004) Rockville University
- James Wilberding     *Assistant Professor of Philosophy*  
 B.A. (1994) University of Notre Dame; Ph.D. (2002) University of Chicago
- Amanda Wilcox     *Assistant Professor of Classics*  
 B.A. (1996) Reed College; Ph.D. (2002) University of Pennsylvania
- Jason Wilder     *Assistant Professor of Biology*  
 B.A. (1997) Williams; Ph.D. (2002) Princeton
- Heather Williams     *Professor of Biology*  
 B.A. (1977) Bowdoin; Ph.D. (1985) Rockefeller
- \*\*\* Alex W. Willingham     *Professor of Political Science*  
 B.A. (1963) Southern University, Baton Rouge; Ph.D. (1974) U.N.C., Chapel Hill
- Leslie E. Wingard     *Mellon Post-doctoral Fellow in Visual Culture*  
 B.A. (1999) Spelman College; Ph.D. (2006) University of California, Los Angeles
- Reinhard A. Wobus     *Edna McConnell Clark Professor of Geology*  
 A.B. (1962) Washington University; Ph.D. (1966) Stanford
- K. Scott Wong     *James Phinney Baxter, 3rd Professor of History*  
 B.A. (1976) Rutgers; Ph.D. (1992) University of Michigan
- James B. Wood     *Charles R. Keller Professor of American History*  
 B.A. (1968) Florida Presbyterian; Ph.D. (1973) Emory
- William K. Wootters     *Barclay Jermain Professor of Natural Philosophy*  
 B.S. (1973) Stanford; Ph.D. (1980) University of Texas
- \* Reiko Yamada     *Professor of Japanese*  
 Ph.D. (1988) Cornell
- Kasumi Yamamoto     *Assistant Professor of Japanese*  
 B.A. (1985) Columbia; Ph.D. (1999) Cornell
- Li Yu     *Assistant Professor of Chinese*  
 B.A. (1995) East China Normal University; Ph.D. (2003) Ohio State University
- Safa R. Zaki     *Assistant Professor of Psychology*  
 B.A. (1989) American University, Cairo; Ph.D. (1996) Arizona State University
- Betty Zimmerberg     *Professor of Psychology*  
 B.A. (1971) Harvard; Ph.D. (1976) C.U.N.Y.
- \*\*\* David J. Zimmerman     *Orrin Sage Professor of Political Economy*  
 B.Comm. (1985) University of Toronto; Ph.D. (1992) Princeton
- \* Steven J. Zottoli     *Howard B. Schow '50 and Nan W. Schow Professor of Biology*  
 B.A. (1969) Bowdoin; Ph.D. (1976) University of Massachusetts

## LIBRARIES

David M. Pilachowski B.A. (1971) University of Vermont; M.L.S. (1973) University of Illinois	<i>College Librarian</i>
Nicholas C. Baker B.A. (1999) Carleton College; M.S. (2005) University of Michigan	<i>Reference/Web Services Librarian</i>
Karen Gorss Benko B.A. (1994) Yale; M.L.S. (1999) S.U.N.Y., Albany	<i>Catalog Librarian</i>
Nancy Birkrem B.A. (1981) Wellesley; M.L.S. (1983) Vanderbilt	<i>Head Project Cataloger, Chapin Library</i>
Christine W. Blackman B.A. (1989) Notre Dame; M.L.S. (1999) Simmons College	<i>Catalog Librarian</i>
Sandra L. Brooke B.A. (1979) Northwestern; M.A. (1982) Williams College; M.L.S. (1999) S.U.N.Y., Albany	<i>Head of Acquisitions and Collection Development</i>
Sylvia B. Kennick Brown A.B. (1977) Oberlin; M.S.L.S. (1981) Simmons	<i>College Archivist/Special Collections Librarian</i>
Lori A. DuBois B.A. (1994) Colby College; M.S.L.S. (1997) University of Illinois at Urbana-Champaign	<i>Reference and Instruction Librarian</i>
Susan G. Galli A.S. (1975) Berkshire Community College	<i>Library Administrator</i>
Wayne G. Hammond B.A. (1975) Baldwin-Wallace; A.M.L.S. (1976) University of Michigan	<i>Assistant Chapin Librarian</i>
Jo-Ann Irace	<i>Circulation Supervisor</i>
Judy J. Jones	<i>Reserve and A/V Supervisor</i>
Robin Kibler B.Mus. (1975) Southern Methodist; M.L.S. (1990) S.U.N.Y., Albany	<i>Head of the Cataloging Department</i>
Walter Komorowski B.A. (1979) North Adams State College; M.A. (1984) S.U.N.Y., Binghamton; M.L.S. (1988) S.U.N.Y., Albany	<i>Head of Library Systems</i>
Mark C. Maniak B.A. (1978) S.U.N.Y., Genesco; M.A. (1985) New York University; M.S.L.S. (2002) Long Island University	<i>Collections Archivist</i>
Christine Ménard B.A. (1987) University of Tours, France; M.A. (1988) University of Tours, France; M.L.S. (1991) S.U.N.Y., Albany	<i>Head of Research and Reference Services</i>
Alison R. O'Grady B.A. (1982) Providence College	<i>Interlibrary Loan Supervisor</i>
Rebecca Ohm B.A. (1975) University of Illinois, Springfield; M.L.S. (1995) S.U.N.Y., Albany	<i>Reference and Government Documents Librarian</i>
Jodi Psoter B.S. (1995) Virginia Polytechnic Institute and State University; M.L.S. (1999) Southern Connecticut State University	<i>Science Librarian</i>
Robert L. Volz B.A. (1962) Marquette; M.A.L.S. (1963) University of Wisconsin	<i>Custodian of the Chapin Library</i>
Helena Warburg B.S. (1980) Indiana University; M.L.I.S. (1987) Indiana University	<i>Head of the Science Library</i>

## FACULTY-STUDENT COMMITTEES 2006-2007

Academic Standing: Robert Savage, *Chair*, Elizabeth Brainerd, Theo Davis, Ari Solomon, Jefferson Strait, Ileana Perez Velazquez, Dave Johnson\*, Richard Nesbitt\*, Nancy Roseman\*, Charles Toomajian Jr.\*

Appointments and Promotions: Ralph Bradburd, Leyla Rouhi, Heather Williams, William Lenhart\*, William Wagner\*, Morton Owen Schapiro\*.

Calendar and Schedule: Douglas Gollin, *Chair*, Deborah Brothers, Reinhard Wobus, Bud Fisher\*, Stephen Sneed\*, Barbara Casey\*, students to be announced.

Chapin Library: Collin Adams, *Chair*, Jennifer Bloxam, Georges Dreyfus, David Pilachowski\*, Robert Volz\*.

Diversity and Community: Wendy Raymond, *Chair*, Gayle Barton, Gail Bouknight-Davis, Will Dudley, Ed Epping, Joyce Foster, Molly Magavern, Michelyn Pinard, Gail Rondeau, Robert Scherr, Michael Reed\*, Bernie Rhie, Arnando Vargas, Godfrey Bakuli '07, Morgan Cronin '07, Timothy Geffrion '08, Sarah Hill '09, Lu Hong '08 (*Second Semester*), Lauren Johnson '09, Uzaib Saya '08 (*First Semester*).

Educational Policy: David Zimmerman, *Chair*, David Edwards, Manual Morales, Gail Newman, Christopher Nugent, Anne Reinhardt, David Richardson, Nancy Roseman\*, Thomas Kohut\*, Charles Toomajian Jr.\*, Morton Owen Schapiro\*, Katharine A. Josephson '07, Kevin R. Kellert '07, Julia F. Kropp '08, Jennifer L. Ray '07, Sarun Peter Tosirisuk '07, Samuel J. Weinreich '09.

Faculty Review: Christopher Bolton, Denise Buell, Joe Cruz, Andrea Danyluk, Steve Fix, Ali Garbarini, Sarah Goh, Darra Goldstein, David Love, Manual Morales, Wendy Raymond, Janneke van de Stadt.

Honorary Degrees: Markes Johnson, Kenda Mutongi, Carol Ockman, Joan Edwards\*, Keli Kaegi\*, Christine Marshall '08, Raemond Parrott '08, students to be announced.

Honor System-Discipline: Duane Bailey†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Carston Botts, Lynda Bundtzen†, Robert Dalzell, Sarah Hammerschlag, Steven Kuster, Alix Rorke†, Ken Savitsky†, Nancy Roseman†\*, students to be announced.

Information Technology: Hank Art, *Chair*, Cecelia Chang, Bob Gazalle, Tom Murtagh, William Lenhart\*, David Pilachowski\*, Dinny Taylor\*, Charles Toomajian Jr., Thomas Dwyer, students to be announced.

Lecture: Ilona Bell, *Chair*, Gene Bell-Villada, Andrew Lieberman, Arafat Valiani, Allegra Funsten '07, Karen Olsen '07, Dave Rogawski '08, Natalie Vokes '07.

Library: Jennifer Bloxam, *Chair*, Wendy Gentry, Cesar Silva, William Lenhart\*, David Pilachowski\*, Robert Volz\*, students to be announced.

Priorities and Resources: Cathy Johnson, *Chair*, Edan Dekel, Steve Fix, Steve Freund, Stephen Birrell\*, Keith Finan\*, William Lenhart\*, Steve Klass\*, students to be announced.

Steering: Andrea Danyluk, *Chair (First Semester)*, Scott Wong, *Chair (Second Semester)*, Julie Cassiday, Soledad Fox, Ali Garbarini, Claire Ting.

Undergraduate Life: Stewart Johnson, *Chair*, Julie Greenwood, Mike Lewis, Tara Watson, Jason Wilder, Douglas Bazuin\*, Robert M. Brickley '08, Katie F. Grace '09, Antoaneta D. Kraeva '09, Sara Morrissey '07, Noah Smith-Drelich '07, Nora Wong '09.

*Faculty-Student Committees, Special Advisors*

Winter Study Program: Ollie Beaver, *Chair*, Gerry Caprio, Zirka Filipczak, Kris Herman, Joy James, Barbara Casey\*, Paula Consolini\*, Christine Menard\*, students to be announced.

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\* Ex-officio

† Honor Subcommittee

## **SPECIAL ADVISORS 2006-2007**

*Architecture:* Ann K. McCallum

*Business Schools and Business Opportunities:* John Noble

*Divinity Schools:* Richard E. Spalding

*Engineering:* Jefferson Strait

*Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.):* Keith Finan, Thomas Kohut

*Faculty Fellowships:* William G. Wagner

*Graduate Schools of Arts and Sciences:* Department Heads

*Graduate Fellowships and Scholarships:* John C. Spooner

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

Mellon Fellowship

Rhodes, Marshall Scholarships

*Health Professions Advisor:* Charles H. Stevenson

*International Student Advisor:* Gina Coleman

*Law Schools:* Dawn Dellea

*National Science Foundation:* Department Chairs

*Peace Corps:* John Noble

*Public and International Affairs Schools and Foreign Service:* James McAllister

*Special Academic Programs:* Molly L. Magavern

*Student Writing Tutorial Program:* Joyce P. Foster

*Study Abroad Programs:* Laura B. McKeon

*Teaching, M.A.T. Programs:* Susan L. Engel, John Noble

*Harry S. Truman Scholarship:* John C. Spooner

*Watson Traveling Fellowship:* John C. Spooner

*Williams College Prizes and Fellowships for Graduate Study:* John C. Spooner

*Winter Study Practice Teaching:* Susan Engel

## SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. There are also two faculty, two staff, and two student advisors who have received training in sexual harassment and other discrimination advising.

Gina Coleman, *Assistant Dean, Hopkins*  
David Johnson, *Associate Dean, Hopkins*  
Laura McKeon, *Assistant Dean, Hopkins*  
Charles Toomajian, *Registrar and Associate Dean for Academic Programs, Hopkins*  
Kareem Khubchandani, *Assistant Director of the MCC and Queer Life Coordinator, Jenness*  
Michael Reed, *Vice President for Strategic Planning and Institutional Diversity, Hopkins*  
Martha Tetrault, *Director Human Resources, B&L Building*  
Robert Wright, *Associate Director Human Resources, B&L Building*  
Richard Spalding, *Chaplain, Siskind House*  
Donna Denelli-Hess, *Health Educator, Thompson*  
Ruth Harrison, *Director of Health Services, Thompson*  
Rafael Frias '07  
Caitlin Sullivan '07  
Regina Kunzel, *History, Stetson*  
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:** Denise Buell, Joe Cruz, Steve Fix, Ali Garbarini, Sarah Goh, David Love, Wendy Raymond, Janneke van de Stadt, TBA (4)

**Provost's Panel:** Susan Bernardy, Michael Frawley, Robin Kibler, Richard Nesbitt, Charles Toomajian, Pamela Turton

**Vice President's Panel:** Marc Field, Robert Jarvis, Kelly Kervan, Beatrice Miles, Paula Moore Tabor, Lori Tolle

**College Council Panel:** Hannah Cho '09, Kimberly Dacres '08, Kathryn Lindsey '07, Andres Lopez '09, Fathimath Musthaq '09, Peter Nurnberg '09

**Minority Faculty-Staff Representatives:** Appointed by the President

**Faculty Chair:** Appointed by President

**Staff Chair:** Appointed by President



## OFFICES OF ADMINISTRATION 2006-2007

### Office of the President

Morton Owen Schapiro *President*  
 B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania  
 Keli A. Kaegi *Senior Executive Assistant and Secretary of the College*  
 B.A. (1988) Wellesley College; M.S. (1991) University of Rochester

### Office of the Provost

William J. Lenhart *Provost*  
 B.S. (1977) St. Joseph's College (Philadelphia); A.M. (1979) Dartmouth; Ph.D. (1983) Dartmouth  
 Keith C. Finan *Associate Provost and Director of Grant Administration*  
 B.A. (1976) Miami University, Ohio; M.A. (1979) S.U.N.Y., Binghamton  
 Thomas J. Dwyer *Budget Director*  
 B.A. (1995) Pomona College; M.B.A. (2001) Harvard Business School  
 D. Chris Winters *Director of Institutional Research*  
 B.A. (1995) Williams; M.S./M.B.A. (1996) Northeastern University, GSPA  
 Kritan Renish *Budget and Planning Analyst*  
 B.A. (1981) Bates College  
 Marianne Congello *Executive Assistant*

### Office of the Dean of the Faculty

William G. Wagner *Dean of the Faculty*  
 B.A. (1972) Haverford; D.Phil. (1980) 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 *Cordinator of Experiential Education*  
 A.B. (1981) Lafayette College; Ph.D. (1992) University of California, Berkeley  
 Carolyn Greene *Academic Program Coordinator*  
 B.A. (2002) Williams

### Office of the Dean of the College

Nancy A. Roseman *Dean of the College*  
 A.B. (1980) Smith; Ph.D. (1987) Oregon State  
 David C. Johnson *Associate Dean for First-Year Students*  
 B.A. (1971) Williams; M.A. (1995) Williams  
 Stephen D. Sneed *Associate Dean*  
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University  
 Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*  
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell  
 Gina Coleman *Assistant Dean*  
 B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts  
 Laura B. McKeon *Assistant Dean and Director of International Study*  
 B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago  
 Cynthia G. Haley *Executive Assistant to the Dean*

### Office of the Vice President for Alumni Relations and Development

Stephen R. Birrell *Vice President for Alumni Relations and Development*  
 B.A. (1964) Williams; M.A.T. (1966) Wesleyan; M.P.A. (1980) University of New Hampshire  
 Margaret C. Adler *Assistant Director of Planned Giving*  
 B.A. (1999) Williams  
 Robert V. Behr *Alumni Travel Coordinator*  
 B.A. (1955) Williams; Ed.M. (1962) Harvard  
 Pam Besnard *Senior Development Officer*  
 B.A. (1984) Williams  
 Neil Bibbins *Assistant Director of Donor Relations*  
 B.A. (1988) Massachusetts College of Liberal Arts  
 Enoch J. Blazis *Senior Development Officer*  
 B.S. (1987) U.S. Naval Academy  
 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*  
 Mary Ellen Czerniak *Director of Corporate and Foundation Relations*  
 B.A. (1972) DePaul University; B.A. (1977) University of Wyoming

## *Offices of Administration*

David B. Dewey B.A. (1982) Williams	<i>Senior Development Officer</i>
Diana M. Elvin B.A. (1971) Wheaton College; M.A. (1990) Assumption College	<i>Director of Donor Relations</i>
Patti J. Exster	<i>Development Research Specialist</i>
Lewis E. Fisher B.A. (1989) Williams	<i>Director of the 50th Reunion Program</i>
Brooks L. Foehl B.A. (1988) Williams	<i>Assistant Director of Alumni Relations</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Jennifer E. Grow B.A. (1994) Mt. Holyoke College	<i>Assistant Editor of Alumni Publications</i>
Sara L. Holden B.A. (1969) St. Joseph College	<i>Development Research Specialist</i>
Wendy W. Hopkins B.A. (1972) Williams	<i>Director of Alumni Relations and Secretary of the Society of Alumni</i>
Cindy L. Kimball	<i>Manager of Bio Administration</i>
Jennifer Krouse B.A. (1989) Williams; M.F.A. (1997) Loyola Marymount University	<i>Development Officer, Alumni Fund</i>
Peter R. Landry A.S. (1991) Berkshire Community College	<i>Manager of Gift Administration</i>
Rebecca Logue-Conroy B.A. (1999) Williams	<i>Assistant Director of Alumni Relations</i>
Amy T. Lovett B.A. (1994) University of Richmond; M.A. (2000) S.U.N.Y., Albany	<i>Editor of Alumni Publications</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Rachel F. Moore B.A. (1980) Bates College	<i>Director of Planned Giving</i>
Megan Morey B.A. (1989) Ohio Wesleyan University	<i>Director of Leadership Giving</i>
Christine DeMasi Naughton B.A. (1999) Massachusetts College of Liberal Arts	<i>Events Manager</i>
Jane Nicholls B.A. (1977) Pennsylvania State University; M.S. (1999) Oxford	<i>Director of Parents Fund</i>
Erika C. Noebel B.A. (2000) Smith College	<i>Assistant Director of Corporate and Foundation Relations</i>
Heather L. O'Brien B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</i>
Damon Reed B.A. (1962) Connecticut College	<i>Senior Development Officer</i>
Michael A. Reopell B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College	<i>Director of Advancement Information Systems</i>
Christine A. Robare B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College	<i>Development Officer, Alumni Fund</i>
Chanda J. Shepardson B.A. (2002) Smith College	<i>Development Research Specialist</i>
Jennifer J. Small B.A. (1988) Union College; M.P.H. (1995) University of Massachusetts, Amherst	<i>Senior Development Officer</i>
Kathleen R. Smith B.A. (2003) Williams	<i>Alumni Relations Intern</i>
Rob P. Swann B.A. (1990) Williams; M.A. (1997) American University	<i>Assistant Director of Alumni Relations</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations</i>
Stephen M. Tomkowicz B.S. (1985) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
James H. Trapp B.A. (1976) Williams	<i>Director of Annual Giving</i>
Christopher J. Vadnais	<i>Programmer/Analyst</i>
Teresa J. Waryjasz A.S. (1980) Berkshire Community College	<i>Production Manager</i>
Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>

## *Offices of Administration*

Alice E. Wilson B.A. (1971) University of Iowa	<i>Assistant Director 50th Reunion Program</i>
Catherine M. Yamamoto B.B.A. (1973) University of Wisconsin	<i>Development Officer, Alumni Fund</i>

### **Office of the Vice President for Operations**

Stephen P. Klass B.A. (1975) Hobart College; M.S. (1994) University of Rochester	<i>Vice President for Operations</i>
Adriana B. Cozzolino B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)	<i>Assistant Vice President for Operations</i>
Mireille S. Roy A.S. (1969) Berkshire Community College; Real Estate Paralegal (2003)	<i>Executive Assistant and Mortgage Consultant</i>

### **Office of the Vice President for Strategic Planning and Institutional Diversity**

Michael E. Reed B.A. (1975) Williams; M.A. (1979) Howard University	<i>Vice President for Strategic Planning and Institutional Diversity</i>
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### **Office of Admission**

Richard L. Nesbitt B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania	<i>Director of Admission</i>
Frances B. Lapidus B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Sean M. Logan B.A. (1988) Williams	<i>Acting Associate Director of Admission</i>
Karen J. Parkinson A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester	<i>Associate Director of Admission</i>
Constance D. Sheehy B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts	<i>Associate Director of Admission for Operations</i>
Nathaniel Budington B.A. (1979) Johnston College, University of Redlands	<i>Assistant Director of Admission</i>
Lauren P. Lynch B.A. (1989) Smith; M.S.W. (1992) Columbia University School of Social Work	<i>Assistant Director of Admission</i>
Rob Rivas B.A. (2003) Williams	<i>Assistant Director of Admission</i>
Mark Robertson B.A. (2002) Williams	<i>Assistant Director of Admission</i>
Christine M. Williams B.A. (2006) Williams	<i>Admission Intern</i>

### **Office of Campus Life**

Douglas J. B. Schiazza B.A. (1993) Hope; M.A. (1997) Geneva	<i>Director of Campus Life</i>
Aaron B. Gordon B.A. (2001) Franklin & Marshall; M.B.A. (2005) Union	<i>Assistant Director for Residential Programs</i>
Jessica A. Gulley B.A. (1998) Castleton State	<i>Assistant Director of Campus Life</i>
Sara V. Ansell B.A. (2005) Haverford	<i>Campus Life Coordinator</i>
Anna P. Bennett B.A. (2004) Mount Holyoke	<i>Campus Life Coordinator</i>

### **Office of Campus Safety and Security**

Jean M. Thorndike B.S. (1986) Southern Vermont College	<i>Director of Campus Safety and Security</i>
David J. Boyer B.S. (1982) Westfield State College	<i>Associate Director of Campus Safety and Security</i>

### **Office of Career Counseling**

John H. Noble A.B. (1975) Harvard; M.S. (1980) Bank Street College of Education	<i>Director of Career Counseling</i>
Dawn M. Dellea B.S. (1992) Northeastern University; M.Ed. (2003) Cambridge College	<i>Assistant Director of Career Counseling</i>
Ronald L. Gallagher B.S. (1976) Springfield; A.S. (1974) Springfield Technical College	<i>Assistant Director of Career Counseling</i>
Robin L. Meyer B.A. (1991) Gustavus Adolphus College; M.S.. (1996) Mankato University	<i>Associate Director of Career Counseling</i>
John C. Spooner B.A. (1991) Yale; M.A. (1995) Florida State University	<i>Associate Director of Career Counseling and Director of Fellowships and Advanced Study Advising</i>

## *Offices of Administration*

Charles H. Stevenson *Associate Director of Career Counseling and  
Director of Science and Health Professions Advising*  
B.A. (1993) Williams; M.S. (2002) Rensselaer Polytechnic Institute

### **Office of the Chaplains**

Richard E. Spalding *Chaplain to the College and Coordinator of Community Service*  
B.A. (1976) Yale University; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY)  
Peter Feudo, Jr. *Associate Chaplain*  
B.A. (1974) Boston College; M.A. (1977) Michigan State University; Sc.D. (1986) Boston University; Third  
Order Profession, Secular Franciscan Order  
Robert S. Scherr *Associate Chaplain*  
B.A. (1968) University of California, Berkley; M.A. (1971) California State University (San Francisco); M.T.S. (2001)  
Harvard Divinity School

### **Conference Office**

Marjorie M. Wyld *Director of Conferences*  
B.A. (1964) Regis

### **Office of the Controller**

Susan S. Hogan, CPA *Controller*  
B.S. (1980) Syracuse  
Karen P. Jolin *Director of Financial Information Systems*  
B.S. (1982) Massachusetts College of Liberal Arts  
David W. Holland *Bursar*  
B.S. (1967) Suffolk University  
Sandra A. Connors *Supervisor of Gift and Grant Accounting*  
Kelly F. Kervan *Accountant*  
B.S. (1990) North Adams State College

### **Office of Financial Aid**

Paul J. Boyer *Director of Financial Aid*  
B.A. (1977) Williams  
Betsy Hobson *Associate Director of Financial Aid*  
B.S. (1989) University of Colorado  
Jessica L. Bernier *Assistant Director of Financial Aid/Student Employment Coordinator*  
B.A. (1998) Bowdoin College

### **Office of Health**

Ruth G. Harrison *Director of Health Services*  
B.S. (1973) Hunter College; M.A. (1982) New York University  
Frances Lippmann, Ph.D. *Psychotherapist*  
B.A. (1955) Adelphia; Ph.D. (1966) 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  
Michael Pinsonneault *Pharmacist*

### **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

## *Offices of Administration*

### **Office for Information Technology**

James F. Allison B.S. (1972) Tufts; M.B.A. (1994) Clark	<i>Project Manager</i>
Gayle R. Barton A.B. (1973) Bryn Mawr; M.Ed. (1992) St. Lawrence	<i>Director of Instructional Technology</i>
Mark I. Berman B.S. (1988) S.U.N.Y., Binghamton; M.S. (2002) Syracuse	<i>Director of Networks and Systems</i>
Mihnea Bobes B.A. (2003) Williams.	<i>Help Desk Specialist</i>
Cheryl Brewer	<i>Budget and Facilities Administrator</i>
Peter Charbonneau B.S.E.E. (1984) University of Colorado	<i>Networks and Systems Administrator</i>
Mark R. Connor B.A. (1983) Berkshire Community College	<i>Desktop Systems Specialist</i>
Gretchen Eliason B.A. (1990) Boston University; M.S. (1998) Boston University	<i>Database Programmer/Analyst</i>
Ashley W. Frost B.A. (1992) Williams	<i>Networks and Systems Administrator</i>
Lance E. Gallup	<i>Networks and Systems Administrator</i>
John B. Germanowski B.A. (1986) Williams	<i>Project Manager</i>
Todd M. Gould B.A. (1996) Massachusetts College of Liberal Arts	<i>Networks and Systems Administrator</i>
Mika Hirai B.A. (1989) Obirin University, Japan; M.A. (2001) University of Iowa	<i>Instructional Technology Specialist</i>
Comb T. Hua B.S. (2004) Texas A&M University	<i>Web, Print and Training Specialist</i>
Terri-Lynn Hurley B.S. (1992) Westfield State College	<i>Senior Desktop Systems Specialist</i>
Maggie Koperniak B.A. (1979) Massachusetts College of Liberal Arts; M.B.A. (1999) University of Massachusetts, Amherst	<i>Project Manager</i>
Criss S. Laidlaw B.A. (1982) Carleton College	<i>Director of Administrative Information Systems</i>
Benjamin D. LaRoche B.C.C. (1995) Champlain College	<i>Network Projects Administrator</i>
James Lillie	<i>Media Services Assistant</i>
John M. Markunas B.S.E.E. (1974) Lowell Tech	<i>Network and Systems Administrator</i>
Gabriel McHale	<i>Networks and Systems Administrator</i>
Lynn M. Melchiori B.A. (1978) University of Massachusetts, Amherst; M.Ed. (2001) Massachusetts College of Liberal Arts	<i>Desktop Systems Specialist</i>
Milos Mladenovic B.A. (1994) Yale	<i>Desktop Systems Specialist</i>
Sharron J. Macklin B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono	<i>Instructional Technology Specialist</i>
Jonathan Morgan-Leaman B.A. (1989) Colgate	<i>Technology Specialist</i>
Trevor Murphy B.A. (1994) S.U.N.Y.; M.S. (1996) Oregon State University	<i>Instructional Technology Specialist</i>
Edward S. Nowlan B.S. (1985) Southern Connecticut State University	<i>Database Administrator</i>
Todd Noyes	<i>Desktop Systems Specialist</i>
Robert G. Ouellette	<i>Project Manager</i>
Guy Randall	<i>Desktop Systems Specialist</i>
Philip F. Remillard B.A. (1978) Massachusetts College of Liberal Arts	<i>Media Services Specialist</i>
Michael Richardson	<i>Media Lab Coordinator</i>
Seth Rogers B.A. (1989) Reed College	<i>Associate Director Desktop Systems</i>
Douglas A. Rydell B.A. (1980) St. John's	<i>Project Manager</i>
Paul J. Smernoff	<i>Assistant Networks and Systems Administrator</i>
Dinny S. Taylor B.A. (1968) Connecticut College; M.Ed. (1970) Lesley	<i>Chief Technology Officer</i>

## *Offices of Administration*

Jianjun Wang *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 *Instructional Technology Specialist*  
B.M. (1973) Eastman School of Music

### **Office of Investment**

TBA *Manager of Investments and Treasury Operations*  
Robert A. Seney *Investment Administrator*  
B.S. (1985) North Adams State College; M.B.A. (1990) University of Lowell  
Kathleen L. Therrien *Trust Administrator*  
B.S. (1997) Massachusetts College of Liberal Arts

### **Office of Physical Education, Athletics and Recreation**

Harry C. Sheehy III *Director of Athletics*  
B.A. (1975) Williams; M.Ed. (1988) University of Washington  
Lisa Melendy *Senior Women's Administrator and Associate Director of Athletics*  
M.S. (1985) University of Massachusetts  
Karen Whalen *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  
Ronald A. Stant *Trainer*  
Lisa Wilk *Assistant Trainer*  
B.S. (1992) Northeastern; M.S. (1995) Indiana State  
Holly E. Silva *Assistant Coordinator of Dance*  
B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College

### **Office of Public Affairs**

James G. Kolesar *Director of Public Affairs*  
B.A. (1972) Williams  
Heather H. Clemow *Director of Publications for the Office of Public Affairs*  
B.A. (1975) Stephens College; M.S. (1976) Nova University  
Kristian S. Dufour *Assistant Director of Sports Information and Public Affairs*  
B.A. (1990) S.U.N.Y., Old Westbury  
A. Jo Procter *News Director*  
B.A. (1960) Antioch College; M.S. (1987) Boston University  
Dick Quinn *Assistant Director of Public Affairs, Director of Sports Information*  
B.A. (1973) Holy Cross; M.S. (1989) Iona  
Alicia Smith *Web Developer*

### **Office of the Registrar**

Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*  
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell  
Barbara A. Casey *Associate Registrar for Student and Faculty Services*  
B.A. (1983) Williams  
Mary L. Morrison *Associate Registrar for Records and Registration*  
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

### **Special Academic Programs Office**

Margaret L. Magavern *Coordinator of Special Academic Programs*  
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

### **Academic Resource Center**

Joyce P. Foster *Director of the Academic Resource Center*  
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  
Pamela D. Turton *Assistant Director*  
B.A. (1970) Colby College; M.Ed. (1971) University of Cincinnati

### **Center for Environmental Studies**

Karen R. Merrill *Director*  
B.A. (1986) Oberlin; Ph.D. (1994) University of Michigan



## Offices of Administration

Sarah S. Gardner	Associate Director
B.A. (1985) Smith College; Ph.D. (2000) City University of New York	
Andrew T. Jones	Hopkins Memorial Forest Manager
B.A. (1986) Macalester College; M.F. (1994) Duke	

### Center for Foreign Languages, Literatures, and Cultures

Jane Canova	Administrative Director of the Center for Foreign Languages, Literatures and Cultures
B.S. (1976) Georgetown; M.S.W. (1980) New York University	

### Multicultural Center

David Eppel	Academic Director of the Multicultural Center
B.A. (1971) University of Cape Town; M.F.A. (1986) Columbia	
Gail Bouknight-Davis	Director of the Multicultural Center
B.A. (1988) Brandeis; Ph.D. (1997) Brown	
Kareem Khubchandani	Assistant Director/Queer Issues Coordinator
B.A. (2004) Colgate University	
Marcela Villada Peacock	Multicultural Center Program Coordinator

### Oakley Center for the Humanities and Social Sciences

Mark T. Reinhardt	Director
B.A. (1983) Wesleyan University; Ph.D. (1991) University of California, Santa Cruz	

### Academic Support

Bryce A. Babcock	Coordinator of Science Facilities and Staff Physicist
B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan	
Mary K. Bailey	Systems Support Specialist
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts	
Susan L. Engel	Director of Education Programs
B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.	
Linda A. Reynolds	Slide Librarian
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	
TBA	Associate Director
Mark Thompson	Executive Chef
Jeanette Kopczynski	Assistant Director/Catering
A.S. (1992) Berkshire Community College	
David A. Lamarre	Manager, Driscoll
A.S. (1982) Berkshire Community College; A.S. (1991) New England Culinary Institute	
Michael A. Cutler	Manager, Mission Park
Erwin Bernhart	Manager of the Faculty House/Alumni Center
B.S. (1993) College of the Hague, The Netherlands	
Gayle L. Donohue	Assistant Manager of the Faculty House/Alumni Center
B.A. (1984) University of Denver	
Carol A. Luscier	Snack Bar Manager
Roberta H. Marcyoniak	Manager, Dodd House
Michele N. O'Brien	Manager, Greylock
Gary L. Phillips	Office Administrator
B.A. (1973) Massachusetts College of Liberal Arts	

### Facilities

Irene Addison	Associate Vice President for Facilities and Auxiliary Services
B.S. (1985) South Dakota State University; M.E. (1993) Texas A&M University	
Beatrice M. Miles	Director of Facilities Services
Joseph M. Moran	Manager of Safety and Environmental Compliance
A.S. (1998) Berkshire Community College	
Timothy J. Reisler	Assistant Director for Administrative Services
B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College	
Thomas A. Bona	Architectural Maintenance Supervisor
B.S. (2000) Westfield State College	
Michael R. Briggs	Senior Project Manager
Donald B. Clark	Utility Program Manager
B.S. (1971) St. Lawrence University	

## *Offices of Administration*

Christina A. Cruz *Project Manager*  
 B.S. (1982) Univ. of Wisconsin; M.Ed. (1997) Mass College of Liberal Arts; Ph.D. (2006) S.U.N.Y., Albany  
 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  
 Robert C. Jarvis *Project Manager*  
 B.A. (1952) University of Miami  
 Kenneth L. Jensen *Mechanical Maintenance Supervisor*  
 Thomas R. Mahar *Project Manager*  
 A.S. (1999) Berkshire Community College  
 Jason Moran *Project Manager*  
 B.S. (2001) Worcester Polytechnic Institute  
 Jean F. Richer *Manager of Telecommunications*  
 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 and  
 Technical Supervisor for the '62 Center for Theatre and Dance*  
 B.A. (1976) University of Iowa; M.F.A. (1979) Yale  
 Deborah A. Brothers *Costume Designer*  
 B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts  
 Maia Robbins-Zust *Technical Director*  
 B.F.A. (2000) Massachusetts College of Liberal Arts  
 James G. Antrim *Technical Director, MainStage Theatre*  
 George T. Aitken, Jr. *Senior Scene Technician*  
 Sharon Goldstein *Events Coordinator*  
 Laura Andruski *Associate Events Coordinator*

## **Williams College Museum of Art**

Suzanne Augugliaro Silitch *Director of Public Relations and External Affairs*  
 B.A. (1995) Mary Washington College; M.F.A. (2000) S.U.N.Y., Stony Brook  
 William E. Blaauw *Director of Membership and Events*  
 B.A. (1976) Alfred University; A.D.S. (1987) Culinary Institute of America  
 Lisa Corrin *Director*  
 B.A. (1982) Mary Washington College  
 Diane Hart *Museum Registrar*  
 B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University  
 Stefanie Spray Jandl *Andrew W. Mellon Foundation Associate Curator for Academic Programs*  
 B.A. (1983) University of Southern California; M.A. (1993) Williams  
 Nancy Mowll Mathews *Eugénie Prendergast Senior Curator of 19th and 20th Century Art and Lecturer in Art*  
 B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts  
 Hideyo Okamura *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 *Assistant Curator*  
 B.A. (2000) The College of Wooster; M.A. (2002) Williams  
 Deborah Menaker Rothschild *Senior Curator of Modern and Contemporary Art*  
 B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts  
 John R. Stomberg *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  
 Cynthia Way *Director of Education and Visitor Experience*

## DEGREES CONFERRED JUNE, 2006

### *Conferring of the Degree of Master of Arts*

Hannah Ivy Blumenthal  
Susanna Maria Brooks  
Rachel Lane Hooper  
Emilie Katherine Johnson  
\*Miranda Isabel Lash  
Jacob Warren Lewis  
Susannah Noel Maurer

Mary Dailey Pattee  
\*Allison Mortimer Perdue  
Amanda Kate Potter  
Miranda Jane Routh  
Elizabeth Dorsey Statton  
Kerin Anne Sulock  
Jason Andrew Vrooman

\* *Clark Fellow*

### *Conferring of the Degree of Master of Arts in Development Economics*

Zeiad Abdel-Ghany Ibrahim Abdel-Rahman  
Jimmy Apaa Okello  
Gantuya Badamgarav  
Kakha Baindurashvili  
Asma Bibi Bashir  
Gunakar Bhatta  
Nematullah Bizhan  
Jim Orlando Carrera Yalan  
Rigoberto José Castillo Cajina  
Mchaisi Doreen Chikanda  
Aban Haq  
Mahmud Jafarov  
Menaka K. Jayawardena  
Lilia Kadyrbekovna Kadyrberdieva

Mahmood-ul-Hasan Khan  
Muhammad Mazhar Khan  
Akhadbek Y. Khaydarov  
Giorgi Laliashvili  
Soha Farouk Mahfouz  
Stephen Mbewe  
Erica Maria Narvaez  
Abton Ng'ombe  
Aissatou Ouedraogo  
Pham Hoai Nam  
Jerson Rogelio Posada Molina  
Horacio Prudencio  
Leila Abou Nehme Sawaya

### *Bachelor of Arts, Summa Cum Laude*

\*Ian Joseph Barbash  
\*Daniel Evan Burns  
\*Marcus Maurice Duyzend  
\*Jennifer Susan Hermanski, *with highest honors in Art*  
\*Kathryn Jill Lewkowicz  
†\*Abigail Downing McBride, *with honors in Biology*  
\*Ruxandra Paul, *with highest honors in Political Science*  
\*Rosemary Friedman Smith  
†\*Hang Song, *with honors in Chemistry*  
\*Gillian Louise Sowden, *with highest honors in Biology*

### *Bachelor of Arts, Magna Cum Laude*

\*David West Allen III, *with honors in Political Economy*  
\*Nicholas Stewart Anderson  
Daniel Caldwell Austin  
\*Vanessa Lynn Scarton Badino, *with honors in Art*  
\*Alexander Sanjeev Bal, *with honors in Economics*  
\*Katharine Anne Belmont  
\*Katherine Elizabeth Belshe  
\*John Henderson Hazlett Bennett  
†Ersen Bilgin, *with highest honors in Physics*  
†\*Andrea Burke, *with highest honors in Geosciences*  
†\*Oliver Teal Burton, *with highest honors in Biology*  
†\*David La Grange Butts III, *with highest honors in Astrophysics*  
\*Alissa Richman Caron  
\*Edward Whiting Castle Jr.  
\*Julia Rosenda Chabrier, *with honors in Political Economy*  
†\*Robert Matthew Cooper, *with honors in Physics*

Tyler Andrew Corson-Rikert  
Elizabeth Rothrock Cowen, *with honors in English*  
Charlotte Beth Delaney  
Jonathan Butler Dowse  
†\*Laura Effinger-Dean, *with honors in Computer Science*  
\*Jessica Marie England  
†\*Emily Amanda Fertig, *with honors in Geosciences*  
\*Kathryn Elizabeth Fromson  
\*Nikhar Gaikwad, *with honors in Political Science*  
†\*Joseph William Gangestad, *with highest honors in Astrophysics*  
\*Emma Fairs Golden, *with highest honors in History*  
†\*Alexandra Elaine Grier, *with honors in Biology*  
\*Roman Herman  
†\*Brian Robert Hirshman, *with honors in Computer Science*  
\*Christine Boice Hunt  
Jessie Araminta Kerr  
\*Jacob Lawrence King, *with honors in Art*  
\*Joanna Sharon Kretchmer  
†\*Justin Alan Lavner, *with highest honors in Psychology*  
\*Ruoweng Liu, *with honors in Philosophy*  
\*Jessica Lane Lovaas, *with highest honors in Political Science*  
\*Jessica Ann Marinaccio, *with highest honors in Chinese*  
\*Richard Aaron Marshall  
\*Francesca Nina Marzullo  
Megan Laura McCann  
Lauren Patricia McLaughlin  
Jennifer Ann Messier  
\*Evan Mason Miller  
\*Donald Lewis Mitchell, *with honors in English*  
\*Karl Bascom Naden, *with highest honors in History*  
\*Geri Lauren Ottaviano

\* Phi Beta Kappa  
† Sigma Xi

## Degrees Conferred

Ariel Elizabeth Peters  
 \*Dianne Roberta Pfundstein, *with honors in Economics*  
 Rebecca Ann Phillips, *with highest honors in Theatre*  
 Andrew Nelson Pocius, *with highest honors in Economics*  
 \*Alden Solon Robinson  
 \*Daniel Patrick Rooney  
 \*Carol Elizabeth Rosenberg  
 \*Jesse Nathaniel Schenendorf  
 †\*Vojislav S. Sesum, *with honors in Mathematics*  
 \*Christopher Kai Steverson  
 †\*Robin Scott Stewart, *with honors in Cognitive Science*  
 †\*Ashleigh Brooks Theberge, *with honors in Chemistry*  
 \*Joanna Caroline Toy  
 \*David Ethan Weimer, *with honors in English*  
 \*Jeremy Asher Wertzer, *with highest honors in Economics*  
 †\*Owen William Westbrook, *with highest honors in Astrophysics*  
 \*Rachel Lynn Winch, *with honors in Sociology*  
 Elizabeth Monica Roche Woodwick  
 †\*Ya Xu, *with honors in Mathematics*  
 †Nicholas Sasowski Yates, *with honors in Mathematics*

## Bachelor of Arts, Cum Laude

†Elizabeth Anne Adams, *with honors in Mathematics*  
 Adam Sober Ain  
 Dale Caroline Anderson, *with highest honors in Philosophy*  
 Thomas Joseph Thornton Anderson  
 †Mary Elizabeth Anzovino, *with honors in Chemistry*  
 Beth Ann Barnosky  
 Sara Dawley Beach  
 Julia Andrea Behrman  
 Benjamin Armstrong Berringer  
 Evan Charles Bick  
 Jay Velji Bid  
 Mary Catherine Blanton, *with honors in Political Economy*  
 Aaron Hinrichs Bloom  
 Emily Marianne Bonem  
 Joel Matthew Bradley, *with honors in English*  
 †Christina Marie Brakken-Thal, *with honors in Mathematics*  
 Nathaniel Atherton Bristol  
 Willa Brooks Brown  
 Rebecca Mary Burditt, *with highest honors in Art*  
 Caroline Kane Bymes, *with honors in Psychology*  
 Marita Luz Agnes Campos-Melady  
 †Margaret Ferguson Cart, *with honors in Neuroscience*  
 Heather Delene Casteel  
 Patricia Duff Chambers  
 Alexandra Lin-San Chan  
 Tiffany Wan-Chung Chao, *with honors in Asian Studies*  
 Erin Candace Chong  
 Samuel Woodson Clapp  
 Sarah Elizabeth Connell  
 Lindsey Catherine Corbin, *with honors in Contract Major: Linguistics*  
 Rachel Leigh Davis  
 Samuel J. Dreeben  
 Elizabeth Louise Ellis  
 Nika Emilie Engberg  
 Emily Gail Ente

Julia Murasaki Esko  
 Andrew Jacobs Eyre  
 Jiayang Fan, *with honors in English*  
 Allison Eileen Farley  
 Daniel Seth Fischler, *with highest honors in Religion*  
 †Alana May Frost, *with highest honors in Biology*  
 Timothy Michael Gallagher  
 Christopher Scott Geissler, *with honors in Economics*  
 Kimberly M. Gilbert, *with highest honors in History*  
 Pamela Isabel Good  
 Emily Jo Grannon  
 Kimberley Lynn Heard, *with honors in Economics*  
 Elise Mary Henson  
 Creston David Herold  
 Elizabeth Kennedy Hewett, *with honors in Biology*  
 Sara Jane Kazanjian  
 Avon Khawong  
 Elizabeth Yarnell Killien  
 Jeffrey Adam Kivitz  
 †Wen-Hsin Kuo, *with highest honors in Chemistry*  
 Addison Lanier III  
 †Elise Nicole Leduc, *with honors in Biology*  
 †Michelle Dongeun Lee, *with honors in Mathematics*  
 David Joseph Letzler  
 Sulgi Lim  
 †Mary Anna Elizabeth Lindeke, *with honors in Psychology*  
 †Paul Steven Lindemann, *with honors in Physics*  
 Brian Russell Lowe  
 Alexandra Marie MacLennan, *with highest honors in Literary Studies*  
 Talia Mailman, *with highest honors in Music and honors in English*  
 Katherine Mary Majzoub  
 Eric Vladimir Markowsky, *with honors in English*  
 Estalyn Smyke Marquis, *with highest honors in Chinese*  
 †Nora Lucich Matell, *with honors in Geosciences*  
 Scott Christopher Miller  
 Emily Anne Miyares  
 Daniel Moccia-Field  
 Michael Patrick Montalbano  
 Catherine Royal Mygatt  
 Martine Saoirse Neider, *with honors in Art*  
 Janaki Marie O'Brien  
 Brian Thomas O'Connor  
 Lisha Perez, *with highest honors in Comparative Literature*  
 Yariv Shai Pierce, *with honors in Political Science*  
 Jared Hamilton Powell  
 James Peter Prevas  
 Christine Ellen Rabe  
 Arathi Sriyaya Rao, *with honors in Political Science*  
 Elissa Linn Rehm  
 Carolyn Ann Reuman  
 †Christopher Gordon Richardson, *with honors in Biology*  
 Meghan Clare Ryan  
 Alexis Elizabeth Saba  
 Lee Ward Schaefer  
 Ian Garretson Schulte  
 Rachel Elise Segretto  
 Julianne Shelby, *with honors in Cognitive Science*  
 †Joseph Paul Shoer, *with honors in Physics*  
 Parker Frederick Shorey  
 Mary Elizabeth Singer

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

Meredith Anna Singer, *with honors in English*  
 William Paul Sirignano II  
 Matthew William Slovitt  
 Sarah Louise Smith  
 †Tomio James Ueda, *with honors in Mathematics*  
 Zachary Michael Ulman, *with honors in History*  
 Edward Reppert Unger  
 Erin Elizabeth Weekley  
 Leah Joy Weintraub  
 Zachary Alec Weissner  
 Elizabeth Janet Welsh  
 Amanda Marie Whiting  
 John Colin Yee, *with honors in Economics*

### Bachelor of Arts

Aminah Jannat Abdul-Majeed  
 †Alejandro Alberto Acosta, *with honors in Biology*  
 Stephen James Acton  
 Ophelia Abena Ansaa Adipa  
 †Syed Kashif Akhtar, *with honors in Physics*  
 Blake Courtland Albohm  
 Nicholas Weinheimer Armington  
 Ashley Elizabeth Armstrong  
 Rachel Elizabeth Barr  
 Courtney Elizabeth Bartlett  
 Jordan Alice Bate  
 Amelia Teachout Beard  
 Charles Sanger Bellows III  
 Kellen Wallace Benjamin  
 Robert John Bergan  
 Lucia Agatha Bergeron  
 †Kathleen Megan Beutel, *with highest honors in Chemistry*  
 Matthew Thomas Bilodeau  
 Amelia Grace Bishop, *with honors in Environmental Studies*  
 Andrew Wage Bisset  
 Edwin Ward Bitter  
 Erin Elizabeth Blanchard  
 Adam Bloch, *with honors in History*  
 Elana Rebecca Boehm  
 Joshua Warren Bolton  
 Patrick Joseph Atkins Bonavitacola  
 Ian William Bone  
 LaVonna Marie Bowen  
 Jonathan Saul Brajtbord  
 Simone Kuback Bras  
 Bradley Daniel Brecher  
 Thomas Elliott Brennan  
 Avery Rembert Briggs  
 James Jiradecha Brittin  
 Sarah Elizabeth Brooks  
 †Benjamin Thorp Brown, *with honors in Biology*  
 Julia Knowlton Brown, *with highest honors in Economics*  
 Matthew Michael Brown  
 Timothy James Burbridge  
 Alison Grace Burgner  
 Markus Hasri Burns  
 Mary Etta Burt  
 Paul Vincent Calluzzo  
 James Hart Canner  
 Brian Honan Carey  
 Laura Erin Carroll  
 Emily Rebecca Casden  
 Evan P. Chadwick  
 April Yvette Champion  
 EunSu Chang  
 Eric Andrew Cheung  
 Angie An-Che Chien  
 Kevin Michael Child  
 Bradford Jan Chu  
 Blair Burcham Coffman

Benjamin David Cohen  
 Lily Kim Colon  
 Kathryn Truesdell Conner  
 Michael Buck Connor  
 Alan Ross Cordova, *with honors in Political Science*  
 Elizabeth Anne Corley  
 Yammia Ivelisse Cortés  
 Bennett Draper Cousins  
 Lucy Morgan Cox-Chapman  
 Raymond Eliot Crafton  
 Caroline Gaillard Cretti  
 †Ellen Veronica Crocker, *with honors in Biology*  
 William Addison Cunningham  
 Thomas Francis Curtin III  
 Ethan Anderson Dahlberg  
 Priscilla Damaso  
 Christopher William Damsgaard  
 Seth Clinton Daniels  
 Joanna Kiyomi Darcus  
 Jessica Julie-Anne Davis  
 Eliza Adams Davison  
 Cecilia Isabel de la Campa  
 Joanna Elaine Demakis  
 Ann Stewart Denison  
 Peter Rockwell Desloge  
 Sarah Huntley Dickerson  
 Elizabeth Ann Doran, *with honors in Sociology*  
 Brendan William Dougherty  
 Daniel Joseph Doyle  
 Bryan Lawrence Dragon  
 Lauren Ashley Driscoll  
 Meghan Elisabeth Dwyer  
 Lauren Rose Edmondson, *with honors in English*  
 Anne Louise Ennis  
 Timothy Patrick Evans  
 Dana Kimberly Fassler, *with honors in Political Science*  
 Meghan Elizabeth Faughnan  
 Ilya Feldsherov  
 Victoria Valentin Fernandez  
 Bethelle Fevrier  
 Phoebe Fischer-Groban  
 Alexandra Edlyn Fleary  
 Mark Harrison Foster  
 Philip Theodore Foxworthy  
 Juliana Sylvie Fuchs  
 Kaitlin MacDonald Fulton  
 Surekha Gajria, *with honors in Chemistry*  
 John Casey Gibbons  
 Christopher Myles Gibson  
 Nathaniel Rowe Gibson  
 Galen Howard Glaze  
 Jacquelin Anne Goff  
 Marilyn Gomez  
 Nadria Dian-Gae Gordon, *with honors in Chemistry*  
 Eric Andrew Gottenborg  
 Jessica Rose Graham  
 John Joseph Greeley Jr.  
 Richard Matthew Greenawalt  
 Kevin Barry Greener  
 Jacelyn Whittier Gregory  
 Elizabeth Anne Gress  
 Drees Catera Griffin Jr.  
 Sasha Rachel Alexandra Gsovski  
 †Geshri Michelle Gunasekera, *with honors in Psychology*  
 Zorin Daniel Gura  
 Sarah Ruth Hack, *with highest honors in Comparative Literature*  
 Eric Anderson Hagyard  
 Thomas Lowell Hall  
 †Clara Hobart Hard, *with honors in Biology*

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

Sarah McGrath Hardin  
 Elissa Ann Hardy  
 Kathleen Enloe Harkey  
 Reed Martin Harrison  
 Patrick Carney Hayes  
 Patrick Caldwell Hederman  
 Colleen Marie Hession  
 Dorothy Lee Hiersteiner  
 Chrisana Devon Hill  
 Hue Kim Hoang  
 Melanie Alexandra Hobart  
 Neal Jacques Holtschulte  
 Holles Berry Houghton  
 Matthew Stephen Hsieh  
 Jennifer Sherlyn Huang  
 Joseph Arthur Hutchinson III, *with highest honors*  
*in Comparative Literature*  
 Mary C. Jaculli  
 Keith Wellington Jackson  
 Raphael Seunghyun Jeong  
 Deyon Marie Johnson  
 Hannah Florence Deide Johnson  
 Whitney Blair Johnson  
 Ikem Travis Joseph, *with honors in History*  
 John Henry Kay  
 †Utsav KC, *with honors in Physics*  
 Thomas Oliver Kelly  
 John William Kildahl  
 Dennis Yong Kim  
 Eunice Eunbin Kim  
 Robin Michelle Kim  
 Nura Khalil Kinge  
 †James Clayton Kingsbery Jr., *with honors in*  
*Mathematics*  
 †Daniel Louis Klein, *with honors in Biology*  
 Elissa Ann Klein  
 Nathaniel Jacob Klein  
 Jeffrey Murphy Koegel  
 Laura Charlotte Kolesar  
 Kathleen Helen Krause  
 Thomas Joy Kunjappu  
 William Thaddeus Kuntz  
 Louise E. Kushner  
 Joseph Rocco LaPaglia IV  
 Bryan Daniel LaPlant  
 Erika Borg Latham  
 Marisa May-Lan Lau  
 Jason Law  
 Miriam Faith Lawrence, *with highest honors in*  
*English*  
 Thaddeus Nathaniel Lawrence  
 Christine Cecilia Layng  
 Linh Thi Dieu Le  
 Cecilia Federica Lederer  
 Andrew Lawrence Lee  
 James Bainbridge Lee III  
 Jeanne Anne Lehmann  
 Eva Michelle Lewin  
 Jennifer Alyssa Linnan, *with honors in English*  
 Benjamin Burlingame Locke  
 Juan Carlos Lopez  
 Cecily Leah Lowenthal  
 Frederick William Ludwig IV  
 Mark Anthony Lugo  
 Alyson Ann Lynch  
 Alexandra Moran Macdonald  
 †Gape Reabetswe Machao, *with honors in Biology*  
 Scott David MacKenzie  
 Yamilee Mackenzie  
 Timothy Michael Madden  
 Solomon Bangwato Makgoeng  
 Ryan Jay Angeles Manalansan  
 Melody Rene Marchman, *with honors in Music*  
 Jose Enrique Marrero

Adrian Anthony Martinez  
 Ashlee Marie Martinez  
 Teresa Elizabeth Martinez, *with honors in History*  
 Nicholas James Maselli  
 Gillian McBride  
 Michael Eamon McCarthy  
 Maryanna Eve McConnell  
 Joseph Daniel McDonough  
 Ryan Thomas McNeely  
 John Gerard McNeice  
 Keith Bonnemort McWhorter  
 Catherine Enid Mercado  
 Carrie Ellen Miller  
 Elspeth Finlayson Mitchell  
 Tseli Teresa Mohammed  
 Bryan Charles Monier  
 Cassandra Arissa Montenegro  
 Nadia Elizabeth Moore  
 Kristin Leslie Moss  
 Steven Andrew Myers  
 Vladimir Volodiev Nedkov  
 Andrew Francis Newton  
 Phyo Phyu Noe  
 Laura Annette Noel  
 Emily Ann Novik  
 Paul Kwabena Obeng-Okyere  
 Ainsley Elizabeth O'Connell  
 †Geoffrey Patrick O'Donoghue, *with honors in*  
*Chemistry*  
 Jonathan O'Hanlon  
 Olufunmilayo Abimbola Olosunde  
 Megan Patricia O'Malley  
 Zachary Walker Orjuela  
 †Devon Robert O'Rourke, *with honors in*  
*Neuroscience*  
 Sara Victoria Ossi  
 Michael Louis Overend  
 Sharon Owusu-Darko, *with honors in Chemistry*  
 Melissa Alexis Paige  
 Payap Pakdeelao  
 John Nicholas Papadoulas  
 Lindsay Catherine Payne  
 Silvia Vanessa Paz-Frydman  
 Emily Anne Peinert  
 Timothy Beckett Pingree  
 Aaron Michael Pinsky  
 Ellissa Marie Popoff  
 Brittany Wild Post  
 George Skelley Price  
 William Jameson Pucillo  
 Johannes Benjamin Pulst-Korenberg  
 Phillip Andrew Raab, *with honors in Psychology*  
 Macy Elizabeth Radloff  
 Carlos Raul Ramirez  
 Meaghan Kelly Rathvon  
 Aaron Javier Reibel-Alban  
 Susan Elizabeth Reid, *with honors in English*  
 Dorothy Elizabeth Reifenhiser  
 Sarah Elizabeth Reinus  
 Rachel Tracy Ricucci  
 Maurice Robinson  
 Mikella Brindisi Robinson  
 Christine Emily Rodriguez, *with honors in*  
*History*  
 David Rodriguez  
 George Anthony Rodriguez  
 Nina Bernier Rodriguez  
 Julia Margaret Rominger  
 Michelle McKenna Rorke  
 Jonathan Louis Russell  
 Emily Tyson Russell-Roy  
 Basema Nabeel Safa  
 Megan Rose Saffold  
 Kent Robinson Sands

\* Phi Beta Kappa

† Sigma XI



## Degrees Conferred

Kevin Joseph Sanford  
 Meredith Sanger-Katz  
 Michael Anthony Saracco  
 Kate Lovell Sauerhoff  
 Samuel Paul Sawan Jr.  
 Benjamin Charles Scent  
 Andres Schabelman  
 Anna Kathleen Schlechter, *with highest honors in Comparative Literature*  
 Eleanor Chandler Schmidt  
 Geofre Rivet Schoradt, *with honors in History*  
 † Muhammad Esa Seegulam, *with honors in Biology*  
 John Armistead Selden  
 Rachel Sarah Selinsky, *with honors in Art*  
 Julia Leigh Sergeant  
 Elizabeth Ann Carolyn Sewell  
 Lisetta Dushyant Shah  
 Shabana B. Shahabuddin  
 † Todd Brooks Shayler, *with honors in Mathematics*  
 James Evan Sheehan  
 Wenting Shen  
 Jean Heejin Shin  
 John Thomas Silvestro  
 † Jason Louis Sloane, *with honors in Biology*  
 Tynisha Lynsee Smalls  
 Megan Louise Smedinghoff  
 Alexander Apt Smith  
 Latesha Fabienne Smith  
 Nina Esmeralda Smith  
 Carlos Gabriel Solis, *with honors in Art*  
 † Analia Sorribas, *with honors in Chemistry*  
 Richard James Sosa, *with highest honors in History*  
 Patrick Kevin Spellane  
 † Tamara Denise Springle, *with honors in Psychology*

Sarah Gabrielle Steege, *with highest honors in Spanish*  
 Katherine Eleanor Stevens, *with honors in Environmental Studies*  
 Belle Tamerac Stone  
 Sydney Inez Streets  
 John Stephen Symanski  
 Robert Ara Mijnders Terchunian  
 Matthew Christopher Teschke  
 † Christopher Stephen Thom, *with highest honors in Chemistry*  
 Lindsay Noelle Thomas  
 Opal Dorothy Thompson  
 Taylor Caroline Tyson  
 Ezemudi Redwood-Payton Ukaonu  
 † Travis Fletcher Vachon, *with honors in Computer Science*  
 Melissa Jeanne Vandermyn  
 Stephanie Ann Vano  
 Amanda Ramsay Van Rhyn  
 Emily Jean Vargyas  
 Erin Rebecca Wagner  
 Emily Beth Wasserman  
 Dylan Arthur Watts  
 Gillian Marina Weeks, *with honors in Political Economy*  
 Joanna Clarin Westrich  
 † William Carroll Wetzel, *with highest honors in Biology*  
 Jeffrey Fallon Wilbur  
 Matthew William Wilka  
 Christine Meredith Williams  
 Jonathan Thomas Wisbey  
 Johnathan Michael Woods  
 Hayley Toth Wynn  
 Christopher Reid Yorke, *with honors in Art*  
 Guillermo Eduardo Zavala  
 Erin Elizabeth Zieroth  
 Thomas Seymour Zimmerman

## CONFERRING OF HONORARY DEGREES

*Commencement, June 2006*

Chuck Davis	D.F.A.	Liz Lerman	D.F.A.
William A. Finn	D. Litt.	Peter Martins	D.F.A.
Catharine B. Hill	LL.D.	Roger Rees	D.F.A.
Ming Cho Lee	D.F.A.	Lloyd Richards	D.F.A.

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\* Phi Beta Kappa

† Sigma XI

## PRIZES AND AWARDS—2005-2006

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2006. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. Simon R. Butterworth, *Ozel Inanc Lisesi, Gebze, Turkey*; Andy Cai, *Madeira School, McLean, Virginia*; Scarlett B. Gaddy, *Hillcrest High School, Tuscaloosa, Alabama*; John A. Orefice Jr., *Pelham Memorial High School, Pelham, New York*; Sarah Grimke Taylor, *Eastern Sierra Academy, Bridgeport, California*.

### *Fellowships Awarded by Williams College in 2005-2006*

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP. Benjamin T. Brown '06.  
 CLASS OF 1945 STUDENT WORLD FELLOWSHIP. Akio H. Adams '07, Luana B. Bessa '07, Emily C. Bruce '07, Ananda V. Burra '07, Eliot E. Corley '07, Alison B. Davies '07, Seulghee Lee '07, Ariana Orozco '07, Sarun Peter Tosirisuk '07, Vimommas Vachattimanont '07.  
 HORACE F. CLARK, CLASS OF 1833, FELLOWSHIPS. Ya Xu '06.  
 DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Alissa R. Caron '06.  
 CHARLES W. HUFFORD MEMORIAL FELLOWSHIP. Ashley Hartman '07.  
 FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIPS. Catherine E. Mercado '06, Evan M. Miller '06.  
 HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Alison G. Burgner '06, Miriam F. Lawrence '06, Talia Mailman '06, Rebecca A. Phillips '06, Christopher R. Yorke '06.  
 MARY AND NATHANIEL LAWRENCE MEMORIAL TRAVEL FELLOWSHIP. Justin T. Bates '07, Alison B. Davies '07, Meleko Z. Mokgosi '07.  
 LINEN GRANT FOR SUMMER TRAVEL IN ASIA. Pakinee Banchuin '08, Camille A. Bevans '09, Eliot E. Corley '07, Morgan J. Goodwin '08, Theodore F. Haley '07, Veda L. Igbinedion '07, Sarun Peter Tosirisuk '07, Charlotte V. White '08, Eugene Won '09.  
 ALLEN MARTIN FELLOWSHIP. Jessica L. Lovaas '06.  
 JOHN EDMUND MOODY 1921 FELLOWSHIP. Alissa R. Caron '06.  
 ROBERT IKEMORI QUAY '04 OUTING CLUB MEMORIAL FELLOWSHIP. Matthew C. Summers '07.  
 RUCHMAN STUDENT FELLOWSHIPS. Blake E. Emerson '07, R. Hallock Svensk '07.  
 DR. HERCHEL SMITH FELLOWSHIPS. Oliver T. Burton '06, Marcus M. Duyzend '06, Francesca N. Marzullo '06, Julianne Shelby '06, Ashleigh B. Theberg '06.  
 WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIP. Danielle A. Callaway '08, Amy Y. Chin '08, Haydee M. Lindo '08, Paulette M. Rodriguez '08, Lashonda K. Williams '08.  
 WILLIAMS IN AFRICA POST GRADUATE FELLOWSHIP. Emily B. Wasserman '06.  
 ROBERT G. WILMERS JR., 1990 MEMORIAL STUDENT TRAVEL ABROAD FELLOWSHIP. Melissa J. Bota '07, Abelee R. Esparza '07, Hannah E. Foote '07, Allegra L. Funsten '07, Alcia C. Jackson '07, Nora G. Johnsmeyer '07, Yukako Karato '07, Katelyn E. Knox '07, Elizabeth N. Macek '07, Dominique C. Mack '07, Alexandra Murphy '07, John F. Nelson '07, Matthew B. Piven '07, Kaitlin M. Rees '07, Amari E. Richardson '07, Chaedria L. Robinson '07, Pablita Santos '07, Noah Smith-Drelich '07, Andrew R. Stevenson '07, R. Hallock Svensk '07, Jeffrey D. Wessler '07, An-Lo Yu '07.  
 CARROLL A. WILSON FELLOWSHIP IN MEMORY OF JOHN E. WILSON. Jessica L. Lovaas '06.

### *National Fellowships Awarded in 2005-2006*

BEINECKE BROTHERS MEMORIAL SCHOLARSHIP. Rachel G. Shalev '07.  
 U.S. ENGLISH LANGUAGE TEACHING ASSISTANTSHIP. Kimberly M. Gilbert '06.  
 FULLBRIGHT GRANTS. Dale C. Anderson '06, Jiayang Fan '06, Robin M. Kim '06, Andrew L. Lee '06, Kathryn J. Lewkowicz '06, Katherine M. Majzoub '06, Janaki M. O'Brien '06, Lisha Perez '06, Mikella B. Robinson '06.  
 BARRY M. GOLDWATER SCHOLARSHIP. Merritt P. Edlind '07, Brian Z. Simanek '07, Daniel L. M. Suess '07.  
 MELLON MAYS UNDERGRADUATE FELLOWSHIP. Marcela A. DiBlasi '08, Aston A. Gonzalez '08, Billy Guzman '08, Raemond A. Parrott '08, Amy S. Steele '08.  
 NATIONAL SCIENCE FOUNDATION FELLOWSHIP. Justin A. Lavner '06.  
 ROCKEFELLER BROTHERS FUND FELLOWSHIP. Marlana A. Elmore '07.  
 HARRY S. TRUMAN SCHOLARSHIP. Alan R. Rodrigues '07.  
 THOMAS J. WATSON FELLOWSHIP. Katherine M. Majzoub '06.

### *General Prizes Awarded in 2005-2006*

JOHN SABIN ADRIANCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Hang Song '06.  
 CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Olufunmilayo A. Olosunde '06.  
 ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION. Samuel W. Clapp '06.  
 THE MICHAEL DAVITT BELL PRIZE. Noah G. Susskind '07.  
 ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) First Prize: Ian J. Barbash '06, Second Prize: Gillian L. Sowden '06; (*Greek*) First Prize: Paul A. Woodard '08, Second Prize: Celia M. Campbell '09;

## Prizes and Awards

- (*Latin*) First Prize: Matthew C. Wellenbach '09, Second Prize: Clara D. Coughlin '09; (*French*) First Prize: Ruxandra Paul '06, Second Prize: Sarah E. Reinus '06; (*German*) First Prize: Dale C. Anderson '06, Kimberly M. Gilbert '06; (*History*) First Prize: Jessica A. Marinaccio '06, Second Prize: Emma F. Golden '06; (*Mathematics*) First Prize: Michael W. Daub '08.
- RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. Karl B. Naden '06.
- STERLING A. BROWN, CLASS OF 1922, CITIZENSHIP PRIZE. Olufunmilayo A. Olosunde '06.
- THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Eric V. Markowsky '06.
- DAVID TAGGART CLARK PRIZE IN LATIN. Elizabeth J. Todd '08.
- WILLIAMS COLLEGE COMMUNITY BUILDERS OF THE YEAR. Alissa R. Caron '06, Olufunmilayo A. Olosunde '06.
- JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Oliver T. Burton '06.
- HENRY RUTGERS CONGER MEMORIAL PRIZE. Jeremy Michael P. Goldstein '09.
- DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. Sara D. Beach '06.
- GARRET WRIGHT DEVRIES, 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Bryan L. Dragon '06.
- DEWEY PRIZE. Evan M. Miller '06.
- JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Joseph W. Gangestad '06.
- HENRY A. DWIGHT, 1829, BOTANICAL PRIZE. Abigail D. McBride '06.
- ENVIRONMENTAL STUDIES COMMITTEE AWARD. Erin E. Blanchard '06.
- THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. Timothy M. Gallagher '06.
- FREEMAN FOOTE PRIZE IN GEOLOGY. Nora L. Matell '06.
- ROBERT W. FRIEDRICHS AWARD IN SOCIOLOGY. Rachel L. Winch '06.
- GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. LaVonna M. Bowen '06.
- SAM GOLDBERG PRIZES. (*Computer Science*) Laura Effinger-Dean '06; (*Mathematics*) Heather D. Cas-teel '06, Ruoweng Liu '06.
- FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY. Geoffre P. O'Donoghue '06.
- WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Alana M. Frost '06.
- ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Jennifer S. Hermanski '06; (*Economics*) Roman Herman '06, Johannes B. Pulst-Korenberg '06; (*History*) Kimberly M. Gilbert '06; (*Philosophy*) Dale C. Anderson '06; (*Political Science*) Dianne R. Pfundstein '06; (*Religion*) J. Caroline Toy '06.
- THE GRAVES PRIZES FOR DELIVERY OF ESSAY. Mary C. Blanton '06, Julia R. Chabrier '06, John H. Kay '06, Jonathan L. Russell '06, Sarah L. Smith '06.
- FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Ian J. Barbash '06.
- TOM HARDIE 1978 MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Katherine M. Majzoub '06, Rachel L. Winch '06.
- C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Daniel E. Burns '06.
- CHARLES W. HUFFORD BOOK PRIZE. Ian G. Schulte '06.
- ARTHUR JUDSON PRIZES IN MUSIC. Emily M. Bonem '06, Joseph D. McDonough '06, Basema N. Safa '06.
- ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Zachary A. Weisser '06.
- MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Alan R. Cordova '06.
- WILLIAM W. KLEINHANDLER PRIZES FOR EXCELLENCE IN MUSIC. Thomas J. T. Anderson '06, Katherine E. Belshe '06, Kathleen M. Beutel '06, Angie An-Che Chien '06, Elizabeth R. Cowen '06, Nika E. Engberg '06, Drees C. Griffin '06, Hannah F. D. Johnson '06, David J. Letzler '06, Abigail D. McBride '06, Eleanor C. Schmidt '06, Nicholas S. Yates '06.
- ROBERT M. KOZELKA PRIZE IN STATISTICS. Ya Xu '06.
- RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Jessica L. Lovaaas '06.
- JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZES. Jeremy A. Wertzer '06.
- RICHARD LATHERS, CLASS OF 1877, ESSAY PRIZE IN GOVERNMENT. Phoebe Fischer-Groban '06.
- LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Tiffany Wan-Chung Chao '06; (*Chinese*) Jessica A. Marinaccio '06; (*Japanese*) Tomio J. Ueda '06.
- LINEN SENIOR THESIS PRIZE IN ASIAN STUDIES. Estalyn S. Marquis '06.
- H. GANSE LITTLE, JR. PRIZE IN RELIGION. Daniel S. Fischler '06.
- DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Eleanor C. Schmidt '06, Dylan A. Watts '06.
- LEVERETT MEARS PRIZE IN CHEMISTRY. Sharon Owusu-Darko '06.
- WILLIS I. MILHAM PRIZES IN ASTRONOMY. Joseph W. Gangestad '06, Owen W. Westbrook '06.
- JOHN W. MILLER PRIZES IN PHILOSOPHY. Julianne Shelby '06.
- MORGAN PRIZE IN MATHEMATICS. Christina M. Brakken-Thal '06.
- NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES. Julia K. Brown '06.
- WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS. Thomas J. Kunjappu '06.
- RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. James W. Matthews '08.
- JAMES ORTON AWARD IN ANTHROPOLOGY. Rachel E. Segretto '06.

## *Prizes and Awards*

FREDERICK M. PEYSER PRIZE IN PAINTING. Benjamin J. Kolesar '08.  
 URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Ruxandra Paul '06.  
 JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. Heather D. Casteel '06.  
 ROBERT F. ROSENBERG PRIZE IN ENVIRONMENTAL STUDIES. Alexis E. Saba '06.  
 ROBERT F. ROSENBERG AWARDS FOR EXCELLENCE IN MATHEMATICS. Ya Xu '06.  
 MURIEL B. ROWE PRIZE. Rosemary F. Smith '06.  
 SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Julia R. Chabrier '06.  
 BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Vanessa L. S. Badino '06.  
 RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. John A. Selden '06.  
 SCHEFFEY AWARD FOR ENVIRONMENTAL LEADERSHIP. Emily T. Russell-Roy '06.  
 ROBERT C. L. SCOTT PRIZE IN HISTORY. Emma F. Golden '06.  
 ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. Teresa E. Martinez '06.  
 SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Elizabeth M. R. Woodwick '06.  
 SHIRIN SHAKIR, CLASS OF 2003, BOOK PRIZE. Steven A. Myers '06.  
 EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Francesca N. Marzullo '06.  
 JAMES F. SKINNER PRIZE IN CHEMISTRY. Wen-Hsin Kuo '06, Ashleigh B. Theberge '06.  
 ELIZUR SMITH RHETORICAL PRIZE. Amanda M. Whiting '06.  
 THEODORE CLARKE SMITH BOOK PRIZE IN AMERICAN HISTORY. Charles D. Dougherty '09.  
 HOWARD P. STABLER PRIZE IN PHYSICS. Joseph P. Shoer '06.  
 SHIRLEY STANTON PRIZE IN MUSIC. Charlotte B. Delaney '06, Melody R. Marchman '06.  
 STANLEY R. STRAUSS, CLASS OF 1936, PRIZE IN ENGLISH. David E. Weimer '06.  
 WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Alissa R. Caron '06.  
 WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN HISTORY. Richard J. Sosa '06.  
 A.V.W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Heather D. Casteel '06.  
 LASZLO G. VERSENYI MEMORIAL PRIZE. Dale C. Anderson '06.  
 BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Talia Mailman '06, Ruth J. Steinhardt '07.  
 HAROLD H. WARREN PRIZE IN CHEMISTRY. Christopher E. Lust '08.  
 DAVID A. WELLS PRIZES IN POLITICAL ECONOMY. Andrew N. Pocius '06.  
 KARL E. WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. (*Art History*) Nicholas S. Anderson '06;  
 (*Art Studio*) Jacob L. King '06.  
 WITTE PROBLEM SOLVING AWARD. Natee Pitiwan '09.

## *Athletic Prizes Awarded in 2005-2006*

BOWKER SWIMMING PRIZE. Norman M. Scott '09.  
 JAMES R. BRIGGS '60 BASEBALL AWARD. Michael L. Overend '06.  
 BELVIDERE BROOKS FOOTBALL MEDAL. Eric Ludwig '06.  
 J. EDWIN BULLOCK WRESTLING TROPHY (Men) Jonathan Dolan '07.  
 W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Gillian L. Sowden '06.  
 BOURNE-CHAFFEE WOMEN'S TENNIS AWARD. Courtney E. Bartlett '06/  
 CLASS OF 1981 BASKETBALL AWARD. (Women) Colleen Hession '06, Maggie Miller '07.  
 CLASS OF 1925 SCHOLAR-ATHLETE AWARDS. Catherine R. Mygatt '06.  
 DR. EDWARD J. COUGHLIN, JR. BOWL (Football) Timothy Burbridge '06.  
 BRIAN DAWE AWARD.  
 FOX MEMORIAL SOCCER TROPHY (Men). Edward Castle '06.  
 MATTHEW GODRICK AWARD. John C. Gibbons '06.  
 HIGH POINT SWIMMING AWARD. (Men) William A. Cunningham '06.  
 HIGH POINT SWIMMING AWARD. (Women) Lindsay C. Payne '06.  
 KATE HOGAN 27th ANNIVERSARY OF WOMEN IN ATHLETICS PRIZE. Rachel E. Barr '06.  
 WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Jeffrey A. Kivitz '06.  
 TORRENCE M. HUNT '44 TENNIS AWARD. (Men) Jeffrey A. Kivitz '06.  
 TORRENCE M. HUNT '44 TENNIS AWARD. (Women) Alexandria M. MacLennan '06.  
 NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Christopher W. Fahey '09, Richard W. Redmond '09.  
 KIELER IMPROVEMENT AWARD. (Men) Bernard R. Yaros '09.  
 ROBERT W. JOHNSTON MEMORIAL TROPHY. Paul R. Morgan '07, Christopher F. Kenney '07.  
 ALEXANDRA LEE WOMEN'S SQUASH RACQUET PRIZE. Ashley H. Eyre '08.  
 WILLIAM E. MCCORMICK COACH'S AWARDS (THE COACHES AWARD). Charles S. Bellows '06.  
 MEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Devon R. O'Rourke '06.  
 ROBERT B. MUIR MEN'S SWIMMING TROPHY. Blake C. Albohm '06, Bradley D. Brecher '06, Brian H. Carey '06, Elliott Crafton '06.  
 ROBERT B. MUIR WOMEN'S SWIMMING TROPHY. Patricia D. Chambers '06, Lindsay C. Payne '06, Meghan E. Faughnan '06.

### *Prizes and Awards*

FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men) Neal J. Holtschulte '06.  
ANTHONY PLANSKY TRACK AWARDS. Daniel C. Austin '06, John S. Symanski '06.  
LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. Amanda S. Nicholson '09.  
PURPLE AND GOLD AWARD. (Women) Ellen Wilk '07.  
PURPLE KEY TROPHY. (Men) William A. Cunningham '06, Neal J. Holtschulte '06.  
PURPLE KEY TROPHY. (Women) Lindsay C. Payne '06.  
MICHAEL E. RAKOV MEMORIAL AWARD. Michael Saracco '06.  
CHARLES DEWOODY SALMON AWARD. Jonathan Pritchard '08.  
SCRIBNER MEMORIAL TENNIS TROPHY. (Men) Brian C. Monier '06.  
EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) Tyler G. Kyle '07.  
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Men's Tennis) Scott D. MacKenzie '06.  
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Women's Tennis) Allison M. Rottkamp '08.  
SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Men) Bernard R. Yaros '09.  
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Men) Daniel R. Greenberg '08.  
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Women) Anne E. Schneidman '08.  
SQUASH RACQUETS PRIZE. (Men) William B. Walter '07.  
MATTHEW H. STAUFFER '96 AWARD. Edward W. Castle '06.  
OSWALD TOWER MOST VALUABLE PLAYER AWARD. Christopher S. Rose '08.  
DOROTHY TOWNE AWARD. (Women's Track) Kaitlin M. Fulton '06, Caroline G. Cretti '06.  
RALPH TOWNSEND CARNIVAL AWARD. (Men) Charles P. Christianson '08.  
RALPH TOWNSEND SKI AWARD. (Men) Aaron H. Bloom '06.  
ROBERT B. WILSON '76 MEMORIAL TROPHY (Most Improved Player). Steven J. Bruch '08.  
WOMEN'S ALUMNAE SKI TROPHY. Cecily L. Lowenthal '06.  
WOMEN'S ALUMNAE SOCCER AWARD. Elise M. Henson '06.  
WOMEN'S CROSS COUNTRY AWARD. Caroline G. Cretti '06.  
WOMEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Rachel E. Barr '06.  
WOMEN'S SQUASH AWARD. Dorothy E. Reifenheiser '06.  
YOUNG-JAY HOCKEY TROPHY. Kevin M. Child '06.

## ENROLLMENT

### BY CLASSES, SEPTEMBER 2005

Graduate Students	53
Seniors	521
Juniors	531
Sophomores	524
First-Year Students	544
Total	2173

### BY CLASSES, FEBRUARY 2006

Graduate Students	53
Seniors	509
Juniors	530
Sophomores	517
First-Year Students	545
Total	2154

Of the 544 new first-year students who entered in the fall of 1999, 90% graduated from Williams within 4 years and 95% within 6 years; of the 529 who entered in 2000, 91% graduated within 4 years and 96% within 6 years. Additional information on this topic is available at the Office of the Registrar.

### GEOGRAPHICAL DISTRIBUTION

Alabama	8	Afghanistan	1
Alaska	4	Austria	2
Arizona	13	Azerbaijan	1
Arkansas	7	Bangladesh	1
California	162	Belgium	1
Colorado	28	Benin	1
District of Columbia	23	Bermuda	1
Connecticut	123	Botswana	5
Delaware	6	Bulgaria	4
Florida	50	Burkina Faso	1
Georgia	26	Canada	15
Hawaii	16	People's Republic of China	12
Idaho	6	Czech Republic	1
Illinois	63	Dominican Republic	1
Indiana	5	Ecuador	1
Iowa	7	Egypt	1
Kansas	7	El Salvador	1
Kentucky	7	France	2
Louisiana	10	Georgia	2
Maine	42	Germany	2
Maryland	65	Ghana	2
Massachusetts	346	Honduras	1
Michigan	12	Hong Kong	4
Minnesota	35	Hungary	1
Mississippi	4	India	7
Missouri	14	Indonesia	1
Nevada	2	Jamaica	7
New Hampshire	31	Japan	2
New Jersey	138	Kenya	1
New Mexico	4	Republic of Korea	11
New York	372	Kuwait	1
North Carolina	21	Kyrgyzstan	1
Ohio	34	Lebanon	2
Oregon	22	Lithuania	2
Pennsylvania	93	Malawi	1
Puerto Rico	5	Malaysia	1
Rhode Island	11	Maldives	1
South Carolina	4	Mongolia	1
South Dakota	1	Myanmar	1
Tennessee	13	Nepal	6
Texas	57	Netherlands	1
Utah	3	Nicaragua	1
Vermont	26	Norway	1
Virginia	51	Pakistan	8
Virgin Islands (U.S.)	1	Peru	4
Washington	35	Poland	1
West Virginia	2	Romania	4
Wisconsin	23	Russian Federation	1
		Singapore	2
		South Africa	1
		Spain	3
		Sri Lanka	2
		Switzerland	2
		Taiwan	6
		Thailand	5
		Trinidad and Tobago	1
		Tunisia	1
		Turkey	7
		Uganda	1
		United Kingdom	8
		Uzbekistan	1
		Viet Nam	5
		Yugoslavia	3
		Zambia	1
		Zimbabwe	2



## INDEX OF TOPICS

- Academic Advising, 22
- Academic Honesty, Statement of, 23-24
- Academic Requirements, 8-11, 18-19
- Academic Standards and Regulations, 17-21
- Administration, Offices of, 413-420
- Advanced Placement, 11
- Advisors, Special Faculty, 411
- Africana Studies, 46-51
- Alumni Funded Tutorials, 29
- American Maritime Studies. *See Williams-Mystic Maritime Studies Program*
- American Studies, 51-58
- Anthropology and Sociology, 58-65
- Arabic, 64-65, 131
- Art, 65-83
- Asian Studies, 84-90
- Astronomy, 90-94
- Attendance, 17
  
- Bachelor of Arts, 8-11
  - Degrees Conferred, 421-425
- Bills, College, Payment of, 25-26
- Biochemistry and Molecular Biology, 95-96
- Bioinformatics, Genomics, and Proteomics, 96
- Biology, 97-104
  
- Calendar, College, *See Inside Back Cover*
- Center for Development Economics, 33, 142-144
- Certificate in European Languages, 12
- Certificate in European Languages
  - French, 291
  - German, 180
  - Russian, 300-301
  - Spanish, 297
- Chemistry, 104-111
- Chinese, 86-87
- Classics, 111-116
- Co-ordinate Programs, 13
  - Bioinformatics, Genomics, and Proteomics, 96
  - Materials Science Studies, 226
  - Performance Studies, 247
- Co-ordinate Programs, 12
- Cognitive Science, 116
- Combined Program in Liberal Arts and Engineering, 12, 31
- Committees:
  - Faculty-Student, 410-411
  - Trustee, 392
- Comparative Literature, 117-122
- Computer Science, 123-129
- Concentrations, 12
  - Africana Studies, 46-51
  - Biochemistry and Molecular Biology, 95-96
  - Cognitive Science, 116
  - Environmental Studies, 166-174
  - International Studies, 207-211
  - Jewish Studies, 211-213
  - Latina/o Studies, 213-218
  - Leadership Studies, 218-221
  - Legal Studies, 221
  - Maritime Studies, 224-226
  - Neuroscience, 246-247
  - Science and Technology Studies, 303-304
- Contract Major, 11, 129-130
- Course Change Period, 17
- Course Load, 17
- Course Numbering System, 45
- Courses, Requirements for Graduation, 8-11, 18-19
- Courses of Instruction, 45-340
- Critical Languages, 130-131
- Critical Reasoning and Analytical Skills (CRAAS), 13, 316
- Cross-enrollment programs, 13
- Curriculum, 8-11
  
- Dean's List, 20
- Deficiencies, 18-19
- Degree, Requirements for, 8-11, 18-19
- Degrees:
  - Awarding of, 21
  - Bachelor of Arts, 8-11
  - Conferred, 421-425
  - Distinction, 21
  - Honors, 14
  - Master of Arts in Development Economics, 33
  - Master of Arts in History of Art, 33
- Distinctive Undergraduate Scholarships, 28-29
- Distribution Requirements, 8-10
  - Divisional, 8-9
  - Peoples and Cultures, 9
  - Quantitative/Formal Reasoning, 10
  - Writing, 10
- Divisions, 8-10
  
- Early Concentration Rule, 45
- Economics, 131-144
- Engineering, Combined Program in, 12, 31
- English, 144-166
- Enrollment, Statistics on, 430
- Environmental Studies, 166-174
- Expenses, 25
- Experiential Education, 13-14
  - Community Service, 13-14
  - Courses offered, 316-317
  - Internships and Research Opportunities, 14
  - Museum Associates, 14
- Experimental and Cross-Disciplinary Studies, Interdepartmental Program for, 204-207
- Extensions, Academic, 18
- Extracurricular Activities, Eligibility for, 20
  
- Faculty, Emeriti, 393-394
- Faculty, List of, 395
- Faculty-Student Committees, 410-411
- Fees, College, Payment of, 25-26
- Fellowships and Prizes for Graduate Study, 43-44
  - Prizes Awarded, 426
- Fifth Course, 17-18
- Financial Aid, 28
- First-Year Student "W" Rule, 17
- First-Year Student Warnings, 18
- First-Year Residential Seminar, 173
- French:
  - Certificate in, French, 291
  - Courses in, 290-296
  
- Gay, Lesbian, and Bisexual Studies, 323
- Geosciences, 174-179
- German:
  - Certificate in, 180
  - Courses in, 179-182
- Grading System and Records, 18
- Graduate Programs at Williams
  - Master of Arts in Development Economics, 33, 142-144
  - Master of Arts in History of Art, 33, 81-83
- Graduate Study
  - Fellowships and Prizes for, 43-44
  - Preparation for, 30-32
    - Business Administration, 30-31
    - Engineering, 31
    - Health Professions, 31-32

## Index

- Law, 31
- Religious Study, 32
- Teaching and Research, 32
- Visual Arts, 30
- Graduation Rate, 430
- Graduation Requirements, 8-11, 18-19
- Graduation with Distinction, 21
- Greek, 114-290
- Guangzhou, 44
- Health Professions Advising, 31-32
- History of Science, 203-204
- History of the College, 3-5
- History, 183-203
- Hong Kong Program, 44
- Honor System, 23-24
- Honors Program, 14
- Independent Study, 14
- Independent Study, Winter Study, 341
- Interdepartmental Program for Experimental and  
Cross-Disciplinary Studies, 204-207
- International Studies, 207-211
- International Baccalaureate, 11
- Italian, 296
- Japanese, 89-90
- Jewish Studies, 211-213
- Languages and the Arts, Division of, 8-10
- Latin, 115-116
- Latina/o Studies, 213-218
- Leadership Studies, 218-221
- Legal Studies, 221
- Libraries, 409
- Linguistics, 223-224
- Literary Studies, *See Comparative Literature*,  
117-122
- Major, 10-11
  - Co-ordinate Programs, 12
  - Completion of, 20
  - Contract Major, 11
  - Declaring Two Majors, 11
  - Eligibility for, 20
  - Fields, 10
  - General Structure, 10
- Maritime Studies, 224-226
- Master of Arts in Development Economics, 33,  
142-144
  - Degrees Conferred, 421
- Master of Arts in History of Art, 33, 81-83
  - Degrees Conferred, 421
- Materials Science Studies, 226
- Mathematics and Statistics, 226-236
- Mathematics Courses, 229
- Mead, The George J. Fund, 44
- Medieval Studies, 323-340
- Mission and Objectives, 6-7
- Music, 236-246
- Mystic Program. *See Williams-Mystic Maritime  
Studies Program*
- 99's, 341
- National Theatre Institute, 310
- Neuroscience, 246-247
- Nondiscrimination, Statement of, 2
- Offices of Administration, 413-420
- Oxford Programme, 16, 329-337
- Pass-Fail Option, 17-18
- Peoples and Cultures:
  - Course Offered, 317-323
  - Distribution Requirement, 9
- Performance Studies, 247-248
- Phi Beta Kappa Society, 20-21
- Philosophy, 248-255
- Physical Education Requirement, 11
- Physical Education, Athletics, and Recreation, 255
- Physics, 255-261
- Plagiarism, 23-24
- Political and Economic Philosophy, 323
- Political Economy, 261-263
- Political Science, 263-276
- Premedical Advising, 31-32
- Presidents, List of, 391
- Prizes and Awards, 34-44
  - Awarded, 426-429
- Psychology, 276-282
- Quantitative/Formal Reasoning
  - Courses offered, 321
  - Distribution Requirement, 10
- Readmission to College, 19-20
- Records and Grading System, 18
- Refunds, 20, 27
- Registration, 17, 45-340
- Regulations, Academic, 17-21
- Religion, 282-289
- Requirements, Academic, 8-11, 18-19
- Residence Requirement, 11
- Romance Languages, 290-300
- Russian:
  - Certificate in, 300-301
  - Course in, 300-303
- Science and Mathematics, Division of, 8-10
- Science and Technology Studies, 303-304
- Separation for Low Scholarship, 19
- Social Studies, Division of, 8-10
- Sociology, *See Anthropology and Sociology*
- Spanish:
  - Certificate in, 297
  - Courses in, 296-300
- Statistics, 235-236
- Students Enrolled, 430
- Study Away from Williams, 14
- Theatre, 305-310
- Trustees, 391
- Tutorial Program, 15-16
  - Alumni Funded, 29
  - Courses offered, 324-325
- Warnings, First-Year Student, 18
- Williams-Exeter Programme at Oxford University,  
16, 329-337
- Williams-Mystic Maritime Studies Program, 16,  
337
- Williams-in-Hong Kong, 44
- Williams in New York, 16
- Winter Study, 8, 18
  - Courses, 341-390
  - Independent Study, 341
- Withdrawal From a Course, 17
- Withdrawal From College, 19-20
- Women's and Gender Studies, 310-321
- Writing-Intensive Courses, 326

## CALENDAR 2006-2007

### 2006

Aug. 29 - Sept. 6	Tuesday-Wednesday	First Days
September 6	Wednesday	First-Year Student Advising
September 7	Thursday, 8:30 a.m.	Fall Semester classes begin
September 9	Saturday	Convocation
October TBA	One of the first three Fridays	Mountain Day
October 9-10	Monday & Tuesday	Fall Reading Period
October 27-29	Friday through Sunday	Class of 2010 Family Days
November 4	Saturday	Homecoming
November 21	Tuesday, 3:50 p.m.	Thanksgiving Recess begins
November 27	Monday, 8:00 a.m.	Thanksgiving Recess ends
December 8	Friday, 3:50 p.m.	Fall Semester classes end
December 9-12	Saturday through Tuesday	Reading Period
December 13-18	Wednesday through Monday	Final Examinations
December 18	Monday, 4:00 p.m.	Vacation begins

### 2007

January 3	Wednesday, 9:00 a.m.	Winter Study Period begins
January 26	Friday, 3:50 p.m.	Winter Study Period ends
February 1	Thursday, 8:30 a.m.	Spring Semester classes begin
February 16-17	Friday & Saturday	College Holidays (Winter Carnival)
March 16	Friday, 3:50 p.m.	Spring Recess begins
April 2	Monday, 8:00 a.m.	Spring Recess ends
April 21-22	Saturday & Sunday	Spring Family Days
May 11	Friday, 3:50 p.m.	Spring Semester classes end
May 12-15	Saturday through Tuesday	Reading Period
May 16-21	Wednesday through Monday	Final Examinations
June 2	Saturday	Class Day
June 2	Saturday	Baccalaureate Service
June 3	Sunday, 10:00 a.m.	Commencement
June 7-10	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:** A recent enactment of the Massachusetts General Court provides: "Any student...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such...requirement, and shall be provided an opportunity to make up such...requirement which he may have missed because of such absence...provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school...No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Approved by the Faculty, May 16, 1984

Approved by the Trustees, June 2, 1984