

WILLIAMS COLLEGE BULLETIN

COURSE CATALOG SEPTEMBER 2007

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DIRECTIONS FOR CORRESPONDENCE

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

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

Other inquiries should be addressed to the officers named below:

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

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

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.

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 PURPOSES

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

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

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

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

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

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

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

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

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

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

THE CURRICULUM

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

The academic year is divided into two regular semesters and a Winter Study 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	Japanese (<i>except Japanese 218, 321, 486T</i>)
Art History	Latin
Art Studio	Linguistics
Chinese (<i>except CHIN 223</i>)	Literary Studies
Classics	Maritime Studies 231
Comparative Literature	Music
Critical Languages	Russian
English	Spanish
French	Theatre
German	WNY 302, 304, 306, 307
Greek	

DIVISION II. *Social Studies*

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

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, 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. Courses at Williams-Mystic Program and Williams in New York may also be used toward fulfilling the requirement.

- 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 2007-2008 that meet the requirement is on page 314.

- 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 2007-2008 that meet the requirement is on page 318.

- 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 2007-2008 that meet the requirement is on page 322. 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 interdepartmental majors, such as Political Economy, a larger number of courses may be required.

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

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

CONTRACT MAJOR

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose to be contract majors. Procedures for arranging a contract major and for honors work in such a major are described in the section, “Courses of Instruction.” Students interested in this option should begin consulting with the Dean’s Office and with potential faculty advisors early in the sophomore year. A student completing a contract major may not do so in conjunction with a second major. For further details, see page 130.

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

The Curriculum

each field without counting any course twice. A student may be a candidate for Honors in either or both of the majors, but a course for Honors in one major may not be used for an Honors course in the other.

Physical Education Requirement

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

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

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

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

Residence Requirement

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

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

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement and International Baccalaureate

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

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.

The 3-2 program has an extensive list of prerequisite mathematics and science courses, so it is necessary to plan course selections at Williams carefully. The booklet "Choosing First Year Courses" includes a list of Williams courses recommended to prospective engineers.

A popular alternative to the 3-2 program is to complete the Williams B.A. in the usual 4 years, majoring in one of the sciences, and then go directly to a graduate program in engineering. Please see the section of

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

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

Co-ordinate Programs Offering Concentrations

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

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

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

Co-ordinate Programs

A number of programs do not 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 2007-2008 is on page 312.

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 333) and Wil-

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liams in New York (page 334) 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 312 for a list of 2007-2008 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 website at <<http://wso.williams.edu:8000/orgs/lehman/>> or contact Rick Spalding, College Chaplain and Coordinator of Community Service (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). Information about CES's summer internship and research opportunities can be found at 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). 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 ArH 101-102. Applications are accepted every spring. For more information, contact Rebecca Hayes, Director of Education at 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/ or contact Paula Consolini, Coordinator of Experiential Education at 597-4588 (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 insti-

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

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

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

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

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

Registration information: Students register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special arrangements involved in organizing tutorials, students are encouraged to determine, as early as possible, their interest in and commitment to the course. Students may not drop or add a tutorial after the first week of class. Tutorials may not be taken on a pass/fail basis.

More information: Please see page 320 of this catalog for a list of tutorials offered in 2007-2008. 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 2007-2008, in Stetson.

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, 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

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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, call (860-572- 5359), visit the website (williams-mystic.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 44.

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 16.

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*

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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 16). 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.

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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

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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 25.

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 offered to students during the course of their undergraduate education. Instructors, departmental and administrative officers and some special programs are available to partner with the individual student to help each explore and develop their academic interests and talents and take advantage of the academic and intellectual opportunities available through the College.

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

In the sophomore year, students continue their relationship with their first-year advisor and it is recommended that they seek advice from deans, former advisors, and instructors, along with pre-professional and other special advisors (see page 410). 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 Mentor and Peer Advisor programs can provide additional advice and information for students during their first and sophomore years in particular, as well as for any student wishing a peer perspective about particular courses, departments, programs, majors, or areas of study. New this year, six peer mentors (2 from each division) who are juniors or seniors, nominated by departments will hold weekly evening office hours and be available by appointment in the student organization suite on the second floor of the Paresky Center. Peer Mentors are nominated by departments and programs from among the year's senior majors. During the course of the year the Peer Mentors 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 Academic Resources office. Any student who desires extra help in a particular course that he or she is registered may request a tutor who has been recommended by the respective departments to Academic Resources office; costs of this tutoring are covered by Academic Resources. Students seeking to enhance their writing skills in any course may take advantage of the Writing Workshop. Trained and supervised by a coordinator, student writing tutors provide assistance on papers already corrected and with drafts of papers in any stage of the writing process. The Math and Science Resource Center (MSRC), a drop-in help center staffed by student tutors who come highly recommended from the respective departments, is also available to students of Biology 101, 102, and 202, Chemistry 151, 153, 155, 156, 251, 255, Mathematics 100, 101, 103, 104, 105, and 106, Physics 131, 132, 141, and 142, and Statistics 101, and 201. The MSRC which is open from 8 p.m. to 12 midnight Sundays through Thursdays throughout both academic semesters works in close cooperation with the faculty teaching those courses.

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

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 28.

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 2007-2008 are as follows:

Tuition	\$35,438
Room Fee (including telephone service)	4,810
Full Board	4,660
Student Activities Fee*	182
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$45,140

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

*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. Co-op residents and off-campus residents are charged a \$25 neighborhood residential fee 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.

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 2007-2008 academic year.

Fall Semester 2007

Date of Withdrawal

Prior to start of classes	September 6	100% (tuition, room, board)
Week 1	September 6-12	90% (tuition, board only)*
Week 2	September 13-19	80% (tuition, board only)*
Week 3	September 20-26	70% (tuition, board only)*
Week 4	September 27-October 3	60% (tuition, board only)*
Week 5	October 4-10	50% (tuition, board only)*
Week 6	October 11-17	40% (tuition, board only)*
Week 7	October 18-24	30% (tuition, board only)*
Week 8	October 25-31	20% (tuition, board only)*
No refund after October 31, 2007.		

Winter Study/Spring Semester 2008

Date of Withdrawal

Prior to start of classes	January 31
January 31-February 6	
February 7-13	
February 14-20	
February 21-27	
February 28-March 5	
March 6-12	
March 13-19	
March 20-26	
No refund after March 26, 2008.	

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

*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the College's student health insurance plan will continue for the length of the plan (September 1, 2007-August 30, 2008).

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

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

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

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

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.

Business Administration

Williams offers no special course in preparation for a business career for graduate study in business administration. The qualities which are important to succeed in business, and which graduate business schools are seeking, are an ability to reason and to express oneself logically and clearly in written and oral exposition; a good understanding of the physical and social environment in which business operates; a solid background in quantitative skills; and an appreciation of human motivations and goals. This means that a broad liberal arts program is preferred over a highly specialized one.

Within this broad prescription it may be desirable to have at least one year of economics and one year of mathematics (including statistics and calculus). For those interested in production management or opera-

Preparation for Graduate and Professional Study

tion research, additional work in any quantitative course and/or a course in computer science would be helpful.

But there is no particular major at Williams that is designated as preparation for the business profession. Students interested in futures in business are encouraged to undertake a broad educational program in the arts, humanities, and sciences. It is important that one gets involved in extra-curricular activities, 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 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.

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

Preparation for Graduate and Professional Study

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. Detailed information is available at the Health Professions website (www.williams.edu/resources/careers/prehealth_welcome.php).

Pre-College and College Teaching/Research

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

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

Teaching After Williams

There are many options for teaching after Williams, including independent and public school teaching. Many states now offer streamlined programs to certify public school teachers, and many states offer 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 Policy 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 Policy 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 approximately 25 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 Policy Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, MA 01267, or e-mail cde@williams.edu.

Master of Arts in the History of Art

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in 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.

PRIZES AND AWARDS

The names of persons to whom awards have been made in 2006-2007 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. Heald in honor of Professor Bostert, Stanfield Professor of History, on the occasion of his retirement after forty-two years as a member of the Williams faculty, and awarded to an Honors student for the best thesis in American History, with special consideration to inter-American relations or Sino-American relations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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.

Prizes and Awards

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

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

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

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.

Prizes and Awards

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 2007-2008

Please check online for the most up-to-date information (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; Associate Professor KENDA B. MUTONGI

Advisory Committee: Professors: E. D. BROWN, EPPEL, SINGHAM*, D. L. SMITH***. Associate Professors: ALI***, MUTONGI. Assistant Professors: BURTON, LONG, PIEPRZAK, ROBOLIN. Visiting Associate Professor: HONDERICH§. Visiting Artist in Residence in Africana Studies and Music: BRYANT. Sterling Brown Professor: MARABLE. Mellon Fellow in Africana Studies and English: 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.

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 400 Senior Seminar
- AFR 491 Senior Honors Thesis
- AFR 492 Senior Honors Thesis

Electives:

Art

- ArtH 205 Picturing Race: From Early Modern Europe to Now

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
- English 250 Revolutionary African Literature
- English 251 Defining the African Diaspora
- English 252 South African and American Intersections
- English 348 Imagining Africa: The Politics of Representation
- English 364 Women Writing Africa

History

- History 164 Slavery in the American South
- 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 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 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

Africana Studies

Music 213 Jazz Theory and Improvisation II
Music 220 Rhythm and Jazz in America, Brazil and Cuba

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 302 Race, Culture, and Incarceration
Political Science 318 The Voting Rights Act and the Voting Movements
Political Science 323T The Origins of Totalitarianism
Political Science 331T Non-Profit Organization and Community Change

Psychology

Psychology 341 Stereotypes, Prejudice, and Discrimination

Theatre

Theatre 241 Performing Race: From Shakespeare to Spike Lee

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 122(S) African-American Music (Same as Music 122)*
(See under MUS 122 for full description.)

AFR 140 Revolutionary African Literature (Same as Comparative Literature 218 and English 250)
(*Not offered 2007-2008; to be offered 2008-2009*)*
(www.williams.edu/Registrar/catalog/depts/afr/afr140.html) ROBOLIN

AFR 160 Defining the African Diaspora (Same as Comparative Literature 214 and English 251)
(*Not offered 2007-2008; to be offered 2008-2009*)*
(www.williams.edu/Registrar/catalog/depts/afr/afr160.html) ROBOLIN

AFR 166 The Age of Washington and DuBois (Same as History 166) (*Not offered 2007-2008; to be offered 2008-2009*) (W)*
(See under HIST 166 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 culture, political 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, and critical and theoretical studies.

Format: lecture. Evaluation 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: 11:20-12:35 TR

ROBOLIN

AFR 201(F) Modern and Contemporary African Art (Same as Arth 200)*
(See under ARTH 200 for full description.)

AFR 205(S) Picturing Race: From Early Modern Europe to Now (Same as Arth 205)*
(See under ARTH 205 for full description.)

AFR 214(S) Arts of Africa (Same as Arth 214)*
(See under ARTH 214 for full description.)

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

AFR 221(S) Rewriting Slavery (Same as English 221) (W)*

(See under ENGL 221 for full description.)

AFR 222(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Latina/o Studies 221 and Music 220)*

It is commonly thought that the three primary elements of music are melody, harmony and rhythm. In this course rhythm is taught as the most significant among these in defining American, Afro-Cuban and Brazilian Jazz. Using recordings, in-class performance, and historical, theoretical texts on Brazilian Samba, Latin Music, from bossa nova to salsa, and biographies of key artists such as Jelly Roll Morton, Louis Armstrong, Caetano Veloso, this class examines the rhythmic basis of various genres, the relation of each to their African roots, as well as the cultural influences and artists that helped to create them. In-class professional demonstrations of the musical styles being studied will be an important component of this course.

Format: lecture/discussion/performance. Requirements: two 8- to 10-page research papers; basic analysis assignments of musical compositions; attendance at all classes; class participation. Those with appropriate performance skills have the option of substituting a performance accompanied by a two-page description for one of the two papers.

Prerequisites: no previous musical training is necessary but familiarity with music notation helpful. Permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Africana Studies concentrators or Music majors.*

Hour: 11:00-12:15 MW

BRYANT

AFR 234 Afro-Pop: Urban African Dance Music (Same as Music 234) (Not offered 2007-2008; to be offered 2008-2009)*

(See under MUS 234 for full description.)

AFR 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Comparative Literature 241 and Theatre 241)*

(See under THEA 241 for full description.)

AFR 250(F) African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233)*

(See under MUS 233 for full description.)

AFR 252(F) Cultures and Societies of Sub-Saharan Africa (Same as Anthropology 252)*

(See under ANTH 252 for full description.)

AFR 253(S) Popular Culture in Africa (Same as Anthropology 253)*

(See under ANTH 253 for full description.)

AFR 255 Leadership in the Civil Rights Movement (Same as Leadership Studies 255) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LEAD 255 for full description.)

AFR 256(F) Politics of Africa (Same as Political Science 256)*

(See under PSCI 256 for full description.)

AFR 260 South African and American Intersections (Same as Comparative Literature 258 and English 252) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/afr/afr260.html)

ROBOLIN

AFR 281(F) African-American History, 1619-1865 (Same as History 281)*

(See under HIST 281 for full description.)

AFR 282 African-American History From Reconstruction to the Present (Same as History 282) (Not offered 2007-2008; to be offered 2008-2009)*

(See under HIST 282 for full description.)

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

Debates regarding religious beliefs and practices recur throughout the history of African-American film 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' *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*; and T.D. Jakes' *Woman Thou Art Loosed*. We will discuss images of black church life in the media, and texts by Alice Walker, Melba P. Beals, James Baldwin, Zora Neale Hurston, and Ernest Gaines.

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: 9:55-11:10 TR

WINGARD

AFR 286(F) Constructing Black Lives in Film and Literature (Same as Comparative Literature 286 and 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

Africana Studies

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: Steve James' *Hoop Dreams*; Marlon Riggs' *Tongues Untied*; June Cross's *Secret Daughter*; Cheryl Dunye's *Watermelon Woman*; and Elia Kazan's *Pinky*. 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, James Weldon Johnson, and June Jordan.

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: 9:55-11:10 TR

WINGARD

AFR 300T Racial-Sexual Politics and Cultural Memory (Same as Women's and Gender Studies 415T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/afr/afr300.html)

JAMES

AFR 309(F) Anger, Voice and Violence in Black Women's Stories (Same as English 309 and Women's and Gender Studies 309)*

(See under ENGL 309 for full description.)

AFR 323T The Origins of Totalitarianism (Same as Philosophy 323T and Political Science 323T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/afr/afr323.html)

JAMES

AFR 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Latina/o Studies 331, Theatre 331, and Women and Gender Studies 331)*

(See under LATS 331 for full description.)

AFR 400(S) Race, Gender, Space (Same as Comparative Literature 369, English 365, and Women's and Gender Studies 400)*

Physical or symbolic manipulation of space is one mode through which power operates, one manner in which power is exercised and experienced. Historically and currently, space has been divided and resources have been unevenly distributed along numerous axes. Thus, we are left with a constellation of dubiously constructed but nonetheless segregated spaces: public vs. private, male vs. female, white vs. black, native vs. immigrant, rich vs. poor, Christian vs. heathen (even Protestant vs. Catholic), and straight vs. queer sexuality. In this senior seminar, we will examine the ways in which power is enacted, experienced, and resisted through space. In particular, we will investigate the role of space in the creation of raced and gendered identities. Also, because the political and social manipulation of space is not the exclusive prerogative of the empowered, we will consider ways that resisting communities have sought to negotiate, redesign, or redefine space-or even transgress constrictive physical or social boundaries. Finally, we will inquire into the complex politics involved in attempts to establish alternative spaces of relative autonomy beyond the rules or the space of dominant culture. Likely texts will likely include but are not limited to: Henri Lefebvre's *The Production of Space*, David Harvey's *The Condition of Postmodernity*, Doreen Massey's *Space, Place, and Gender*, Don Mitchell's *Cultural Geography: A Critical Introduction*, Toni Morrison's *Paradise*, Phanswane Mpe's *Welcome to Our Hillbrow*, Ralph Ellison's *Invisible Man*, Wicomb's *You Can't Get Lost in Cape Town*.

Format: seminar. Evaluations will be based upon: attendance and class discussion, regular short writing assignments, presentations, final projects, and one seminar paper. *Enrollment limit: 14 (expected: 14). This seminar is open to all seniors, but priority will be given to Africana Studies concentrators.*

Hour: 1:10-3:50 W

ROBOLIN

AFR 403(F) Women Writing Africa (Same as Comparative Literature 361, English 364 and Women's and Gender Studies 364) (W)*

This course will serve as an introductory survey of contemporary African literature writing by women. Predominantly (but not exclusively) penned in English, this sub-Saharan literature feature various traditions, geographical terrains, historical moments, social conundrums, and political relationships. Reading these texts together will help us think through a variety of questions, including: On what basis, if at all, is it possible to conceive of an international African women's literary tradition? Towards which experiences or themes have some African writers gravitated in their writing? How have female authors responded to or diverged from their male counterparts? And how have they embraced or critiqued tradition in the face of colonial patriarchy? What "constructions" of Africa (or specific African countries) have they helped produce through in and their literatures? What visions of the colonial past, or of a postcolonial future, do they help us imagine, and why? Texts will likely include novels, short stories, and poetry by Buchi Emecheta, Ama Ata Aidoo, Miriama Bâ, Tsitsi Dangarembga, Yvette Christiansë, Zoë Wicomb, Bessie Head, Chimamanda Adichie, Yvonne Vera, and Calixthe Beyala. We will also draw upon secondary essays in African feminism and gender studies.

Format: seminar. Evaluations will be based upon: attendance and participation, regular short writing assignments, one class presentation, one mid-term, and one final research paper. *Enrollment limit: 19 (expected: 19). Preference given to Africana Studies concentrators.*

Hour: 1:10-2:25 MR

ROBOLIN

AFR 404(S) Imagining Africa: The Politics of Representation (Same as Comparative Literature 347 and English 348) (W)*

This course will examine cultural representations of Africa in an effort to sharpen critical thinking and interpretive skills. Taking "Africa" as our focal point, we will collectively consider key questions about representations: Who has the authority to define an "object" (i.e., Africa or Africans), and how is that authority conferred? What motivates particular images and, more importantly, what are their effects? What role do particular assumptions or constructions of race play in shaping culture? What is the relationship between a "simple" book or image and "the real world"? And what, finally, does it mean to make claims about an entire continent? Our primary source material may include travel narratives, novels, journalism, and films that variously represent Africa. Along with some theoretical essays on representation (including some by Stuart Hall, Roland Barthes, and W.J.T. Mitchell), primary texts may include Conrad's *Heart of Darkness*, Achebe's *Things Fall Apart*, Dangarembga's *Nervous Conditions*, *The Gods Must Be Crazy*, *Out of Africa*, *Guelwaar*, Nightline's report "Heart of Darkness," the documentary *Amandla!*, and *photographs of Darfur*. Class will consist of lively class discussions and revision workshops. Format: seminar. Assignments will include regular one-page writing assignments, one final project, and two formal essays. *Enrollment limit: 16 (expected: 16). Preference given to Africana Studies concentrators. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 11:20-12:35 TR

ROBOLIN

AFR 405(F) Malcolm X: A Life Reinvention Seminar (Same as History 405 and Political Science 303)

This seminar provides an original and challenging reinterpretation of one of the most prominent African-American leaders of the twentieth century. The seminar features an examination of: primary and secondary source literature on the life and times of Malcolm X; the FBI surveillance and documents related to the subject's 1965 assassination; and audio taped and video taped interviews with Malcolm X's associates, friends and enemies; the forensic evidence indication how and why Malcolm was killed, and who was ultimately responsible for his murder. The students will have available to them hundreds of newspaper articles, rare documents and other evidence to construct their own distinct interpretations of the enduring legacy of Malcolm X in American life and history.

Format: seminar. Evaluations will be based upon class participation and attendance, regular short writing assignments and oral presentations, one 20-page seminar research paper.

Prerequisites: background in history, political science and africana studies helpful. *Enrollment limit: 20 (expected: 20). Not open to first-year students. Preference given to Africana Studies concentrators.*

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

MARABLE

AFR 410 Race, Culture, and Incarceration (Same as Political Science 302) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/afr/afr410.html)

JAMES

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 complete requirements for an Africana Studies concentration by taking the introductory course and the capstone senior seminar. Another three courses must be chosen which satisfy both American Studies and Africana Studies requirements.

AMERICAN STUDIES (Div. II)

Chair, Professor: SCOTT WONG

Faculty 2007-2008: Professors: M. REINHARDT*. Associate Professors: L. JOHNSON, KENT. Assistant Professors: AUBERT**, CEPEDA, RUA**, THORNE*, WANG. Senior Lecturer: CLEG-HORN***.

GENERAL PROGRAM DESCRIPTION

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

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

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

RATIONALE FOR COURSE NUMBERING

In addition to an occasional 100-level topical course, 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 sci-

American Studies

ence. 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 specializations listed below, the other three chosen from among any of the electives listed, but students must draw their remaining courses from two of the other specializations. Students are also required to take at least one course covering pre-1900 American history or culture.

THE DEGREE WITH HONORS IN AMERICAN STUDIES

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

ADVISING

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

AMERICAN STUDIES AND OTHER PROGRAMS

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

STUDY AWAY FROM WILLIAMS

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

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

AMST 101(F) Artists Respond to Contemporary Events (Same as ArtS 101)

(See under ARTS 101 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: 8:30-9:45 TR

8:30-9:45 TR, 1:10-2:25 MR

First Semester: WANG

Second Semester: RUA, AUBERT

AMST 209 American Literature: Origins to 1865 (Same as English 209) (Not offered 2007-2008; to be offered 2008-2009)

(See under ENGL 209 for full description.)

AMST 210(S) American Modernism (Same as English 210)

(See under ENGL 210 for full description.)

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

(See under ENGL 220 for full description.)

AMST 221 Introduction to Urban Studies: Shaping and Living the City (Same as Latino/a Studies 220) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LATS 220 for full description.)

AMST 225 Religions of North America (Same as Religion 225) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 225 for full description.)

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

(See under REL 226 for full description.)

AMST 228T North American Apocalyptic Thought (Same as Religion 228T) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 228 for full description.)

AMST 235(S) Latina/o Theatre and Performance, 1950-2000 (Same as Comparative Literature 268, Latina/or Studies 235, Theatre 235 and Women's and Gender Studies 235)*

(See under LATS 235 for full description.)

AMST 240(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as Comparative Literature 210, Latina/o Studies 240 and Linguistics 254)*

(See under LATS 240 for full description.)

AMST 256(S) Literature of the Americas: Dialogues in Historical Perspective (Same as Comparative Literature 272) (W)

(See under COMP 272 for full description.)

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

(See under ARTH 264 for full description.)

AMST 283(S) 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, Younghee 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(F) American Utopias (Junior Seminar)

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

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

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

Hour: 1:10-2:25 MR

CLEGHORN

AMST 302 Asian American Writing and the Visual Arts (Same as English 388) (Junior Seminar) (Not offered 2007-2008; to be offered 2008-2009)*

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

WANG

American Studies

AMST 305(S) Cities of the Anglophone Chinese Imagination (Same as Asian Studies 305, Comparative Literature 303 and English 374)*

The recent fascination with all things “diasporic,” “global,” “transnational,” and “cosmopolitan” has shifted the emphasis away from conceiving of ethnic literatures solely, or primarily, as sub-categories of national literatures. A focus on “horizontal” rather than “vertical” ties re-frames our thinking about minority literature while also raising new issues. For example, what exactly is shared by subjects in a given diaspora? Does the term “diaspora” necessarily invoke the specter of racial essentialism? What happens to the category of race when one moves away from local politics? Is the idea of a diasporic subject much less vexing than the idea of, say, a racially minoritized person? How important a role does the shared English language play in these diasporas? In this course, we will look at the works of a specific diasporic literary group—English-language Chinese writers (in this case, Chiang Yee, Louis Chu, Chuang Hua, Evelyn Lau, Shirley G. Lim, Pamela Lu, Alvin Lu, Timothy Mo, Fred Wah, Ouyang Yu)—as a means to think about the nature of the “diasporic” and the “global.” We will focus on two types of sites: 1) geographic—mostly cities and urban areas: San Francisco, NYC, Taipei, Melbourne, Kuala Lumpur, London, Vancouver, etc.—which function as material spaces and places of the imagination, and 2) linguistic—i.e., the space of the English language.

Format: discussion seminar. Evaluation will be based on one 5- to 7-page paper, one 8- to 10-page paper, short response papers, participation.

Prerequisites: those taking this as an English class must have previously taken a 100-level English course. *Enrollment limit: 17 (expected: 10). Preference given to American Studies majors.*

Hour: 8:30-9:45 TR

WANG

AMST 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as Latina/o Studies 310) (Junior Seminar) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LATS 310 for full description.)

AMST 330 Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as Comparative Literature 330, Latina/o Studies 330 and Theatre 330) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LATS 330 for full description.)

AMST 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, Latina/o Studies 331, Theatre 331, and Women and Gender Studies 331)*

(See under LATS 331 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 2007-2008; to be offered 2008-2009) (W)*

(See under LATS 332 for full description.)

AMST 338(F) Literature of the American Renaissance (Same as English 338)

(See under ENGL 338 for full description.)

AMST 339(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as Comparative Literature 338 and Latina/o Studies 338) (W)*

(See under LATS 338 for full description.)

AMST 346 Latinos/as and the Media: From Production to Consumption (Same as Comparative Literature 359 and Latina/o Studies 346) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LATS 346 for full description.)

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

(See under HIST 466 for full description.)

AMST 368 Cultural Encounters in the American West (Same as History 368) (Not offered 2007-2008; to be offered 2008-2009)*

(See under HIST 368 for full description.)

AMST 379 American Pragmatism (Same as Philosophy 379) (Not offered 2007-2008; to be offered 2008-2009)

(See under PHIL 379 for full description.)

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

AMST 403(F) New Asian American, African American, Native American, and Latina/o Writing (Same as Comparative Literature 375 and English 375) (Senior Seminar)*

Critics reading minority writing often focus on its thematic—i.e., sociological-content. Such literature is usually presumed to be inseparable from the “identity”/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant-garde writing is seen to concern itself “purely” with formal questions, divorced from the socio-historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which “race” is opposed to the “avant-garde,” an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant-

garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include Renee Gladman, John Keene, Ed Roberson, Amiri Baraka, Linh Dinh, Bhanu Kapil, Charles Yu, Paola Javier, James Thomas Stevens, and Edwin Torres.

Format: seminar/discussion. Evaluation will be based on either one 16- to 18-page seminar paper or two shorter papers (one 7-8 pages and one 9-10 pages); short response papers; participation.

Prerequisites: Those taking this as an English class must have previously taken a 100-level English course. *Enrollment limit: 15 (expected: 15). Preference given to American Studies majors.*

Hour: 1:10-3:50 W

WANG

AMST 403 American Music (Senior Seminar) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/amst/amst403.html)

CLEGHORN

AMST 403 Notions of Race and Ethnicity in American Culture (Senior Seminar) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/amst/amst403.html)

WONG

AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405) (Senior Seminar) (W)*

(See under LATS 405 for full description.)

AMST 406 Twentieth-Century American Poetic Movements (Same as English 407) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/amst/amst406.html)

WANG

AMST 407 Studying American Studies: The Evolution of a Discipline (Senior Seminar) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/amst/amst407.html)

WONG

AMST 409 Tracing the Roots of Routes: Comparative Transnationalisms (Same as Latina/o Studies 409) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(See under LATS 409 for full description.)

AMST 462 Art of California: "Sunshine or Noir" (Same as Arth 462 and Latina/o Studies 462) (Not offered 2007-2008; to be offered 2008-2009)

(See under ARTH 462 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. All such arrangements must be approved by the American Studies Advisory Committee.

ARTS IN CONTEXT

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

Elective courses:

- Africana Studies 160 Defining the African Diaspora
- Arth 264 American Art and Architecture
- Arth 265 Pop Art
- Arth 262 Sunshine and Noir: Art of California
- Arth 470 American Orientalism
- Comparative Literature 230 Violent States, Violent Subjects
- English 209 Introduction to American Literature, Origins to 1865
- English 210 Introduction to American Literature, 1865 to Present
- English 220 African-American Literature
- English 246 The Novel and Globalization
- English 253 Contemporary African-American Literature
- English 256 Culture and Colonialism
- English 258 Poetry and the City
- English 338 American Renaissance
- English 341 American Genders/American Sexualities
- English 342 Representing Sexualities
- English 343 Whitman and Dickinson in Context

American Studies

English 350	James Baldwin and his Contemporaries
English 372	African-American Thought and Culture
English 388	Asian-American Writing and the Visual
English 407	Twentieth-Century American Poetic Movements
History 395	Fashioning Bodies
Latina/o Studies 203	Chicana/o Film and Video
Latina/o Studies 240	Politics of Language in the Literature and Culture of US Latina/os
Latina/o Studies 331	Sound and Movement in the Diaspora: Afro-Latin Identities
Latina/o Studies 335	Contemporary US Theatre and Performance: Latinos/as in the Everyday
Latina/o Studies 464	Latina/o Visual Culture
Music 114	American Music
Music 122	African-American Music
Music 130	History of Jazz
Music 210	American Pop Orientalism
Music 220	Rhythm and Jazz in America, Brazil and Cuba
Music 231	Nothing But the Blues
Music 232	Latin Music USA
Music 240	Ellington
Music 241	Coltrane
Theatre 220	Approaching Performance Studies
Theatre 330	Aesthetics of Resistance: Contemporary Latino/a Theatre and Performance

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

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

Elective courses:

Africana Studies 140	Defining the African Diaspora
Africana Studies 165	The Quest for Racial Justice in Twentieth-Century America
Africana Studies 200	Introduction to Africana Studies
Africana Studies 208	Writing Africa from Beyond: The Novel of the Diaspora
Africana Studies 210	Black Leadership in American Culture
Africana Studies 211	Topics in African-American Performance: Theatre and Film of the Harlem Renaissance
Africana Studies 220*	Rhythm and Jazz in America, Brazil, and Cuba
Africana Studies 240	Contemporary African American Literature
Africana Studies 260	Leadership in the Civil Rights Movement
Africana Studies 260	South African and American Intersections
Africana Studies 282	African-American History from Reconstruction to the Present
Africana Studies 285	Religion in Black Film, Media, and Literature
Africana Studies 286	Constructing Black Lives in Film and Literature
Africana Studies 300T	Racial-Sexual Politics and Cultural Memory
Africana Studies 320	Race-Gender in the Black Diaspora
Africana Studies 383	The History of Black Women in America: From Slavery to the Present
Africana Studies 400	Senior Seminar: Black Feminist Theory and Practice
Africana Studies 410	Race, Culture, and Incarceration
Africana Studies 467	African Americans in Urban America
American Studies 283	Topics in Asian American Literature
American Studies 302	Asian American Writing and the Visual Arts
American Studies 311	Asian American Film
American Studies 330	The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance
American Studies 331	Sound and Movement in the Diaspora: Afro-Latin Identities
American Studies 335	Contemporary US Theatre and Performance: Latinos/as in the Everyday
American Studies 409	Tracing the Roots of Routes: Transnationalism and its (Dis)Contents
ArH 203	Chicana/o Film and Video
ArH 212	Race, Sexuality, and Cinema
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

American Studies

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 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*

CRITICAL AND CULTURAL THEORY

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

Elective courses:

Africana Studies 201/ArH 200 Modern and Contemporary African Art
 Africana Studies 300/Women's and Gender Studies 415 Racial-Sexual Politics and Cultural Memory
 Africana Studies 320/Anthropology 326 Race-Gender in the Black Diaspora
 Africana Studies 323/Philosophy 323/Political Science 323 The Origins of Totalitarianism
 Africana Studies 400/Women's and Gender Studies 400 Black Feminist Theory and Practice
 Africana Studies 410/Political Science 302 Race, Culture, and Incarceration
 ANSO 305 Social Theory
 Anthropology 270T Trauma, Memory, and Reconciliation
 Anthropology 328T Emotions and the Self
 Comparative Literature 338/Latina/o Studies 338 Theorizing Popular Culture
 Comparative Literature 340 Literature and Psychoanalysis
 Comparative Literature 344/Religion 304 From Hermeneutics to Post-Coloniality
 English 117/Comparative Literature 117 Introduction to Cultural Theory
 English 230/Comparative Literature 240 Introduction to Literary Theory
 English 246 The Novel and Globalization
 English 249 Hitchcock and Psychoanalytic Theory
 English 256 Culture and Colonialism: An Introduction
 English 346/ArH 307/Comparative Literature 356/INTR 346 The Human Face in the Modern Imagination
 English 386/Women's and Gender Studies 388/Comparative Literature 342 Psychoanalysis, Gender, and Sexuality
 English 390 History in Theory
 English 394 Gothic Theory
 English 408/Comparative Literature 345 Culture, Criticism and Praxis
 History 483T African Political Thought
 History 490T History, Nostalgia, and the Politics of Collective Memory
 INTR 260 Games, Play and Virtual Worlds
 Music 210T American Pop Orientalism
 Philosophy 201 Reading the Critics of Reason
 Philosophy 224/INTR 224/Religion 224 After God
 Philosophy 282/Religion 280 The Turn to Religion in Post-Modern Thought
 Philosophy 304 Authenticity: From Rousseau to Post-structuralism
 Philosophy 305 Existentialism and Phenomenology
 Philosophy 316/INTR 316/Religion 316 Nothing, God, Freedom
 Philosophy 327/Women's and Gender Studies 327 Foucault: Power, Bodies, Pleasures
 Philosophy 379 American Pragmatism
 Philosophy 393 Hegel: Freedom and History
 Political Science 204 (Marasco) Intro to Political Theory: Utopias
 Political Science 230 American Political Thought
 Political Science 239 Political Thinking About Race
 Political Science 326 Imperialism
 Political Science 326/Women's and Gender Studies 336 Sex, Gender, and Political Theory

American Studies, Anthropology and Sociology

Political Science 333/ECON 299 Economic Liberalism and Its Critics
Political Science 338 Critical Theory and the Frankfurt School
Religion 204 Redeeming a Broken World: Messianism in Modernity
Religion 284 Foucault
Sociology 345 Producing the Past
Theatre 220/Women's and Gender Studies 220/ARTS 204 Approaching Performance Studies
Theatre 322/Comparative Literature 322 Performance Criticism
Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 225/Philosophy 225 Introduction to Feminist Thought
Women's and Gender Studies 227/Sociology 225 Sex and Gender
Women's and Gender Studies 228/Philosophy 228 Feminist Bioethics
Women's and Gender Studies 271T/Philosophy 271T Woman as "Other"
Women's and Gender Studies 341/English 341 American Genders, American Sexualities
Women's and Gender Studies 342/English 342 Representing Sexualities: U.S. Traditions
Women's and Gender Studies 402 Feminism and the Politics of the Family
Women's and Gender Studies 489T/History 489T History and the Body

SPACE AND PLACE

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

Elective courses:

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

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Associate Professor ANTONIA FOIAS

Professors: M. F. BROWN, D. EDWARDS***, JACKALL, JUST, NOLAN**. Associate Professors: FOIAS. Assistant Professors: SHEVCHENKO*, VALIANI. Visiting Professors: ERIKSON§, PRAZAK§§. Visiting Assistant Professors: HAUGH, RULIKOVA§. Bolin Fellow: MULLA.

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:

Anthropology and Sociology

- (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

Anthropology and Sociology

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: 8:30-9:45 TR

M. F. BROWN

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 class will meet with the instructor in spring 2007 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

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

Hour: 1:10-2:25 MR

JUST

ANTHROPOLOGY COURSES

ANTH 101(F,S) The Scope of Anthropology*

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

Format: 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: 11:00-12:15 MWF
1:10-2:25 TF

First Semester: JUST

Second Semester: M. F. BROWN

ANTH 102(S) Human Evolution: Down From the Trees, Out to the Stars (Same as Environmental Studies 106)

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

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

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

Hour: 9:55-11:10 TR

FOIAS

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology? (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/anth/anth103.html)

FOIAS

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

(See under LING 100 for full description.)

ANTH 205(F) Language in Culture and Society (Same as Linguistics 270)

Language is one of the most important, if not the most important, feature of our species *Homo sapiens*. This course examines the relationships between language, culture, and society across a variety of different speech communities. After learning some basic concepts, we will consider how people use language to establish identities and negotiate social interactions, and how individuals use language to understand the world in culturally specific ways. We will also learn about some of the methods that linguistic anthropologists use in their research,

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and apply these through several small projects.

Format: lecture/discussion. Requirements: Sequenced series of research assignments, midterm and final exams
No prerequisites. *Enrollment limit: 25 (expected: 20). Open to all classes, but preference given to first and second years, and Anthropology or Sociology majors.*

Hour: 2:35-3:50 TF

HAUGH

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 light of the archaeological evidence.

Format: lecture/film/class discussion. Requirements: midterm, final exam, and paper.

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

Hour: 2:35-3:50 TF

FOIAS

ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/anth/anth215.html)

FOIAS

ANTH 216 Indigenous Peoples of Latin America (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/anth/anth216.html)

M. F. BROWN

ANTH 223 Ethnic Minorities in China: Past and Present (Same as Chinese 223) (Not offered 2007-2008; to be offered 2008-2009)*

(See under CHIN 223 for full description.)

ANTH 224 Morality and Modernity in the Muslim Middle East (Not offered 2007-2008)*

(www.williams.edu/Registrar/catalog/depts/anth/anth224.html)

D. EDWARDS

ANTH 225(F) Visible Culture: Documentary and Nonfiction (Same as English 303)*

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

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

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

Hour: 9:55-11:10 TR

D. EDWARDS

ANTH 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249)*

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

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

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

Hour: 11:00-12:15 MWF

JUST

ANTH 243T(F) 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,

Anthropology and Sociology

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 252(F) Cultures and Societies of Sub-Saharan Africa (Same as Africana Studies 252)*

This course explores the diversity and vitality of contemporary sub-Saharan African cultures and societies through the lens of four major themes. We will study the enduring importance and flexibility of African systems of kinship and marriage; the innovative patterns of economic production and consumption that characterize alternative economies; and power, authority, and conflict in African polities. Finally, we will examine how mobility and migration—forced or voluntary, temporary or permanent—have shaped African identities and communities. Format: lecture/discussion. Requirements: Quiz, two 5- to 7-page papers, take home final

No prerequisites. *Enrollment limit: 25 (expected: 20). Open to all classes, but preference given to first and second years, and Anthropology or Sociology majors.*

Hour: 2:35-3:50 MR

HAUGH

ANTH 253(S) Popular Culture in Africa (Same as Africana Studies 253)*

This course focuses on forms of popular culture produced and circulated by amateur and professional artists, musicians, writers, and performers in Africa. We will study these genres as forms of entertainment and artistic expression, but more importantly as efforts to make sense of the world, offer critical commentaries, construct social identities, and take political action. In addition to developing a theoretical understanding of popular culture, we will address themes such as gender, ethnicity and nationality, wealth and power, globalization, protest and resistance, and war.

Format: lecture/discussion. Requirements: Quiz, midterm, short review paper, 8- to 10-page research paper, presentation

No prerequisites. *Enrollment limit: 25 (expected: 20). Open to all classes, but preference given to first and second years, and Anthropology or Sociology majors.*

Hour: 2:35-3:50 MR

HAUGH

ANTH 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Chemistry 262T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under CHEM 262 for full description.)

ANTH 270T Trauma, Memory, and Reconciliation (Not offered 2007-2008) (W)*

(www.williams.edu/Registrar/catalog/depts/anth/anth270.html)

D. EDWARDS

ANTH 321(F) Visualizing Health and Illness: Medical Ways of Knowing

As patients, practitioners, kinfolk, sufferers and caretakers, we learn to see signs of life, death, illness and healing in the self and others. Culture, technology, and the social norms through which we ascribe wellness shape how, when, and where we see and interpret the body as in a state of health or illness. This class explores the visual culture of medicine and the techniques through which we learn to see and be seen medically. Sight is but one sense through which health and illness are perceived. Our analysis will consider the relationship of vision to other perceptual modes: how do we smell, feel, taste, and hear health? Good's *Medicine, Rationality and Experience*, Foucault's *Birth of the Clinic*, and Crary's *Techniques of the Observer* will serve as theoretical frameworks through which to understand the role of sight, seeing, and visual technology in anthropological monographs and film on life, health, and illness. Case studies include but are not limited to the arrangement of the Victorian sick-room; death and dying among the Yolmo of Nepal; brain scan technology and its relationship to personhood; the iconography of madness, depression and mania; the establishing of visual regimes that perceive difference across gender and race; and fetal imaging and its shifting nature over time.

Format: discussion/seminar. Requirements: participation, student presentations, one 7- to 8-page paper, a take-home essay midterm, 15- to 20-page final research paper.

No prerequisites. *Enrollment limit: 30 (expected: 20). Open to all classes, but preference given to Anthropology and Sociology Majors.*

Hour: 9:55-11:10 TR

MULLA

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

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

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

Hour: 2:35-3:50 TF

FOIAS

ANTH 328T Emotions and the Self (Not offered 2007-2008) (W)*

(www.williams.edu/Registrar/catalog/depts/anth/anth328.html)

JUST

ANTH 346 The Afghan Jihad and its Legacy (Not offered 2007-2008)*

(www.williams.edu/Registrar/catalog/depts/anth/anth346.html)

D. EDWARDS

ANTH 364T Ritual, Politics, and Power (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/anth/anth364.html)

D. EDWARDS

ANTH 365(S) Citizens and Civil Societies

Nationalist ideologies and political movements spread around the world from the eighteenth through the twentieth centuries; in recent decades, the spread of democratic ideals and practices has been a key political development. In this course, we will develop a theoretical understanding of citizenship and civil society as they relate to the nation-state and to democracy. How do citizens and states define the rights and responsibilities of citizenship? How are political boundaries between citizens and non-citizens negotiated in an era of economic globalization and growing refugee populations? What kinds of organizations and networks comprise civil societies and public spheres in different contexts, and how do they relate to the state? We will read ethnographic case studies from Africa, Asia, and Eastern Europe, enabling us to compare and contrast the construction of citizenship and civil society in these places with our own experience and understanding of these concepts in the Western American world.

Format: seminar. Requirements: active class participation, reading response papers, 12- to 15-page research paper, presentation.

No prerequisites. *Enrollment limit: 16 (expected: 12). Open to all classes, but preference given to Anthropology and Sociology Majors.*

Hour: 2:35-3:50 TF

HAUGH

ANTH 370(S) Gender and Social Change in Modern Africa (Same as Women's and Gender Studies 370)*

This course examines processes of change that have shaped the understandings of male and female in modern Africa. It seeks to provide both the information and the conceptual tools necessary for an informed interpretation of gender relations in contemporary African societies, drawing on a variety of sources, including popular media. We will examine 19th- and 20th-century interactions of Africans and Europeans and the nature of colonial conquest, economic and social change during the colonial period, and the shaping of contemporary gender relations within the context of post-colonial political and socioeconomic orders through a small number of in-depth studies of particular regions.

Format: seminar. Requirements: two short (4-6 page) papers, class presentations, a final reflection paper.

No prerequisites. Anthropology 101 or another anthropology course is recommended. *Enrollment limit: 25 (expected 15). Preference will be given to Anthropology and Sociology majors.*

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

PRAZAK

ANTH 390(F) Nature and Culture (Same as Environmental Studies 390)

Environmental activists have been encouraged to "think globally, act locally." From an anthropological perspective, we also need to consider how people 'think locally'—how people from different cultural backgrounds conceptualize and interact with nature. We will focus on movements which mobilize around environmental issues in the non-Western world, whether they involve the management of natural resources, the protection of human health, or the preservation of species, ecosystems, or wilderness. We will also examine what happens when people 'act globally'—when people from different cultural backgrounds engage around the same physical environment.

Format: seminar. Requirements: active class participation, reading response papers, 12- to 15-page research paper, presentation.

No prerequisites. *Enrollment limit: 16 (expected: 12). Open to all classes, but preference given to Anthropology or Sociology majors.*

Hour: 1:10-3:50 W

HAUGH

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

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

Format: seminar. Requirements: class participation, two exams, substantial group presentation.

Anthropology and Sociology

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

Hour: 1:10-2:25 MR

JUST

ANTH 392(S) Religion and Reproduction (Same as Religion 302 and Women's and Gender Studies 325)

(See under REL 302 for full description.)

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

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

(See under ANSO 402 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. *No enrollment limit (expected: 30). Preference given to first-year students and sophomores.*

Hour: 2:35-3:50 MR

1:10-2:25 TF

First Semester: VALLANI

Second Semester: NOLAN

SOC 201 Violence (Not offered 2007-2008)

(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 2007-2008; to be offered 2008-2009)

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

NOLAN

SOC 209(F) Social Stratification in a Changing World

This course is designed to explore, both theoretically and empirically, the theme of change in social structure and inequalities in contemporary modern societies. One's position in social space determines one's consciousness, identity, values, attitudes, interest, and behavior. While inequality is ubiquitous, there are cross-cultural variations in the definition of status and consequent distribution of social conditions and opportunities among individuals. In modern societies, social space and individual status are closely interconnected with the economic system, and consecutively with the occupational structure and relations evolving from it. Currently, globalization and technological developments are rapidly transforming societies and patterns of inequality. In stable societies, changes in the economic and social sphere are evolutionary in nature. However, these changes come at an accelerated pace and are typically accompanied with initial chaos and turbulences in societies undergoing major systemic transformation (or even revolution). These societies provide excellent opportunities to study social change and its impact on social stratification. Therefore this course will also focus on the systemic transition from state socialism to market democracies in Central Europe since 1989 to examine the vicissitudes of social stratification in a constantly changing world.

Format: lecture/class seminar. Requirements: participation, midterm, several short response papers, 10 page final term paper.

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

Hour: 11:20-12:35 TR

RULIKOVA

SOC 215 Crime in the Streets (Not offered 2007-2008)
(www.williams.edu/Registrar/catalog/depts/soc/soc215.html)

JACKALL

SOC 216(F) American Communities

There was a time when the human landscape was made up almost entirely of villages, bands, and other contained communal units. These constitute the main chapter in human history. They are also the main chapter in American social history. This is changing with the recent growth of cities, but city dwellers here and elsewhere seem to be trying to find ways to recapture forms of communal life even in the most densely populated of urban centers. We will consider the nature of community, drawing on the American experience as a case in point but occasionally turning to other parts of the world.

Format: seminar. Requirements: full participation in the class, oral presentation in class, and an independent project to be worked out with the instructor.

No prerequisites. *Enrollment limit: 18 (expected: 18). Preference will be given to Anthropology and Sociology majors.*

Hour: 1:10-3:50 W

ERIKSON

SOC 218(S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

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

Hour: 9:55-11:10 TR

NOLAN

SOC 265 Drugs and Society (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/soc/soc265.html)

NOLAN

SOC 268 Space and Place (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/soc/soc268.html)

SOC 269(S) Imagining Spaces of the British Empire in the Twentieth Century (Same as Asian Studies 269)*

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

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

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

Hour: 2:35-3:50 MR

VALIANI

SOC 315 Culture, Consumption, and Modernity (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/soc/soc315.html)

SHEVCHENKO

SOC 317(F) Media and Consumer Society

This course explores the complex and evolving interrelationship between media and consumption. First of all, it will present the essential concepts that attempt to explain the cultural mechanisms through which certain objects acquire symbolic meaning and desirability. These mechanisms are intrinsic to consumption, and the circulation of commodity in the market, and are inherent products of the historical and cultural processes of industrial modernity. Over the past fifty years, media have taken over a dominant role as a consumer inspiration for life style choices, and have accentuated social differentiation in the process. The increasing reach and impact of media, especially through advertising, has created a new consumerism based on accelerated and uncritical demands. This has resulted from unreal comparisons with unrealistic reference groups, and has caused great disruption to the social order. Paradoxically, the more people submit to conspicuous consumption, the more individual dissatisfaction arises. To understand the context of the pervasive impact of the media, it is important to ask questions such as who designs life styles, whether consumers are free to create their own tastes, or if they are free to refuse to lead a lifestyle based on status enhancement by following fashion trends. Finally, the course will also look at how globalization—greatly enhanced by media and technologies—shapes consumer practices in different parts of the world.

Anthropology and Sociology

Format: discussion/seminar. Requirements: participation, presentations, several short response papers, 10-page final term paper.

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

Hour: 8:30-9:45 TR

RULIKOVA

SOC 324 Memory and Identity (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/soc/soc324.html)

SHEVCHENKO

SOC 327(F) Violence, Terrorism, and Collective Healing (Same as Asian Studies 327)*

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

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

No prerequisites. *Enrollment limit: 19 (expected: 15). Open to non-majors. Preference will be given to Anthropology and Sociology major. This course is part of the Critical Reasoning and Analytical Skills Initiative.*

Hour: 11:20-12:35 TR

VALIANI

SOC 328(F) The Human Face of Disaster

The purpose of this seminar is to consider the effects of disasters on human life. We now live in a world where calamities of various kinds are not only more likely to occur but more likely to do a good deal more damage. We will examine and discuss a range of such events. Most of them will be acute disasters, such as a dam collapse in West Virginia, an oil spill in Alaska, and a hurricane known as Katrina. This is the kind of even we have in mind when we use the term "disaster." But we will also consider the impact of what we might call chronic disasters on human life: sustained poverty, colonialism, and ethnic conflict, for example.

Format: seminar. Requirements: regular participation in class discussion, oral report in class, and an independent project to be worked out with the instructor. *Enrollment limit: 18 (expected: 18). Preference will be given to Anthropology and Sociology majors.*

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

ERIKSON

SOC 332 Communism and Its Aftermath (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/soc/soc332.html)

SHEVCHENKO

SOC 336(F) Global Migration

It is essential to analyze the historical, economic, demographic, legal, and sociological aspects of migration in order to understand the circumstances and consequences of global movements of people. Therefore this course approaches migration from an interdisciplinary perspective, by discussing the major theories of migration and their limitations. While most theories of migration typically focus on one or another cause of migration, we will try to understand the variability of motives in order to explain different strategies adopted by immigrants to settle down in the host country. The most widespread causes—economic necessity and political sanctuary—will be discussed at length. The issue of human rights in the context of asylum seekers and war refugees will also be of special interest. We will look at immigration policies and laws in the United States, Europe, and elsewhere, with a focus on the individual and social consequences of illegal immigration. In this context, we will look at methodologies for monitoring illegal immigration and controversies about the legalization or amnesty for these individuals. This course is aimed to provide students with a solid general overview of trends and issues related to people's mobility across national borders.

Format: lecture/seminar. Requirements: participation, several short response papers, 10-page final term paper.

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

Hour: 1:10-3:50 W

RULIKOVA

SOC 345(S) Producing the Past (Same as Asian Studies 345 and History 392)*

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

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

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

Hour: 11:00-12:15 MWF

VALIANI

Anthropology and Sociology, Arabic, Art

SOC 368 Technology and Modern Society (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/soc/soc368.html)

NOLAN

SOC 387 (formerly ANSO 387) Propaganda (Not offered 2007-2008)

(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 402 for full description.)

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

ARABIC

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

This is a year-long course in which students will learn to read, write and converse in Arabic while becoming familiar with the basic grammar of Modern Standard Arabic. Students will also be exposed to the Egyptian variety of colloquial Arabic. This is a communicative-oriented course which revolves around the daily practice of vocabulary, conversation and different grammatical structures in class. You will be expected to speak Modern Standard Arabic in class from an early stage. Students will also be expected to take advantage of the technological resources available for the study of Arabic on the internet, as well as the technological aids available as part of our textbooks for this course, *Alif Baa* and *Al-Kitaab fii Ta'allum al-'Arabiyya* from Georgetown University Press. Format: lectures, five hours a week. Evaluation is based on tests, daily homework, and active class participation. No prerequisites. *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 and NAAMAN

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. 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

NAAMAN

ARAB 104(S) Intermediate Arabic II*

As a continuation of ARAB 103, this course will expose students to more of the essential grammar of Modern Standard Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be *Al-Kitaab fii Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. Class will be conducted in Arabic. Evaluation is based on quizzes, tests, homework and active class participation.

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

Hour: 10:00-10:50 MWF

VARGAS

ART (Div. I)

Chair, Professor ZIRKA FILIPCZAK

Professors: EPPING***, FILIPCZAK, GLIER*, GOTLIEB, HAXTHAUSEN**, HEDREEN*, JANG, E. J. JOHNSON, LALEIAN, LEVIN, M. LEWIS, MCGOWAN*, OCKMAN*, PODMORE, TAKENAGA. Associate Professors: ALI***, L. JOHNSON, LOW. Assistant Professors: CHAVOYA, SOLUM. Visiting Clark Professors: LAWAL, OKEKE-AGULU. Visiting Assistant Professor: JACKSON§§, THOMPSON. Senior Lecturers: H. EDWARDS, E. GRUDIN. Lecturers: B. BENEDICT§§, CORRIN§§, D. JOHNSON, MCCALLUM§, SATTERTHWAITE, STOMBERG§§. Lecturers in the Graduate Program in the History of Art: CONFORTI, GANZ, HOLLY, LEDBURY, SIMPSON. Visiting Lecturers: CHAN, ERICKSON§§, RAJA. Arthur Levitt Artist in Residence: YBARRA§§.

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

ArH 101-102 Aspects of Western Art

Art

One of the following courses in Studio Art to be taken by the end of the junior year: ArtS 100, 101, 102, 109

ArtH 301 Methods of Art History (*ArtH 448 may be taken to satisfy this requirement.*)

One 400-level Seminar or Graduate Course

Parallel courses

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

- 1) a period of 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, ArtH 301 or ArtH 448 during their junior year. If the student is studying abroad for the entire junior year, this requirement may be filled in the senior year (see *STUDY ABROAD* policy of the Art Department for more information.)

Art Studio Route

Sequence courses

ArtS 100 Drawing I

ArtS 230 Drawing II

ArtH 101-102 Aspects of Western Art

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

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

ArtS 319 Junior Seminar

Any two of the 300-level ArtS courses

or

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

History and Practice Route

Sequence courses

ArtH 101-102 Aspects of Western Art

ArtS 100 Drawing I

One 200-level ArtS course

ArtH 301 Methods of Art History, 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.

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:

For students in the graduating class of 2008:

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 ar-

Art

rangements. 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 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.

For students graduating 2009 and later:

Art History

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. To be admitted to the seminar, students must have completed ArtH 301 in their Junior year. To enter the class, students must either be nominated by a faculty member, or apply independently to the Department Honors Committee for admission. Students who have been nominated, as well as students who wish to apply for admission to the Honors Seminar, must submit an original research paper that was completed in a prior art history class. The paper must be properly formatted and include illustrations, a bibliography, and an abstract of not more than 250 words. These documents are to be turned in to the Department Secretary no later than the end of the exam period of the Fall semester. The department Honors Committee will invite students (no more than 10) to enroll in the Honors Seminar based on the quality of the original research, the student's GPA within the major, and the willingness and availability of appropriate faculty advisors. Notification of admission to the seminar will be sent to students by early January. Since enrollment is by invitation only, students should pre-register for four classes and, if invited, drop one of them and add the Honors Seminar during drop-add period. The Honors Seminar is to be taken in addition to the required courses for the major. Once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Art Studio:

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

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

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

History and Practice:

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

STUDY ABROAD

Although the Art Department encourages students to travel and study abroad, we feel that it is very important for students to begin their major with a required seminar in their Junior year. The Junior seminars, ArtH 301, ArtH 448, and ArtS 319, prepare students for independent research and/or independent artistic production which is the focus of the senior year.

- a. 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.
- b. History and Practice students must include their Study Abroad plans in their application to the major and discuss them with their advisor.
- c. 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 (paint-

ing, 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(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha*

This course introduces to students some of the major monuments of Asian art with an emphasis on the art of India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. Visual analyses and thematic discussions will bear upon the interconnectedness among these three cultures, and their respective interactions with the West. This course also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.

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

No prerequisites. *Enrollment limit: 40. Highly recommended for first-year students.*

Satisfies the pre-1800 and non-Western requirements.

Hour: 9:55-11:10 TR

JANG

ARTH 106(F) Picturing God in the Middle Ages: An Introduction

How did Christians come to depict God? How did they visualize the deity described in the Bible as well as such theological subtleties as the Incarnation and the Trinity? And what purposes did pictures of God serve, both in public and private life? Paying particular attention to the function of works of art, this freshman seminar will examine the evolution, over more than one thousand years, of medieval Christian images of God, and the problems these images often generated. Among other topics, the course will investigate: the impact of the Roman cult of the emperor and of images of the dead on the earliest portraits of Christ; the rise of the icon and its consequences; the influence of theological debates about the nature of spiritual versus physical vision on the making and viewing of images; the relationship of sacred images to relics, the Eucharist, and other aspects of Christian ritual; and the pictorial exploration of both the torture and sexuality of Christ.

Format: first-year seminar. Requirements: Evaluation will be based on a number of short papers, quizzes, oral presentations, and class participation.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference to first years.*

This course satisfies the pre-1400 and pre-1800 requirements. This course does NOT satisfy the seminar requirement for the major.

Hour: 1:10-3:50 W

LOW

ARTH 110(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. This course does NOT satisfy the seminar requirement for the major.

Hour: 1:10-3:50 M

SOLUM

ARTH 200(F) Modern and Contemporary African Art (Same as Africana Studies 201)*

This course maps out the range of work by artists from African countries from the colonial period to the era of post-independence. It follows developments in modern art from Egypt to Senegal, from Nigeria to South Africa, from Ethiopia to Morocco, outlining how artists used art as a means of expressing their political ideas, or asserting nationalistic ideologies especially during the era of decolonization. Beyond the era of independence, the course examines the various ways African artists responded to political and economic crises that engulfed many African countries in the 1970s and 1980s. At this time also, the work of African artists became increasingly visible in the art world courtesy of mega-shows in Europe and the United States. The course looks at how this happened. The final part of the course deals with the work of African artists, some of who have become well known, even, controversial art world stars; it also considers the difficult terrain of culture and identity in the era of

Art

Globalization. The course seeks to familiarize students with modern and contemporary art from Africa by studying forms, ideas, and subject matter that have preoccupied African artists over the past half-century. It is also interested in the exhibitionary and critical practices that have helped set these artists on the global stage, as well as theoretical structures that might help our understanding of these phenomena. These inquiries will be set against the background of political, economic, social and intellectual formations that have directly or indirectly determined form, concept, and ideology in the work of post-WWII African artists.

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

No prerequisites. *Enrollment limit: 20 (expected: 17). Preference given to art majors and African Studies concentrators.*

Hour: 8:30-9:45 TR

OKEKE-AGULU

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 class members 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

SATTERTHWAITE

ARTH 203 Chicana/o Film and Video (Same as Latina/o Studies 203) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LATS 203 for full description.)

CHAVOYA

ARTH 205(S) Picturing Race: From Early Modern Europe to Now (Same as Africana Studies 205)*

This historically wide-ranging course surveys visual representations of race in three different periods—early modern Europe, the 19th-20th centuries, and the contemporary—in order to ask questions about how art establishes conventions for racial imagery and about how art may challenge and revise these conventions. The course begins with the black servant motif in Renaissance portraits of white patrons by, for example, Anthony van Dyck, both to identify standard visual elements in the repertoire of poses for black attendants and, equally, to note departures from the norm. The second section considers Winslow Homer's Caribbean paintings (with subsequent transformations in the subject by Romare Bearden and Derek Walcott), as well as works by African-American artists such as Henry O. Tanner and Jacob Lawrence. The course concludes with discussion of Glenn Ligon, Fred Wilson, Kara Walker, and other contemporary artists who engage in re-visionary explorations of identity. Throughout, analysis of race includes "whiteness" as a racial category. Time will be spent at the Williams College Museum of Art viewing works from the collection.

Format: lecture and discussion. Evaluation based on participation in class discussions; midterm; final; short paper.

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

Hour: 8:30-9:45 TR

ERICKSON

ARTH 206(S) The Ancient Roman City (Same as Classics 215)

This course introduces the topography and monuments of the city of Rome from its Iron Age foundations in the eighth century B.C.E. through the time of Constantine in the early fourth century C.E. The growth of Rome as a major urban center in the Mediterranean and ultimately the capital of a vast empire will be explored in relation to the daily lives of its inhabitants. Other cities in Italy, including Ostia and Pompeii, and in the provinces will also be investigated as case studies of Roman urbanism. A critical theme of the course is the role of archaeology in revealing the ancient Roman city and transforming our understanding of its political, social, economic, and religious identity.

Format: lecture. Requirements: mid-term and final examinations; 10-page research paper.

No prerequisites. *Enrollment limit: 20 (expected: 15). This course satisfies the pre-1400 and pre-1800 requirements.*

Hour: 11:00-12:15 MW

THOMPSON

ARTH 211(F) Roman Art (Same as Classics 211)

This course focuses on the artistic traditions of the Romans from the Republic to the age of Constantine. Architecture, sculpted portraits, and reliefs, wall paintings, mosaics, gems, and coins will be examined in their historical and social contexts. Topics include the relationship between art and politics; patronage; gender; and the development of the city of Rome from a humble village on the Palatine Hill to a thriving metropolis and grand imperial capital. The history of archaeology in Italy and its impact on our present-day understanding of the Roman world will be studied as well.

Format: lecture. Requirements: 2 one-hour exams; final exam; 5- to 7-page paper.

No prerequisites. *Enrollment limit: 20 (expected:15). Preference given to Art majors. This course satisfies the Pre-1800 and Pre-1400 requirements.*
 Hour: 11:00-12:15 MW

THOMPSON

ARTH 212(F) Distant Encounters: East Meets West in the Art of the European Middle Ages

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

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

No prerequisite, but previous coursework in medieval art helpful (ARTH 101-102, 223, or 224). *Enrollment limit: 25 (expected: 20).*

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 2:35-3:50 MR

LOW

ARTH 213(S) North-American Dwellings (Same as Environmental Studies 211)

A study of the historical and spatial evolution of North-American housing which concentrates upon those single- or multi-family dwelling types which exhibit diachronic or geographical pervasiveness, such as the farm-house, rowhouse, apartment house, tract house and mobile home. These dwelling places are seen in a context of life and family cycles, of initial builders and successive occupants, of neighborhood and community formation or change, of building materials and technologies, of architectural and socio-economic styles, as well as of American work patterns and daily-rounds. There will be emphasis throughout the course on the visual impress of this residential “fabric.” The lab section is to be used for occasional site visits.

Requirements: four essay installments on a pervasive element throughout American homes; a class presentation; participation in classes and weekly afternoon field sessions.

Open to sophomores. *Enrollment limit: 15 (expected: 15).*

Hour: TBA

SATTERTHWAITE

ARTH 214(S) Arts of Africa (Same as Africana Studies 214)*

A comprehensive introduction to the visual and performing arts of sub-Saharan Africa from prehistoric times to the present. Special emphasis will be placed on rock art, painting, sculpture, architecture, pottery, masking and body adornment, as well as the various ways in which their forms, styles, functions and meanings have been shaped by environmental, cultural and historical forces. Because it focuses on art in context, while, at the same time, acquainting students with different methodological approaches, the course will benefit Art History students as well as others whose disciplines require them to make informed cross-cultural analyses or comparisons. The ultimate goal is to equip students with the skills necessary for interpreting visual forms, in general, and for exploring the cultural ramifications of African art, in particular.

Format: lecture. Requirements: the course is open to all students; no background in African art is needed. Although it is essentially a lecture course, some time will be set aside for questions and answers or class discussions based on the lectures or assigned readings. Active participation in class discussions is required. Two short tests and a final exam will be given. In addition, students will submit a short term paper of approximately 10-12 pages in length on a topic relevant to the course. Graduate students will submit a longer paper of approximately 20-25 pages.

No prerequisites. *Enrollment limit: 25 (expected :18). Preference given to first-years and art majors with permission of instructor. This is an undergraduate course, though interested graduate students can register with permission of instructor.*

Hour: TBA

LAWAL

ARTH 215(S) The Aesthetics and Culture of North American Woodlands (Same as Environmental Studies 216) (W)

Constituting half of the continent's land area, woodlands have contributed distinctive natural settings, cultural artifacts, and aesthetic influences to wildland habitué commencing with Amerindians: naval stores, whether masts or turpentine; the White Pine Act of 1722; company towns such as Scotia, California; twig furniture; Okefenokee swamp “hollers;” signature foreground gnarled trees in paintings of the Hudson River School; the Canadian Group of Seven landscapes from Algonquin Provincial Park; Emily Carr's both exuberant and somber evocations of British Columbian rainforests. This course will attempt to unravel the history of the man/forest equation, drawing upon the magisterial scholarship of the Oxford human geographer Michael Williams in *Americans and Their Forests*, which claims the forest to be “the most important, and certainly the most visually dominant, vegetation on the continent.” Attention also to be given to the development and types of woodland literature. This course will attempt to discern the aesthetic differences between regional forest types, whether they be the pinon-juniper “woodlands” of the Southwest, the Great Lakes pineries, the cypress bayous of Louisiana, or our own (Williamstown) Middle Atlantic oak-hickory/ Northern hardwoods zonation. Some consideration will be given to species tree species and their respective architectures and to the development of knowledge and appreciation of these species, beginning with George Emerson's 1846 legislative assignment, *A Report on the Trees and Shrubs Growing Naturally in the Forests of Massachusetts*. Such legislative ripples as Shade Tree Commissions and wilderness preservation will also be studied, especially as these facets are seen and understood

Art

both as cultural artifacts and as visual ensembles. Format: discussion. Evaluation based on essays, class participation including presentation and peer review. Bi-weekly field sessions. One obligatory all-day field session. No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to those who have taken Arth 201, American landscape history. Field session fee, for transport: estimated \$50.*
Hour: TBA

SATTERTHWAITE

ARTH 217 Controversial Art (Same as Philosophy 238) (Not offered 2007-2008; to be offered 2008-2009)

(See under PHIL 238 for full description.)

ARTH 218(S) The Romantic Revolution: Art in Europe, 1791-1848

Major developments in European art from Neoclassicism in the late-eighteenth century to the ascendancy of Realism in the mid-nineteenth century. Emphasis on French, British, and German art in its cultural and aesthetic context, including David, Goya, Delacroix, Turner, Caspar David Friedrich, and Courbet, as well as lesser known figures associated with Romanticism and its aftermath.

Format: lecture. Requirements: midterm; one 7-page paper; final examination.

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

Hour: 2:35-3:50 MR

GOTLIEB

ARTH 220(F) The Mosque*

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

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

No prerequisites. *Enrollment limit: 40.*

Satisfies the non-western and pre-1800 requirements.

Hour: 1:10-2:25 TF

H. EDWARDS

ARTH 224(S) Romanesque and Gothic Art and Architecture: The Medieval Church in Context

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

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

No prerequisites. *Enrollment limit: 30.*

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 2:35-3:50 MR

LOW

ARTH 232 The Visual Culture of Renaissance Rome (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth232.html)

SOLUM

ARTH 241 Dutch Art of the 1600s: Hals to Vermeer (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth241.html)

ARTH 253 Art in the Age of the Revolution, 1760-1860 (Same as Women's and Gender Studies 253) (Not offered 2007-2008; to be offered 2008-2009)

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

OCKMAN

ARTH 254 Manet to Matisse (Same as Women's and Gender Studies 254) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth254.html)

OCKMAN

ARTH 257 Architecture 1700-1900 (Not offered 2007-2008)

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

M. LEWIS

ARTH 258(S) Latina/o Installation and Site-Specific Art (Same as Latina/o Studies 258)*

(See under LATS 258 for full description.)

ARTH 263(S) European Painting and Sculpture, 1900-1945

A survey of the major artists and tendencies, including Fauvism, Expressionism, Cubism, Futurism, Dada, Surrealism, the Bauhaus, and the Russian avant-garde. Lectures will focus on selected artists, with others to be

Art

covered through readings. Issues will include theoretical rationales for abstraction, varieties of avant-gardism, and relations between art, criticism and the art market.

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

Prerequisites: Arth 101-102.

Hour: 11:00-12:15 MW

HAXTHAUSEN

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

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

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

Prerequisites: Arth 101-102 or permission of instructor.

Hour: 11:20-12:35 TR

M. LEWIS

ARTH 265(F) Pop Art (W)

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, “superstars” and a variety of other accessible and commonplace objects inspired the subject matter, form and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

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

Prerequisites: Arth 101-102. *Enrollment limit: 19.*

Hour: 1:10-2:25 MR

CHAVOYA

ARTH 270(S) Japanese Art and Culture (Same as Japanese 270)*

This course examines Japanese art from its prehistoric beginnings through Japan’s pre-modern period (the 19th c.) in light of the sociopolitical, ideological, and economic underpinnings that shaped it. Special attention will be paid to the interactions between Japan and her neighboring countries, as well as the West. We will study painting, sculpture, architecture, woodblock prints, and other decorative arts both chronologically and thematically.

Format: lecture. Evaluation will be based on four quizzes, three short essays, and class attendance.

No prerequisites. *Enrollment limit: 35.*

Satisfies the pre-1400, pre-1800 and non-Western requirements.

Hour: 9:55-11:10 TR

JANG

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

This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy, one of the highest art forms in China practiced by the literati. It also investigates the social and political functions of Chinese calligraphy in ancient and contemporary China. Studio practices allow students to apply theories to creating artworks.

Format: lecture and technical instructions/practices. Evaluation will be based on weekly practice assignments, a midterm, 1 reading report, a group oral presentation and discussion, class attendance, and a final artistic or scholarly project.

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

No prerequisites. No prior artistic experience or Chinese language skills necessary. *Enrollment limit: 12. Students MUST communicate via email with the instructor for permission before registering for this course.*

Satisfies the non-Western requirement.

Hour: 9:00-11:50 W

JANG

ARTH 278 The Golden Road to Samarkand (Not offered 2007-2008)*

(www.williams.edu/Registrar/catalog/depts/arth/arth278.html)

H. EDWARDS

ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)

Currently Rembrandt ranks as the best known but also the most controversial Dutch artist of the 17th century. Dispute surrounds his character as well as the quantity, quality, and significance of his art. At each meeting we will focus on a specific painting, print, or drawing by Rembrandt or on an issue concerning him and his work in order to compare the strengths and weaknesses of the various approaches. The semester will begin and end with a group meeting of everyone taking the tutorial.

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

Preference to non-majors.

Hour: 1:10-3:50 R

FILIPCZAK

ARTH 301(F,S) Methods of Art History

This course on art-historical method is designed to offer art history majors a historiographic overview of the discipline of art history, with a focus on developments of the present century. The course will survey the most influential concepts of the discipline, the evolving tasks it has set itself, and the methods it has adopted for executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art, particularly texts about methods for a historical study of art. Topics include: concepts of the discipline; style and periodization; iconography, semiotics, and deconstruction; the social functions of images and the social history of art; gender and sexuality; and art history as representation.

Art

Format: lecture/discussion. Requirements: six short papers, one presentation, and class participation.
Prerequisites: Arth 101-102. Arth 448 may be substituted for Arth 301 toward the major requirements. *Limited to Art History majors and required of them.*

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

First Semester THOMPSON
Second Semester HAXTHAUSEN

ARTH 302(S) When Art Needs Room to Breathe: Public Art Beyond the White Cube

This course will consider the history, controversies, and evolving aesthetic approaches to publicly sited art from Richard Serra's *Tilted Arc*, removed from its downtown NYC site by court order, to Christo and Jeanne-Claude's *Gates for Central Park*, to Mark Dion's *Seattle Vivarium*, a 60-foot nurse log housed in a monumental urban greenhouse created in collaboration with, amongst others, scientists, ecologists, and botanical illustrators, and Rick Lowe's community-based *Project Rowhouse* in Houston. Through lectures and guided readings, it will provide an overview of landmark projects including "plonk" art in corporate plazas, site-specific commissions, and new-genre public works as the foundation for student discussions and interactions with artists, curators, and representatives from architecture, government, and non-profit public art commissioning organizations. The course will also include a practicum in which students work together in teams to research, create/curate, and problem-solve actual public art projects unfolding in the Berkshires and beyond. The instructor is the Director of the Williams College Museum of Art. She is chairing a campus committee on public art at Williams, and is the former artistic lead of the new Olympic Sculpture Park on the Seattle waterfront.

Format: seminar, discussion based on topics connected to required readings, practicum. Final grades determined by presentation of this project and completion of associated essays synthesizing this collaborative work, critical participation in discussions and review of the practicum projects of other students, and one written exam.

Prerequisites: any 100-level ArtS or Arth, and any 200-level course in ArtS, Arth, Theatre, Sociology, Environmental Studies, History, Psychology, Women and Gender Studies, or permission of the instructor. *Enrollment limit: 12 (expected: 8)*. Preference will be given to undergraduate majors in studio art or art history/graduate students art history.

Hour: 1:10-3:50 T

CORRIN

ARTH 307(F) The Human Face in the Modern Imagination (Same as Comparative Literature 356, English 346 and INTR 346) (W)

(See under ENGL 346 for full description.)

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.

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

Hour: 1:10-3:50 R

SOLUM

ARTH 376(S) Zen and Zen Art*

This undergraduate seminar emphasizes writing, critical reasoning, and analytical skills. It explores a variety of art forms (painting, sculpture, architecture, ceramics, tea ceremony, and gardens) as expressions or visualizations of the ideals and doctrines of Zen Buddhism in the context of Chinese and Japanese cultures.

Format: lecture/discussion. Evaluation will be based on one quiz on terminology; five to six short essays; two oral reports; contribution to discussion; class attendance.

No prerequisites. *Enrollment limit: 12.*

Satisfies the pre-1800 and non-Western requirements.

Does not satisfy the seminar requirement for the art history major.

Hour: 9:00-11:50 W

JANG

SEMINARS

ARTH 402 Monument/Antimonument: The Art of Memorial (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/arth/arth402.html)

MCGOWAN

ARTH 405(F) Seminar in Architectural Criticism (W)

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent,

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

Format: seminar. Requirements: Students will write and revise six papers (5-7 pages) during the semester. Prerequisites: Arth 101-102 and consent of instructor. *Enrollment limit: 11 (expected: 11). Preference given to junior Art History majors. This course may be taken in lieu of Arth 301.*
Hour: 1:10-3:50 T

M. LEWIS

ARTH 407(S) Etruscan Art and Archaeology (Same as Classics 407)

This seminar explores the art forms and material culture of the Etruscans from their roots in Iron Age Italy through their conquest and assimilation by the Romans in the early first century B.C.E. Topics include the problem of Etruscan origins; contact with other Mediterranean cultures, including the Greek colonies of southern Italy; urban development; funerary architecture and wall painting; sculptural traditions in bronze and terracotta; Rome as an Etruscan city; and the post-antique legacy of the Etruscans in Western art.

Format: seminar. Requirements: two oral reports based on readings; seminar presentation; 20-page research paper.

Prerequisites: Arth 101-102 or permission of the instructor. *Enrollment limit: 12 (expected: 10). Preference given to Art majors. This course satisfies the pre-1400, pre-1800 and seminar requirements.*

Hour: 1:10-3:50 F

THOMPSON

ARTH 408(S) (formerly 269) Contemporary Performance Art History: Space, Time, Action (W)

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

Format: seminar. Requirements: two short papers, one research paper and presentation.

Prerequisites: Arth 101-102. *Enrollment limit: 15 (expected: 15). Preference given to Senior majors then Junior majors.*

Hour: 1:10-3:50 W

CHAVOYA

ARTH 422(S) Making the Stones Speak: The Emergence and Development Of the Romanesque Sculpted Portal

Beginning around the year 1000, European Christendom experienced a great ecclesiastical building boom. According to a contemporary chronicler, "it was as if the whole earth, having cast off the old by shaking itself, were clothing itself everywhere in the white robe of the church." During the course of the eleventh century, the designers of these structures fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. This seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its greatest manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and physical contexts. What role did this imagery play in structuring the medieval visitor's overall experience of the church? And what did it mean to have this imagery carved into the very fabric of "God's temple?"

Format: seminar. Requirements: class discussion, class presentation, 15- to 20-page research paper.

Prerequisites: Arth 101-102. *Enrollment limit: 10. Preference given to Art majors.*

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 1:10-3:50 W

LOW

ARTH 432 Domestic Visual Culture in Renaissance Florence (Same as Women's and Gender Studies 432) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth432.html)

SOLUM

ARTH 448 Art about Art: 1400-2000 (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/arth/arth448.html)

FILIPCZAK

ARTH 451 Ideal Bodies: The Modern Nude and Its Dilemmas (Same as Women's and Gender Studies 451) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth451.html)

OCKMAN

ARTH 462 Art of California: "Sunshine or Noir" (Same as American Studies 462 and Latina/o Studies 462) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth462.html)

CHAVOYA

ARTH 463 The Holocaust Visualized (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arth/arth463.html)

E. GRUDIN

Art

ARTH 470(S) American Orientalism, Then and Now*

"Orientalism," according to Edward Said, refers to asymmetrical relationships between "East" and "West" by which the latter represents and controls the former. This course is about the visual manifestations of those dynamics as they exist between the United States and the Islamic world during the period from 1870 to the present; during this period, America emerged on the world stage, consumer culture coalesced and the mechanical reproduction of images became a formative force in American visuality. With reference to painting, photography, film, advertising and fashion, we will explore the American Orientalism as it changes over time in response to social and political circumstance.

Students will be working with two exhibitions at WCMA and will be expected to produce a major term project.

Prerequisites: Arth 101-102. *Enrollment limit: 12.*

Satisfies the non-Western requirement.

Hour: 1:10-3:50 T

H. EDWARDS

ARTH 472 Forbidden Images? (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/arth/arth472.html)

H. EDWARDS

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(F) Drawing I

This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.

Format: studio. Evaluation will be based primarily on the quality and quantity of work produced as well as some attention to the student's progress. *Lab fee.*

No prerequisites. *Enrollment limit: 20 (expected: 20).* This course cannot be taken on a pass/fail basis.

Hour: 1:10-3:50 M, 1:10-3:50 T

ALI

ARTS 100(F,S) Drawing I

The purpose of this course in beginning is to advance your understanding of fundamental aspects of the language of visual communication and expression. Through the development of greater visual acuity, an examination of the structure of the two dimensional image, and the study of appropriate working methods, you will work to give coherent visual form to your own observations, and will develop an enhanced ability to understand the images created by others. The development of appropriate technical skills, strengthening of observational skills, and a basic understanding of the interrelationship between form and content in drawing are the key aims of this course. Format: studio. Evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress.

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

This course cannot be taken on a pass/fail basis.

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

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

First Semester: LEVIN

Second Semester: LEVIN

ARTS 100(F,S) Drawing I

This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. Each class session introduces you to a specific drawing technique, concept or media. The homework assignments involve practicing the skills presented in class while encouraging personal expression by incorporating your own ideas into the art work. This course also promotes the understanding of artists and their work. It requires that you attend at least one Visiting Artist slide presentation to gain a deeper knowledge of artist's aspirations and practices. To allow for more practice with working directly from life, you are also required to attend at least two evening life drawing sessions.

Format: studio. Evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress.

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

Hour: 9:00-11:50 W

9:00-11:50 W

First Semester: PODMORE

Second Semester: PODMORE

ARTS 100(S) Drawing I

An introduction to the fundamentals of the drawing process. Using a variety of materials and techniques, students will learn to articulate the relationships between line, form, space and composition. We will work primarily from observation and in both class work and assigned projects, emphasis will be placed on developing a basic visual vocabulary.

Format: studio. Evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress.

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

Hour: TBA

RAJA

ARTS 101(F) Artists Respond to Contemporary Events (Same as American Studies 101)

This introductory video production course focuses on how contemporary artists engage their historical moment. We will look ways in which the moving image can be used to reckon with the force that historical events have on

us, and the ways in which we might hope to have force on historical events. Examples will include works made in Hollywood and for broadcast television, as well as work by artists and activists. Our focus will be on work related to U.S. events in the present and the recent past.

Films and videos studied may include works by: S.R. Sidarth, Julia Meltzer and David Thorne, Oliver Stone, Omar Fest, Michael Winterbottom, Sharon Hayes, Jayce Salloum and Elia Sulieman, Gus Van Sant, Marco Loera, Spike Lee, WITNESS, Common Ground Collective, TVTV, ACT UP, Paul Chan, Kelly Anderson and Tami Gold, the Yes Men, and many others. Reading a newspaper or online news source will also be required. Format: studio. Students will produce three short videos, and will learn substantial techniques related to shooting and editing in experimental, fictional, and documentary forms.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first- and second-year students.*

Hour: 1:10-3:50 W, 9:55-12:35 T

L. JOHNSON

ARTS 102(F) Watercolor

Watercolor (wash and gouache) offers the beginning imagist an opportunity to combine the immediacy of drawing with the palette of painting. As a technical medium, its adaptable properties and portability had historically relegated it (unfortunately!) to the amateur landscape or portrait. It has shed much of that during the past one hundred years as the process has become associated with the works of Homer, Marin, Hopper, Demuth, and O'Keefe. In the 1970's it furthered its popularity in contemporary imagery as a material and process that promised a rich selection from the cartoon, the elaborate layering of expressionism, or the detail of the hyper-real. Our work in this studio will examine the means by which each individual can experience this range of technical and experiential qualities.

Format: This studio course will meet each of the two days scheduled and for the complete duration of the class period. There will be some classes combined with slide lectures, some classes where we might visit collections, and most classes where we will be working for the entire period on the works in process. Evaluation is based on evidence of each student's progress in a collection of work made in class and as outside assignments. You will present your portfolio for evaluation three times during the course. My evaluations will consider each completed assignment's fulfillment of the problems' objectives, the technical execution of the work (craftsmanship), conceptual and physical investment of time, and participation in critiques and attendance.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to first-years with permission of instructor. Lab fee 100-150.*

Hour: 9:55-12:35 TR

EPPING

ARTS 107(F) Strategy, Interaction, and Design in Board and Video Games (Same as Computer Science 107)

(See under CSCI 107 for full description.)

ARTS 109(S) Sculpture/New Genre: Junk in Your Trunk

This course is focused on exploring and interpreting two classic artistic themes: portraiture and landscape. Students will explore the idea that everyday objects and stories can become the materials and subjects from which art is made. Students will be asked to complete projects such as \$1-store sculptures, with a maximum budget of \$10 to produce a portrait of someone famous. Stories and interviews of people will also be collected by students to use as subjects for mapping landscapes. The course proposes that art can be made—and is made—anywhere from anything. Lab fee: \$100.

Format: studio. Requirements: weekly studio assignments; active class participation.

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

Hour: TBA

YBARRA

ARTS 200(F) Costume Design (Same as Theatre 305)

(See under THEA 305 for full description.)

ARTS 201(S) Video Art Performance

This course will examine video as a component in performance and live-based artworks. Screenings, readings, and discussions will focus on seminal and contemporary works dating from the 1960's to the present that demonstrate the ongoing relationship between performance and video. This would be a hands-on course designed towards developing technical proficiency in the medium, including shooting and editing, and image and sound relationships. From there, students will work individually and collaboratively on projects. We will focus on video as reflexive medium for documenting the live act or creating alternative or imaginary selves. Themes and strategies that we will cover include documenting live action using the body, experimental narrative, and time and duration as an experience of place or space. Lab fee.

Format: studio. Requirements: four project-based assignments.

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

Hour:

CHAN

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. 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. Evaluation will be based on attendance, class participation, quality of the final proj-

Art

ect and a journal that documents the project research and process. The class will visit artist studios and performances as part of research.

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 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(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: 1:10-3:50 M

TAKENAGA

ARTS 241(F) Painting

In this course, we will begin to explore the options that painting with oils has to offer. The class will be focused on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also begin to consider issues of content and representation by looking at a diverse range of paintings, both in the museums that we have on campus as well as in regular slide presentations.

Evaluation will be based on fulfillment of assignment objectives, technical execution/craftsmanship, conceptual and physical investment of time, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 15.*

Hour: 8:30-11:10 T

ALI

ARTS 242(S) Body of Knowledge (Same as Theatre 242)

(See under THEA 242 for full description.)

ARTS 255(F) Photographic Time and Space

An introduction to the practice of photography with an emphasis on the vision that is unique to the camera: the particular manner in which three-dimensional reality is rendered on the two dimensional, light-sensitive plane.

The course will concentrate on the study and creation of imagery which is dependent on the specificity of photographic vision. Students will receive instruction on the workings both film and digital cameras (provided by the department), development of black and white film, digital color and basic printing techniques. Students will be asked to respond to a series of assignments. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

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

Prerequisites: ArtS 100. *Enrollment limit: 12. Preference given to Art majors and to those non-majors who have been bumped from ArtS 255, 256 in the past.*

Hour: 10:00-11:50 MW

LALEIAN

ARTS 256(S) 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: 10:00-11:50 MW

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: 9:55-12:35 T

TAKENAGA

ARTS 264 Printmaking: Lithography (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arts/arts264.html)

TAKENAGA

ARTS 266(F) Low Tech Printmaking

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

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

Hour: 9:55-12:35 T

TAKENAGA

ARTS 275(F) Sculpture: Cardboard and Wood Plus

This course is an introduction to the media and processes of sculpture. The focus will be on the interplay of form, concept, and material. A variety of materials will be explored, particularly cardboard and wood. There will be an emphasis on learning the techniques and processes of woodworking as they relate to sculpture. This course is based on a series of sculpture projects which will have you investigating both the formal and the conceptual aspects involved in creating personal statements in a visual format. A substantial amount of time outside of class is necessary to complete these projects.

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

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

Hour: 1:10-3:50 R

PODMORE

ARTS 276(S) Sculpture: Metal and Plaster Plus

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

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

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

Hour: 1:10-3:50 W

PODMORE

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: 1:10-3:50 T

L. JOHNSON

ARTS 300T Narrative Spaces (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arts/arts300.html)

JACKSON

ARTS 301(S) History Herstory Mystory Yourstory Ourstory

This course will allow students of different disciplines to examine the nature of story telling. We will approach story telling from several angles including folklore, tabloid interviews, documentaries, and books. Projects will include making a documentary using drawing, painting, interviews, vlogs, and/or sound.

Format: studio. Requirements: weekly studio assignments.

Prerequisites: experience in art, creative writing, or theater. Preference given to majors in Art, English, Theater or Music. *Enrollment limit: 12 (expected: 12).*

Hour: 9:00-12:15 F

YBARRA

ARTS 310T Appearance/Disappearance (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arts/arts310.html)

EPPING

Art

ARTS 317T The Miniature (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arts/arts317.html)

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.

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 W

EPPING

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 The BIG Picture (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/arts/arts350.html)

LALEIAN

ARTS 364T(F) Artists' Books

This course will investigate the processes and ideas associated with the making of artists' books, works that are fine art objects primarily using visual images and/or text. For example, individual projects could include literary text/visual image combinations, visual diaries, three-dimensional pop-up books, solely visual narratives, autobiographies, animated "flip" books, or sculptural books. Limited-editioned as well as one-of-a-kind work will be encouraged. Media options include etching, lithography, relief printing, hand painting, drawing, some photo processes and bookbinding techniques (from boxes to hard binding). As a tutorial, this course is designed to meet individual needs, stress student participation and responsibility for learning, and to examine differing points of view. Students will meet in groups of two for discussion and critique of individual projects in the tutorial format: i.e., students are expected to give a half-hour presentation weekly regarding their projects and selected readings, and to respond to criticism and questions by the peer student and the instructor. Students will also meet once a week as a group for demonstrations, slide presentations, meetings with visiting artists, and discussion of readings.

Evaluation will be based on student participation and conceptual and technical quality of the work. There will be one required field trip during the semester. Lab fee.

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

Hour: 1:10-3:50 M and 10:00-10:50 W

TAKENAGA

ARTS 380T Between Art and Cinema (Not offered 2007-2008; to be offered 2008-2009)

(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 R

JACKSON

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 Museums: History and Practice (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/arth/arth501.html)

CONFORTI

ARTH 503(S) Studies in Decorative Arts, Material Culture, Design History, 1700-2000

The course will explore the methods, goals, and theoretical framework in which three-dimensional, functional objects have been and are interpreted. Class discussion will include distinction between "fine arts," "decorative arts," and "design"; role and limitation of connoisseurship; the current relationship of object study to aesthetics, social history, history of technology, anthropology, sociology, gender and ethnic studies; the effect of the market on history and scholarship; and current theories on the role of objects in human life.

Requirements: students will be responsible for leading class discussions of selected readings, one 20-page paper, two 3-page papers and an oral presentation on the main research topic. *Enrollment limit: 10.*

Hour: 2:30-5:10 T

CONFORTI

ARTH 504(F) Methods of Art History and Criticism

This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this disciplinary tradition has been challenged by recent critical theory. It will begin its study with the "founders" of the field and end with issues and problems that generated the "new art history" twenty years ago and "visual studies" in the last decade. Topics to be covered include: style, iconography/iconology, semiotics, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, feminism, Marxism, and gender studies. Resident Clark Fellows will occasionally talk to us on perspectives of their choice. 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(F) The Print: History, Theory, and Practice

Centered around the Clark Art Institute's print collection, this seminar will introduce its participants to the study of European prints with an emphasis on woodcut, engraving, and etching during the 15th-17th centuries. We will review the various methods of printmaking as well as the primary elements of print connoisseurship. Through a series of close readings of historical texts, we will explore aspects of artistic practice, theory, and collecting.

Requirements: each participant will lead discussions of several reading assignments, in addition to a final presentation and term paper. *Enrollment limit: 11. Preference given to second-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 R

GANZ

ARTH 507(F) Rhetorics of the Sublime

This course explores the history, theory, and rhetoric of the sublime in the visual arts from the eighteenth century into the present. Its focus is more topical than historical, with special attention to the role of the sublime in art theory and criticism, to the dynamics and psychology of artistic experience, and to sublime features of artistic conduct and biography.

Format: seminar. Readings will be drawn from historical texts and recent theory and art history.

Enrollment limit: 10. Preference will be given to graduate students and then to senior majors.

Hour: 1:10-3:50 R

GOTLIEB

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. 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. 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

TBA

ARTH 533(F) Michelangelo: Biography, Mythology, and the History of Art

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

Art

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 in this course will become well-acquainted with the life and work of Michelangelo through the examination of primary and secondary sources, giving critical attention to the intersection of the artist's biography and personality with his artistic production. We will examine the nature and reliability of the evidence used to reconstruct Michelangelo the person, as well as the grounds for interpreting his work according to his personal philosophical outlook, religious beliefs, and presumed 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 these issues shaped our own thinking about artists and the history of art? We will ask these questions and more.

Format: seminar. Requirements will include an oral presentation, a research paper, short response papers, and critical commentary on work of peers.

Enrollment limit: 12. Preference will be given first to graduate students and then to senior majors.

Hour: 1:10-3:50 M

SOLUM

ARTH 551(F) Winslow Homer

In this seminar we will explore the life and art of Winslow Homer. Paintings, prints, watercolors, and photographs in the collection of the Clark Art Institute and the Williams College Museum of Art will focus our discussions and provide the basis for understanding Homer's art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middleclass leisure; the relation of man to the environment.

Format: seminar. Students' responsibilities will include class discussion, two short papers, an oral presentation (and response to someone else's), and a final research paper.

Enrollment limit: 10. Preference will be given first to graduate students and then to senior majors.

Hour: 1:10-3:50 F

SIMPSON

ARTH 556(S) Fact, Self, and the Roots of Architectural Modernism

(1) A building should express the facts of its program and materials—directly and without sentimentality. (2) A building should be a physical manifestation of the personality and ego of its creator. These demands—one of radical objectivity, and one of radical subjectivity—seem to be mutually exclusive, yet together they form the basis for modern architecture at the start of the twentieth century. The architectural lineage of Frank Furness, Louis Sullivan and Frank Lloyd Wright in particular is distinguished by the high degree of tension between the competing demands of factuality and selfhood. This seminar will explore the theoretical roots of this architecture and its philosophical sources in transcendentalism, German romanticism, and Unitarianism. Research topics will include theory and practice, planning and composition, architectural education, decorative arts, architectural autobiography, and so forth.

Format: seminar. Requirements: a 25-page research paper and seminar presentation; regular participation in seminar discussions.

Enrollment limit: 10. Preference will be given first to graduate students and then to senior majors.

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

M. LEWIS

ARTH 559(S) Romanticism: Visual Art and Culture in Europe, 1780-1848

This course examines the development and impact of Romanticism in Europe, c. 1780-1848. With special attention to the visual arts but considering a wide variety of literary, philosophical and musical material, it will explore the crucial but much disputed concept and phenomenon of Romanticism. What was it and when was it? How did it relate to political and social upheavals of the period? How did it transform artistic priorities and cultural identities in the early nineteenth century? Why does it remain significant to understanding art practice today? The course will exploit the resources of the Clark's painting and graphic arts collections (Delacroix, Gericault, Goya, Corot, etc.) as well as material in the Chapin Library (Blake), and trips will be likely to collections further afield (New York and/or Boston).

Format: seminar. Students will be assessed by a short written assignment and a 30-minute presentation which will be presented in revised written form at the end of the semester.

Hour: 1:10-3:50 M

LEDBURY

ARTH 582(S) Modern and Contemporary African Art

This seminar will trace the evolution of modern and contemporary African art from the late nineteenth century to the present. It will familiarize students with different theoretical and methodological approaches to the subject. Emphasis will be placed on the historical, cultural, ideological, economic, aesthetic, and international forces influencing the production, forms, meanings and reception of contemporary African art during the colonial and postcolonial periods. The instructor's introductory lectures and the weekly reading assignments will form the basis of class discussions. Students will be encouraged to explore the significance of art both as creative expression and as an aspect of social history.

Format: seminar. Students' responsibilities include active participation in class discussions, a short mid-term essay, and a final research paper (20-25 pages), a summary of which will be presented to the class at the end of the semester.

Enrollment limit: 12. Preference will be given first to graduate students and then to undergraduates.

Hour: 2:30-5:10 W

LAWAL

ARTH 585(F) Igbo and Yoruba Arts

This seminar focuses on the classical and traditional arts of the Yoruba and Igbo of Southern Nigeria. Although these two groups may have had historical and cultural connections in the past, they developed distinct politics

and social formations, as well as architecture, visual, and performing arts. Ulli Beier (1960) and Simon Ottenberg (1983) have compared and contrasted the arts and aesthetics of these two Nigerian cultures and have called for further studies on the arts. This seminar takes off from the arguments outlined by Beier and Ottenberg and encourages comparative studies and critical examination of specific visual arts of Yoruba and Igbo in order to see what aspects of the groups' philosophies, aesthetics, and socio-cultural formations might account for the very nature of their arts. The seminar will involve readings on Igbo and Yoruba art and aesthetics, including but not limited to those by Margaret and Henry Drewal, Rowland Abiodun, John Pemberton III, Chike Aniakor, Simon Ottenberg, Ulli Beier, Babatunde Lawal, Herbert Cole, G. I. Jones, Elizabeth Willis, Sarah Adams, and Moyo Okediji. Topics to be covered in student presentations and seminar papers will include comparative studies of forms and aesthetics of mural painting, textiles, ancient and ritual sculpture, masking, architecture, and gender politics.

Format: seminar. *Prerequisite for undergraduates is a prior course in African art and architecture.*

Hour: 2:30-5:10 W

OKEKE-AGULU

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, C. WANG. *Adjunct Faculty*: Professors: CRANE**, DREYFUS, JANG, JUST, WONG. Associate Professor: W. A. SHEPPARD*. Assistant Professors: A. REINHARDT, SINIAWER**, VALIANI. *Language Fellows*: JIANG, SHIBATA, ZHANG.

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 course that treats more than a single Asian country

- 2) four semesters of Chinese or Japanese language (*including no more than two 100-level courses*)

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

3A) Asian Studies Major

- a. a three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course, a more advanced methodological or comparative course, and a course on Asia.

- b. three approved electives, which may include further language work

3B) Chinese Major

- a. four additional semesters of Chinese language (*300-level or higher*)
- b. Chinese 412 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

American Studies 283/English 287 Topics in Asian American Literature
American Studies 302/English 388 Asian American Writing and the Visual Arts
American Studies 311 Asian American Film
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
Arth 470 American Orientalism
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 384 Comparative Asian-American History, 1850-1965
History 385 Contemporary Issues in Recent Asian-American History, 1965-Present
Music 126 Musics of Asia
Music 210 American Pop Orientalism
Political Science 242 America and the Vietnam War
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
Political Science 345T Political Leadership in Ancient Chinese Thought
Political Science 382 The Art of Political and Historical Inquiry: The Vietnam War

Religion 236/History 216 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
 Religion 245 Tibetan Civilization
 Religion 251 Zen Buddhism
 Religion 256 Engendering Buddhism
 Religion 257 Gods and Demons in East Asian Religion
 Religion 259/History 214 Japanese Religions and the State
 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 HIST 117 for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 201 Asia and the World (Same as International Studies 101 and Political Science 100) (Not offered 2007-2008; to be offered 2008-2009)*
 (See under PSCI 100 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 HIST 212 for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 213(S) Modern China, 1600-Present (Same as History 213)*
 (See under HIST 213 for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 218(S) Modern Japan (Same as History 218 and Japanese 218)*
 (See under HIST 218 for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249)*
 (See under ANTH 233 for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 245 Nationalism in East Asia (Same as History 318 and Political Science 245) (Not offered 2007-2008; to be offered 2008-2009)*
 (See under PSCI 245 for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 269(S) Imagining Spaces of the British Empire in the Twentieth Century (Same as Sociology 269)*
 (See under SOC 269 for full description.)

Asian Studies

ASST 305(S) Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Comparative Literature 303 and English 374)*

(See under AMST 305 for full description.)

ASST 319(F) Gender and the Family in Chinese History (Same as History 319 and Women's and Gender Studies 319)*

(See under HIST 319 for full description.)

ASST 327(F) Violence, Terrorism, and Collective Healing (Same as Sociology 327)*

(See under SOC 327 for full description.)

ASST 345(S) Producing the Past (Same as History 392 and Sociology 345)*

(See under SOC 345 for full description.)

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 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: 12 per section (expected: 10 per section). Preference given to first-years and sophomores.*

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

Hour: 9:00-9:50 MTWRF, 10:00-10:50 MTWRF, 12:00-12:50 MTWRF

CHANG and STAFF

CHIN 131 Basic Cantonese (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/chin/chin131.html)

KUBLER

CHIN 152(F) Basic Taiwanese*

An introduction to Taiwanese, the majority language of Taiwan. Different varieties of this language, which is also known as Amoy, Southern Min, Hokkien, and Fukienese, are spoken by over 60 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese—in both its spoken and written forms—has been experiencing a fascinating revival in recent years. This language, which is the most divergent of all the major Chinese “dialects,” is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin.

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

Prerequisites: Chinese 202 or permission of instructor. *Enrollment limit: 12 (expected: 8).*

Hour: TBA

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: 11:00-11:50 MWF and 11:20-12:10 TR, 1:10-2:00 MTWRF

YU and Staff

CHIN 219(S) Popular Culture in Modern China*

This course adopts a generic approach to introducing students to a variety of forms of popular culture in modern and contemporary China. The forms of popular culture studied include popular readings (fiction, newspapers, magazines), advertisements, propaganda posters, popular music, television shows, film, and popular religious movements. We will explore such themes as the definitions of “popular culture,” globalization and cultural trends, the encoding and decoding strategies of a popular “text,” as well as the political, ideological and sociological messages behind a popular “text.” *All readings in English.*

Format: lecture/discussion. Evaluation will be based on in-class participation, oral presentations, two short response papers, one midterm, and one final research project.

No prerequisites. *No 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.*

Hour: 8:30-9:45 TR

YU

CHIN 223 Ethnic Minorities in China: Past and Present (Same as Anthropology 223) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/chin/chin223.html)

YU

CHIN 224 Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/chin/chin224.html)

NUGENT

CHIN 235 China on Screen (Same as Comparative Literature 235) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/chin/chin235.html)

NUGENT

CHIN 251T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/chin/chin251.html)

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: 10:00-10:50 MTWF, 11:00-11:50 MTWF

C. 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: 2:35-3:50 MTR

C. 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 Mod-

Asian Studies

ern 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: TBA

KUBLER

CHIN 431 Introduction to Chinese Linguistics (Same as Linguistics 403) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/chin/chin431.html)

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 Yu 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, 10-10:50 MWF

First Semester: YAMAMOTO and SAKURAI

9:55-11:10 TR

Conferences: 9-9:50 MWF

Second Semester: YAMADA 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: 11:20-12:35 TR

Conference: 11-11:50 MWF

First Semester: YAMADA and SAKURAI

11:20-12:35 TR

Conference: 11-11:50 MWF

Second Semester: YAMAMOTO and SAKURAI

JAPN 218(S) Modern Japan (Same as Asian Studies 218 and History 218)*

(See under HIST 218 for full description.)

Satisfies one semester of the Division II distribution requirement.

JAPN 252(F) The Masks of Japanese Literature (Same as Comparative Literature 252)*

From the masks of the noh theater to science fiction fantasies of plastic surgery and cyborg identity, this course examines the device of the mask in modern Japanese fiction, as well as some of its premodern antecedents. The fictional masks we will look at range from the traditional to the technological, from the actual to the metaphorical, from the physical to the purely psychological. But all of them are used by the authors to explore the nature of identity, and the significance of concealing or revealing the self, either in fiction or face to face. Readings will include modern novels and short stories by Abe Kōbō, Enchi Fumiko, Endō Shūsaku, Kurahashi Yumiko, Mishima Yukio, Tanizaki Jun'ichirō, and Oscar Wilde. Visual texts will include noh and puppet theater, avant-garde film by Teshigahara Hiroshi, comics by Tezuka Osamu, and animation by Oshii Mamoru. *The class and the readings are in English.* No familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts.

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

Hour: 1:10-2:25 TF

C. BOLTON

JAPN 255(S) Love and Death in Modern Japanese Literature (Same as Comparative Literature 255)*

The initial thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course charts these similarities and differences by reading Japanese fiction about love and death—two universal human experiences that are nevertheless highly inflected by specific cultures. The course begins with tales of doomed lovers that were popular in the eighteenth century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film.

The class and the readings are in English. No familiarity with Japanese language or culture is required. Format: lecture/discussion. Requirements: In-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts. No prerequisites. *No enrollment limit (expected: 15).*

Hour: 1:10-2:25 TF

C. BOLTON

JAPN 260 Japanese Theatre and its Contemporary Context (Same as Comparative Literature 261) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/japn/japn260.html)

KAGAYA

JAPN 266 On the Outside Looking In (Same as Comparative Literature 254) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/japn/japn266.html)

KAGAYA

JAPN 270(S) Japanese Art and Culture (Same as Arth 270)*
(See under ARTH 270 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: 11:00-12:15 MWF
11:00-12:15 MWF

First Semester: YAMAMOTO
Second Semester: YAMADA

JAPN 321 History of U.S.-Japan Relations (Same as History 321) (Not offered 2007-2008; to be offered 2008-2009)*

(See under HIST 321 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: 12:00-12:50 MWF
1:10-2:25 MR

First Semester: YAMADA
Second Semester: SAKURAI

JAPN 403(F) Advanced Japanese*

This course provides advanced training in listening, speaking, reading and writing Japanese, making use of materials such as newspapers, magazine articles, television broadcasts, and on-line materials that focus on current issues in Japan.

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

Prerequisites: Japanese 402 or permission of instructor. *Enrollment limit: 5 (expected: 2).*

Hour: 1:10-2:25 MR

SAKURAI

JAPN 486T Historical Memory of the Pacific War (Same as History 486T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(See under HIST 486 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 KAREN B. KWITTER

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 Astronomical Observing, Image Processing, and Analysis
 - Physics 302 Statistical Physics
 - Physics 402T Applications of Quantum Mechanics
 - Physics 405T Electromagnetic Theory
 - Physics 411T Classical Mechanics
 - Physics 418 Gravity
- Physics 131 Particles and Waves
- or* Physics 141 Particles and Waves—Enriched
- or* equivalent placement
- Physics 142 Foundations of Modern Physics
- or* Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus
- or* Mathematics 106 Multivariable Calculus

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 104 and/or 105 or 106 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

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

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

MAJOR REQUIREMENTS FOR ASTRONOMY

Astronomy 111 Introduction to Astrophysics
or Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses

Two 400-level Astronomy courses

Physics 131 Particles and Waves
or Physics 141 Particles and Waves—Enriched
or equivalent placement
Physics 142 Foundations of Modern Physics
or Physics 151 Seminar on Modern Physics
Mathematics 104 Calculus II
Mathematics 105 Multivariable Calculus
or Mathematics 106 Multivariable Calculus
or equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 105 or 106 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

Astronomy, Astrophysics

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. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 and 104, and students who have taken those courses are welcome.

Observing sessions will include use of the 24" 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(S) The Solar System—Our Planetary Home

What makes Earth different from all the other planets? Did Mars ever have running water? What is Pluto? Will asteroids or comets collide with the Earth? What is a solar eclipse like? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, and others. We will discuss the discovery of planets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Spitzer Space Telescope. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 104, and students who have taken those courses are welcome.

Observing sessions include use of the 24" 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 planetary 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 T,W; 2:30-4 T,W

J. PASACHOFF

ASTR 104 The Milky Way Galaxy and the Universe Beyond (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/astr/astr104.html)

J. PASACHOFF

ASTR 330 The Nature of the Universe (*Not offered 2007-2008*)

(www.williams.edu/Registrar/catalog/depts/astr/astr330.html)

KWITTER

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

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in "Fads and Fallacies in the Name of Science," and using the current journal "The Scientific Review of Alternative Medicine," we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We also consider the recently increased range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

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

No prerequisites. *Enrollment limit: 12 (expected: 12).*

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

Hour: 1:10-3:50 W

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 2007-2008) (W)

(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, star formation and evolution, nucleosynthesis, white dwarfs and planetary nebulae, pulsars and neutron stars, supernovae 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.

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 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr207.html)

KWITTER

ASTR 211(F) Astronomical Observing, Image Processing, and Analysis (Q)

This course will introduce techniques for obtaining and analyzing astronomical data. We will begin by learning about practical observation planning and move on to discussion of CCD detectors, signal statistics, digital data reduction, and image processing. We will make use of data we obtain with our 24-inch telescope, as well as data from other optical ground-based observatories and archives. We also learn about and work with data from space-based non-optical observatories such as the Chandra X-Ray Observatory the Spitzer Space Telescope (infrared). Format: lecture/discussion plus computer work and observing. Evaluation will be based on weekly problem sets, an hour exam and an observing project.

Prerequisites: Mathematics 105 or 106. Prior experience with Unix is helpful, but not required. *Enrollment limit: 10 (expected: 6).*

Hour: 1:10-3:50 W

Lab: 7-9:40 p.m. M

KWITTER

ASTR 217T Planetary Geology (Same as Geosciences 217T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under GEOS 217 for full description.)

ASTR 219T/419T Observational Cosmology (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr219.html)

KWITTER

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

The matter between the stars—the interstellar medium—manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to

Astronomy, Astrophysics, Biochemistry and Molecular Biology

their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment.

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

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

Prerequisite: Physics 201. *Enrollment limit: 10 (expected: 8).*

Hour: 1:10-2:25 MR

KWITTER

ASTR 408T The Solar Corona (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr408.html)

J. PASACHOFF

ASTR 412T Solar Physics (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr412.html)

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.

Hour: TBA

Members of the Astronomy Department

ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy and Physics Departments

ASTR 497(F), 498(S) Independent Study in Astronomy

ASPH 497(F), 498(S) Independent Study in Astrophysics

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Associate Professor ROBERT SAVAGE

Advisory Committee: Professors: DEWITT, KAPLAN, LOVETT, D. LYNCH**, ROSEMAN**, SWOAP. Associate Professors: BANTA**, RAYMOND, SAVAGE. 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.

Biochemistry and Molecular Biology

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,R

KAPLAN

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 T,W

D. LYNCH

BIMO 401(S) Topics in Biochemistry and Molecular Biology

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

Format: seminar, three hours per week. Evaluation will be based on class discussions and presentations, several short papers, and a final paper.

Prerequisites: Biology 202 and BIMO 321. *Enrollment limit: 12 (expected: 8). Preference given to those completing the BIMO program; open to others with permission of instructor.*

Hour: 1:10-3:50 W

GEHRING

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take one elective not within the student's major from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

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

Biochemistry and Molecular Biology, Bioinformatics, Genomics, and Proteomics

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: BAILEY, R. DE VEAUX, KAPLAN, LENHART, LOVETT, D. LYNCH*, SWOAP, H. WILLIAMS***. Associate Professors: AALBERTS, BANTA**, RAYMOND, SAVAGE. Senior Lecturer: D. C. SMITH**. Assistant Professors: FREUND, GEHRING, HUTSON*, KLINGENBERG*, 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, 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 STEVEN ZOTTOLI

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

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.

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 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement; 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 Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

NEUROSCIENCE

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

Biology

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 distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department Chair to discuss study abroad options.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major upon approval of the course syllabi by the Biology Department Chair.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

BIOL 101(F) The Cell

This course provides an introduction to the cellular aspects of modern biology. It explains the development of cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics considered include biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signalling, cell trafficking, the cell cycle, and cancer. In addition to textbook assignments, articles from the recent biological literature will be assigned and discussed.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on quizzes, hour tests, a final exam, and weekly lab reports.

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

Hour: 9:00-9:50, 10:00-10:50 MWF, 8:30-9:45, 9:55-11:10, TR

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

DEWITT, RAYMOND

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

D. C. SMITH, TING

BIOL 106 Life as an Algorithm (Same as Computer Science 106) (Not offered 2007-2008) (Q)

(See under CSCI 106 for full description.)

BIOL 134 The Tropics: Biology and Social Issues (Same as Environmental Studies 134) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/biol/biol134.html)

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 under-

Biology

standing 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

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: 9:55-11:10 TR

Lab: 1-4 T,W

MORALES

BIOL 204(F) Animal Behavior

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

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

Prerequisites: Biology 102, or Psychology 101, or permission of instructor. *Enrollment limit: 32 (expected: 32).*

Preference given to seniors, Biology majors, and Neuroscience concentrators.

Satisfies distribution requirement in the major.

Hour: 8:30-9:45 MWF

Lab: 1-4 M,T

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: 11:00-11:50 MWF

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

SWOAP

BIOL 208T The Search for Life's Beginnings (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/biol/biol208.html)

DEWITT

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

Biology

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 Invertebrate Paleobiology (Same as Geosciences 212) (Not offered 2007-2008; to be offered 2008-2009)

(See under GEOS 212 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 basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, one lab report, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 120 (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

N. SANDSTROM and ZOTTOLI

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 T,W

J. EDWARDS

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,R

ART

BIOL 231(FS) Marine Ecology (Same as Maritime Studies 311) (Offered only at Mystic Seaport.)

(See under MAST 311 for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

BIOL 235T Biological Modeling with Differential Equations (Same as Environmental Studies 235T and Mathematics 335T) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(See under MATH 335 for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

This course satisfies the "Natural World" requirement for the Environmental Studies concentration.

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

Biology

BIOL 302 Communities and Ecosystems (Same as Environmental Studies 312) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/biol/biol302.html)

D. C. SMITH

BIOL 303 Sensory Biology (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/biol/biol303.html)

H. WILLIAMS

BIOL 304(S) Neurobiology

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

Format: lecture/laboratory, six hours per week. Evaluation will be based on class participation, laboratory notebooks and posters, two hour exams and a final exam. Prerequisites: Biology 205. *Enrollment limit: 12 (expected: 12). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 9:55-11:10 TR

Lab: 1-4 T

ZOTTOLI

BIOL 305(S) Evolution (Q)

This course offers a critical analysis of contemporary concepts and controversies in evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, evolution and development, speciation, and the inference of evolutionary history.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on written assignments (70%, including an independent research project), problem sets (10%), and participation in discussions (20%). Prerequisites: Biology 202. *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 Cellular Regulatory Mechanisms (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/biol/biol306.html)

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: 9:55-11:10 TR

Lab: 1-4 W,R

TING

BIOL 310 Neural Development (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/biol/biol310.html)

HUTSON

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

Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the renewed emphasis on the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genetics, and evolution. A major theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe: host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, stress response, bioremediation, bacteriophages, subversion of the immune defenses, and genomics. In the lab, students will examine the regulation of bacterial gene expression, horizontal gene transfer, the isolation and characterization of bacteria from natural environment, and carry out independent projects. Readings will be supplemented by articles from the primary literature.

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

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 16). Preference given to senior, then to junior, Biology majors.*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,R

BANTA

Biology

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

LOVETT

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 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,R

KAPLAN

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 T,W

D. LYNCH

BIOL 402T Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(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 and either Biology 205 or Biology 322. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 12). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

SWOAP

BIOL 413(S) Molecular Basis of Biological Clocks

Circadian rhythms have been described in all organisms studied, including humans, a wide range of other eukaryotes and several prokaryotes. With periods of about 24 hours, these rhythms regulate biochemical, cellular, physiological and behavioral activities. Circadian rhythms are generated by cellular clocks—genetically determined internal pacemakers that maintain their oscillations in the absence of environmental cues but may be reset by periodicities in the environment, especially the light-dark cycle. Only recently have we begun to understand how circadian rhythms are generated and controlled at the cellular level. This course will explore the basic biochemical features of biological clocks with the aim of understanding their crucial role in regulating key biological parameters, such as enzyme levels, levels of hormones and other regulatory molecules, and activity and sleep cycles. Class discussions will focus on readings in the original literature.

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

Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

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

DEWITT

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 Conservation Biology (Same as Environmental Studies 424T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/biol/biol424.html)

J. EDWARDS

BIOL 425T(S) Coevolution (W)

Coevolution, defined as reciprocal adaptation between species, is central to understanding biological phenomena ranging from global patterns of biodiversity to the molecular mechanisms of host-parasite evolution. The focus of this tutorial will be on coevolution as a paradigm for integrating across scales of biological organization. Topics will include adaptive radiation, evolutionary dynamics and conservation, molecular coevolution of human disease (e.g., HIV) and evolution of sex mediated by a sperm-egg arms-race.

Format: tutorial. 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 Environmental Studies 203 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.*

Tutorial meetings to be arranged

MORALES

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 ENRIQUE PEACOCK-LÓPEZ

Professors: KAPLAN, LOVETT, L. PARK*, PEACOCK-LÓPEZ, RICHARDSON, THOMAN. Associate Professor: T. SMITH**. Assistant Professors: BINGEMANN, GEHRING, S. GOH*. Professor Emeritus: R. CHANG. Visiting Professor: C. GOH. 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 Professor 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 student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the divisional distribution requirement.

STUDY ABROAD

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as possible.

Chemistry

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/chem/chem111.html)

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (*Not offered 2007-2008; to be offered 2008-2009*)

(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 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 a paper/discussion.

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

Hour: 11:00-12:15 MWF

GEHRING

CHEM 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(www.williams.edu/Registrar/catalog/depts/chem/chem262.html)

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

THOMAN

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

GEHRING

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 in-

Chemistry

clude 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

SMITH

CHEM 251(F) Organic Chemistry: Intermediate Level

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three 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

RICHARDSON

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

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

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of 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

SKINNER

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

BINGEMANN

Chemistry

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 BIOL 319 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,R KAPLAN

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. *No enrollment limit. Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

D. LYNCH

CHEM 324 Enzyme Kinetics and Reaction Mechanisms (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/chem/chem324.html)

CHEM 332 Materials Science: The Chemistry and Physics of Materials (Same as Physics 332) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(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 M,T

C. GOH

CHEM 336 Materials Chemistry (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/chem/chem336.html)

CHEM 341(S) Toxicology and Cancer (Same as Environmental Studies 341)

What is a poison and what makes it poisonous? Paracelsus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology

Chemistry

and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair. A basic understanding of organic chemistry will be required.

Format: lecture, three hours per week. Evaluation will be based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam. Prerequisites: Chemistry 156. May be taken concurrently with Chemistry 251/255. *Enrollment limit: 50 (expected: 30).*

Hour: 11:00-12:15 MWF

RICHARDSON

CHEM 342 Synthetic Organic Chemistry (*Not offered 2007-2008; to be offered 2008-2009*) (W)
(www.williams.edu/Registrar/catalog/depts/chem/chem342.html)

CHEM 344 Physical Organic Chemistry (*Not offered 2007-2008; to be offered 2008-2009*)
(www.williams.edu/Registrar/catalog/depts/chem/chem344.html)

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: 9:55-11:10 TR

Lab: 1-5 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: 8:30-9:45 TR

Lab: 1-5 R

C. GOH

CHEM 366(S) Physical Chemistry: Thermodynamics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature (and absolute zero), heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science.

Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256, a basic knowledge of applied integral and differential calculus such as provided by Mathematics 104, 105, and some basic mechanics such as provided by Physics 131 or 141. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

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 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: 8:30-9:45 TR

Lab: 1-5 T

LOVEIT

Chemistry, Classics

CHEM 368T Quantum Chemistry and Molecular Spectroscopy (*Not offered 2007-2008; to be offered 2008-2009*)
(www.williams.edu/Registrar/catalog/depts/chem/chem368.html)

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 (First Semester)

Professor KERRY CHRISTENSEN (Second Semester)

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 or 102 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.

Appropriate courses from other departments or from approved study abroad programs may be elected for the major, with the approval of the Chair of Classics. Approval may depend on the specific shape of an individual's major. Examples of such courses at Williams, which may vary from year to year, are ArH 412 (*Monsters and Narrative: Greek Architectural Sculpture*), ArH 224 (*Romanesque and Gothic Art and Architecture*), Religion 201 (*The Hebrew Bible*), Religion 212 (*The Development of Christianity*), History 225 (*The Middle Ages*), and Political Science/Philosophy 231 (*Ancient Political Theory*).

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which meets about every other week, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may

also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

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

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. So that students may learn more about all these opportunities, as well as how best to prepare for them, the department holds open meetings twice each year. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful internet sites.

CLASSICAL CIVILIZATION

CLAS 101(F) 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, 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: 2:35-3:50 MR

HOPPIN

CLAS 102(S) Roman Literature: Foundations and Empire (Same as Comparative Literature 108)

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Format: discussion/lecture. Evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion.

Classics

No prerequisites. *Enrollment limit: 25 (expected: 15). Preference will be given to first-year students and sophomores and to majors in Classics and Comparative Literature.*
Hour: 1:10-2:25 MR TBA

CLAS 103(S) Greek and Roman Drama: Renewal and Transformation (Same as Comparative Literature 109 and Theatre 311)

The reading list for this course includes many of the major tragedies of Aeschylus, Sophocles, and Euripides, several comedies of Aristophanes, a representative sampling of Greek and Roman New Comedy (Menander, Plautus, Terence), and a play of Seneca. One focus of the course will be on themes of renewal and transformation, whether with reference to the plays themselves or to the ongoing process by which drama, whether ancient or modern, undergoes constant metamorphosis as it is performed and reworked in different times and places. In keeping with this latter emphasis we shall read several twentieth-century plays based on ancient myth or ancient models (Anouilh's *Antigone*, Sartre's *The Flies*, Fugard's *The Island*, Kane's *Phaedra's Love*), and students will be encouraged to create their own transformations of ancient myth and ancient models in media of their own choosing.

Format: lecture/discussion. Evaluation will be based on contributions to class discussion, submission of weekly one-page response papers, a 5- to 10-page paper, a creative project, and mid-term and final exams. Students taking the course as Theater 311 will be expected to undertake an additional project, to be determined in consultation with the instructor.

No prerequisites. *Enrollment limit: 25 (expected: 15-20).*

Hour: 11:20-12:35 TR

PORTER

CLAS 105 The Ancient Novel (Same as Comparative Literature 113) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clas/clas105.html)

WILCOX

CLAS 205 Ancient Wisdom Literature (Same as Comparative Literature 217, Jewish Studies 205 and Religion 205) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 205 for full description.)

DEKEL

CLAS 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210)

(Not offered 2007-2008; to be offered 2008-2009) (W)

(See under REL 210 for full description.)

CLAS 211(F) Roman Art (Same as Arth 211)

(See under ARTH 211 for full description.)

CLAS 215(S) The Ancient Roman City (Same as Arth 206)

(See under ARTH 206 for full description.)

CLAS 221(F) Greek Philosophy (Same as Philosophy 221) (W)

(See under PHIL 221 for full description.)

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

(See under HIST 222 for full description.)

CHRISTENSEN

CLAS 223 (formerly 218) Roman History (Same as History 223) (Not offered 2007-2008; to be offered 2008-2009)

(See under HIST 223 for full description.)

CHRISTENSEN

CLAS 224 Helen, Desire and Language (Same as Comparative Literature 244 and Women's and Gender Studies 224) (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/clas/clas224.html)

CLAS 239 The Construction of Gender in Ancient Greece and Rome (Same as History 322 and Women's and Gender Studies 239) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clas/clas239.html)

CLAS 332(S) Aristotle (Same as Philosophy 332)

(See under PHIL 332 for full description.)

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (Not offered 2007-2008) (W)

(See under HIST 323 for full description.)

CHRISTENSEN

CLAS 333 Aristotle's Ethics (Same as Philosophy 333) (Not offered 2007-2008)

(See under PHIL 333 for full description.)

CLAS 407(S) Etruscan Art and Archaeology (Same as Arth 407)

(See under ARTH 407 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

Classics

secondary school. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)*

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

Enrollment limit: 15 (expected: 8-10).

Hour: 11:00-12:15 MWF

8:30-9:45 MWF

First Semester: PORTER

Second Semester: 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: 11:00-11:50 MWF

WILCOX

CLGR 402(S) Homer: *The Odyssey*

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* simultaneously influenced and reflected Greek conceptions of community, leadership, war, heroism, family, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed dialogue with these early epic texts. In this course we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation, focusing on the oral tradition and societal background in which it is rooted and on the unique structure and character of the poem itself.

Format: recitation/discussion. Evaluation will be based on class participation, oral reports, a midterm and final exams, and a final paper.

Prerequisites: Greek 201 or permission of instructor. Greek 402 is offered alternately as a course on the *Iliad* and the *Odyssey*. Students who have taken Greek 402 on the *Iliad* may elect this course as well. *Enrollment limit: 12 (expected: 5-10).*

Hour: 2:35-3:50 TR

PORTER

CLGR 403 Poetry and Revolution in Archaic Greece (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr403.html)

CHRISTENSEN

CLGR 404 Tragedy (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr404.html)

HOPPIN

CLGR 405(F) Greek Lyric Poetry

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Format: seminar. Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam.

Prerequisites: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5).*

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

DEKEL

CLGR 406T Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr406.html)

HOPPIN

CLGR 407 The Sophists (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr407.html)

LATIN

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

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (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: 8:30-9:45 MWF

11:00-12:15 MWF

First Semester: HOPPIN

Second Semester: TBA

Classics

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

CHRISTENSEN

CLLA 302(S) Vergil's *Aeneid*

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

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

Prerequisites: Latin 201 or permission of the instructor. *Enrollment limit: 12 (expected: 10).*

Hour: 1:10-2:25 TF

DEKEL

CLLA 402 Roman Letters (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clla/clla402.html)

WILCOX

CLLA 403 The Invention of Love: Catullus and the Roman Elegists (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clla/clla403.html)

DEKEL

CLLA 405(S) Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome

Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, simultaneously served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis.

We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' paths, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Format: discussion. Evaluation will be based on class preparation and participation, an oral presentation, one medium-length 8- to 10-page paper, a midterm, and a final exam.

Prerequisites: Latin 302 or permission of instructor. *Enrollment limit: 12 (expected: 6).*

Hour: 1:10-3:50 W

CHRISTENSEN

CLLA 406 Horace Odes 1-3 (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/clla/clla406.html)

HOPPIN

CLLA 407 The Rhetoric of Cruelty (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clla/clla407.html)

CLLA 408 Roman Comedy (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/clla/clla408.html)

WILCOX

CLLA 409(F) Seneca and the Self

Through a close reading of selections from his *Dialogues*, *Epistulae Morales*, and a tragedy (probably *Medea*), this course will consider ethical and literary dimensions of self-fashioning, self-examination, and the conception of self in the Stoic philosophy of the younger Seneca. The focus of this course lies squarely in the first century CE, and on the analysis of Seneca's own texts. We will begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as recorded in Cicero's *De Officiis*. Moreover, we will read and discuss selections from some of Seneca's most famous and influential interpreters, including Montaigne and Foucault, in order to enrich our understanding of contemporary assessments of his work and to gain an appreciation of Seneca's considerable influence on later theorizations of selfhood.

Format: seminar. Evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper.

Prerequisites: Latin 302 or permission of the instructor. *Enrollment limit: 12 (expected: 5-10).*

Hour: 1:10-2:25 TF

WILCOX

CLASSICS

CLAS 499(F,S) Senior Colloquium

This colloquium is required for all senior Classics majors and normally meets every two weeks for one hour in both the fall and spring semesters. Although required for the Classics major, it is a non-credit course and does not count towards the number of semester courses required for the Classics major or for graduation.

Students must arrange their class schedules so that they can meet on Fridays between 12:15 and 1:10.

Hour: 12:15-1:10 F

Members of the Department.

CLAS 493(F)-W31, W31-494(S) Senior Thesis

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

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

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

COGNITIVE SCIENCE (Div. II)

Chair, Professor KRIS KIRBY

Advisory Committee: Professors: DANYLUK, KIRBY, H. WILLIAMS***. 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/Religion 288 Embodied Mind: A Cross-Cultural Exploration
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

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

Cognitive Science, Comparative Literature

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 Philosophy 222 and Psychology 222)

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence. Format: lecture/discussion. Requirements: midterm and final exams, and self-paced weekly computer lab exercises.

Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134. Background in more than one of these is recommended.

Enrollment limit: 25 (expected: 25). Preference given to first- and second-year students.

Satisfies one semester of the Division II requirement.

Hour: 9:55-11:10 TR

KIRBY

COGS 493(F) Research in Cognitive Science

Independent empirical or theoretical research for one semester, under the guidance of two Cognitive Science faculty from different departments. Research must be interdisciplinary, but may consist of a scholarly paper, empirical research, computer or mathematical modeling, or any combination of the above. Students will meet 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.

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

COMPARATIVE LITERATURE (Div. I)

Chair, Professor GAIL M. NEWMAN

Professors: CASSIDAY, DRUXES**, GOLDSTEIN*, B. KIEFFER, KLEINER, LIMON, NEWMAN***, ROUHI, SWANN***. Associate Professors: S. FOX, KAGAYA*. Assistant Professors: C. BOLTON, 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.

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 de-

Comparative Literature

clarifying the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The three core courses may be chosen from the offerings of the Program in Comparative Literature (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.

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

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 include courses in a foreign language among these five.

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

Comparative Literature

advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

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

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

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

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

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-W-494)—is 12, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

The Program in Comparative Literature strongly urges its students to study abroad. Students who have Comparative Literature as a major should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. Literary Studies students can also benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

COURSES

COMP 104(F) World Theatre History I: Performance in Oral, Written and Print Cultures (Same as Theatre 104)

(See under THEA 104 for full description.)

COMP 107(F) The Trojan War (Same as Classics 101) (W)

(See under CLAS 101 for full description.)

COMP 108(S) Roman Literature: Foundations and Empires (Same as Classics 102)

(See under CLAS 102 for full description.)

COMP 109(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Theatre 311)

(See under CLAS 103 for full description.)

COMP 111(F) The Nature of Narrative (Same as English 120) (W)*

How does narration work? What do narratives do for us? And what do they hide from us? The Nature of Narrative explores the structures and functions of narrative across time and various cultures. Literary readings may include stories from *One Thousand and One Nights* and works by Homer, Cervantes, Kafka, Borges, Hemingway, Coetzee, Ben Jelloun, Bowles, and Chamoiseau. We will also examine the construction of narrative in non-literary texts such as museum exhibits, blogs, TV shows and film. Throughout, we will engage with some of the most interesting theories of narrative, from Aristotle to Zizek, from psychoanalysis to Marxism, and beyond. *All readings are in English.*

Format: seminar. Requirements: active and consistent class participation, two 5-page papers plus revisions, 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: 9:55-11:10 TR

PIEPRZAK

COMP 111(S) The Nature of Narrative (Same as English 120) (W)*

In this course we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways, and for what purposes, do authors create different narrators to present a story? Our texts will include writings from Antiquity, and by Cervantes, Goethe, Gogol, Woolf, Kafka, and Nabokov.

We will accompany these texts with pertinent theoretical pieces by—among others—Aristotle, Plato, Benjamin, and Foucault. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, and a final 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies and who have studied a foreign language.*

Hour: 2:35-3:50 MR

CASSIDAY

Comparative Literature

- COMP 113 The Ancient Novel (Same as Classics 105) (Not offered 2007-2008)**
(See under CLAS 105 for full description.)
- COMP 134(S) Myth in Music (Same as Music 134) (W)**
(See under MUS 134 for full description.)
- COMP 139(F) Metafiction (Same as English 139) (W)**
(See under ENGL 139 for full description.)
- COMP 201(F) The Hebrew Bible (Same as Jewish Studies 201 and Religion 201)**
(See under REL 201 for full description.)
- COMP 202 Modern Drama (Same as English 202 and Theatre 229) (Not offered 2007-2008; to be offered 2008-2009)**
(See under ENGL 202 for full description.) (Literary Genres)
- COMP 203(F) Nineteenth-Century Russian Literature in Translation (Same as Russian 203)**
(See under RUSS 203 for full description.)
- COMP 204 Twentieth-Century Russian Literature in Translation (Same as Russian 204) (Not offered 2007-2008; to be offered 2008-2009) (W)**
(See under RUSS 204 for full description.)
- COMP 205 The Latin-American Novel in Translation (Same as Spanish 205) (Not offered 2007-2008; to be offered 2008-2009)***
(See under RLSP 205 for full description.)
- COMP 206 The Book of Job and Joban Literature (Same as Jewish Studies 206 and Religion 206) (Not offered 2007-2008; to be offered 2008-2009) (W)**
(See under REL 206 for full description.)
- COMP 208 Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as French 208) (Not offered 2007-2008; to be offered 2008-2009)**
(See under RLFR 208 for full description.)
- COMP 209(S) The Legend of the Wandering Jew (Same as Jewish Studies 209 and Religion 209)**
(See under REL 209 for full description.)
- COMP 210(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Latina/o Studies 240 and Linguistics 254)***
(See under LATS 240 for full description.)
- COMP 211 From Voltaire to Nietzsche (Same as German 210) (Not offered 2007-2008; to be offered 2008-2009)**
(See under GERM 210 for full description.)
- COMP 214 Defining the African Diaspora (Same as Africana Studies 160 and English 251) (Not offered 2007-2008; to be offered 2008-2009)***
(See under AFR 160 for full description.)
- COMP 215 Reading Contemporary Drama or Turn of This Century Drama (Same as Theatre 215) (Not offered 2007-2008; to be offered 2008-2009)**
(See under THEA 215 for full description.)
- COMP 217 Ancient Wisdom Literature (Same as Classics 205, Jewish Studies 205 and Religion 205) (Not offered 2007-2008; to be offered 2008-2009)**
(See under REL 205 for full description.)
- COMP 218 Revolutionary African Literature (Same as Africana Studies 140 and English 250) (Not offered 2007-2008; to be offered 2008-2009)***
(See under AFR 140 for full description.)
- COMP 220 Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and History 315) (Not offered 2007-2008; to be offered 2008-2009)***
(See under CHIN 224 for full description.)
- COMP 222 The Russian Short Story (Same as Russian 222) (Not offered 2007-2008; to be offered 2008-2009) (W)**
(See under RUSS 222 for full description.)
- COMP 223(F,S) Reading Films (Same as English 203)**
(See under ENGL 203 for full description.) (Literary Genres)
- COMP 224 The Feature Film (Same as English 204) (Not offered 2007-2008; to be offered 2008-2009)**
(See under ENGL 204 for full description.) (Literary Genres)

Comparative Literature

COMP 226 Comparative Drama: The Anti-Realist Impulse (Same as English 206 and Theatre 226)
(Not offered 2007-2008; to be offered 2008-2009)
(See under THEA 226 for full description.) (Literary Genres)

COMP 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America (Same as Spanish 230T) (Not offered 2007-2008; to be offered 2008-2009) (W)*
(See under RLSP 230 for full description.)

COMP 231T(F) Postmodernism (Same as English 266) (W)

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Thomas Pynchon's paranoid novel about postal conspiracy, *The Crying of Lot 49*. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from different national traditions; but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from film, architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Jorge Luis Borges, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown area museums; etc. Writing assignments will focus on reading the theoretical texts critically and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Format: tutorial. Requirements: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week; they will write a 5-page paper every other week (5 in all), and respond to their partners' papers in alternate weeks. Emphasis will be on understanding and engaging the criticism that we read, and comparing the critical and fictional texts creatively in a way that sheds light on both.

Prerequisites: a 100-level literature course (Comparative Literature, English, etc.) and sophomore standing or higher, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Priority will be given to students majoring or considering a major in a related discipline and those with a demonstrated interest in critical theory.*
Tutorial meetings to be arranged. C. BOLTON

COMP 232 European Modernism (Not offered 2007-2008; to be offered 2008-2009)
(www.williams.edu/Registrar/catalog/depts/comp/comp232.html)

B. KIEFFER

COMP 233(F) Introduction to Classical Arabic Literature (W)*

In this course we will examine the rich, complex and diverse texts of Classical Arabic Literature. The readings include works that have achieved notoriety outside of the Arab world (such as the *Quran* and *One Thousand and One Nights*) as well as works by authors largely unknown outside of the Arab world but canonical in Arabic-language culture such as Imru al-Qays, al-Jahiz, al-Ma'arri, Abu Nuwas, al-Hallaj, al-Ghazali and al-Mutanabbī. Women's literature in this course includes works by al-Khansa', known for her elegies, and by Wallada bint al-Mustakfi of Cordoba, who contributed to the courtly love poetry of both Europe and the Arab world. Topics for discussion include theological and philosophical queries, erotica, wine, bibliomania and avarice. Our primary texts represent such varied regions as the Arabian Peninsula, Egypt, Abbasid Baghdad, North Africa and Islamic Spain. Chronologically, the texts range from the sixth century CE to the fourteenth century. All readings are in English.

Format: lecture/discussion. Requirements: consistent and pro-active class participation, two 3- to 5-page papers, a final 8- to 10-page paper, one short presentation and weekly 1- to 2-page reaction papers.

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

Hour: 11:20-12:35 TR

VARGAS

COMP 234(F) Comedy/Tragedy (Same as English 235) (W)
(See under ENGL 235 for full description.)

COMP 235 China on Screen (Same as Chinese 235) (Not offered 2007-2008; to be offered 2008-2009)*
(See under CHIN 235 for full description.)

COMP 237 Gender and Desire 1200-1600 (Same as English 237 and Women's and Gender Studies 237) (Not offered 2007-2008; to be offered 2008-2009) (W)
(See under ENGL 237 for full description.)

COMP 239(S) World Theatre History II: Performance in Modern Media Cultures (Same as Theatre 239)
(See under THEA 239 for full description.)

COMP 240(S) Introduction to Literary Theory (Same as English 230) (W)
(See under ENGL 230 for full description.)

COMP 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Theatre 241)*
(See under THEA 241 for full description.)

COMP 242T(F) Reading and Writing the Body (W)

Am I a body, or do I have one? The tradition of favoring thought over physical experience has long informed, and limited, our sense of self as human beings. While some writers maintain that the creative impulse is a gift of the muse and that it is rooted entirely in the mind or spirit, there are those for whom the human body, frequently their own, plays a central role, both in the process of creation and as a subject of artistic inquiry or contemplation. In their writing, these authors tell a very different tale with regard to the literary process, and it is focused on the primacy of the physical experience. This course will consider the work of, among others, Maupassant, Kafka, Tanizaki, Tolstoy, Dinesen, Babel, Mandelstam, and Atwood in order to examine how writers from different cultural and aesthetic perspectives either present or use the body as a vehicle of expression. We will also consider other areas of study that are intimately related to the physical experience, such as asceticism, illness, prostitution, and disability, and occasionally turn our attention to other art forms.

Format: tutorial. Requirements: weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5 to 6-page paper on the assigned readings for that week. On alternate weeks the student will write and present a 2-page critique of the fellow student's paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to majors in Comparative Literature.*

Tutorial meetings to be arranged.

VAN DE STADT

COMP 244 Helen, Desire and Language (Same as Classics 224 and Women's and Gender Studies 224) (Not offered 2007-2008) (W)

(See under CLAS 224 for full description.)

COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Jewish Studies 207 and Religion 207) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 207 for full description.)

COMP 252(F) The Masks of Japanese Literature (Same as Japanese 252)*

(See under JAPN 252 for full description.)

COMP 254 On the Outside Looking In (Same as Japanese 266) (Not offered 2007-2008; to be offered 2008-2009)*

(See under JAPN 266 for full description.)

COMP 255(S) Love and Death in Modern Japanese Literature (Same as Japanese 255)*

(See under JAPN 255 for full description.)

COMP 256T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(See under CHIN 251T for full description.)

COMP 258 South African and American Intersections (Same as Africana Studies 260 and English 252) (Not offered 2007-2008; to be offered 2008-2009)*

(See under AFR 260 for full description.)

COMP 260 Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)

*(Not offered 2007-2008; to be offered 2008-2009) (W)**

(See under REL 230 for full description.)

COMP 261 Japanese Theatre and its Contemporary Context (Same as Japanese 260) (Not offered 2007-2008; to be offered 2008-2009)*

(See under JAPN 260 for full description.)

COMP 262(S) Outlaws and Underworlds: Arabic Literature of the Margins (W)*

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

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

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

Hour: 2:35-3:50 MR

NAAMAN

COMP 265(F) The Interaction of Three Religions in Early Modern Spain (Same as Spanish 271)*

(See under RLSP 271 for full description.)

Comparative Literature

COMP 268(S) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Latina/or Studies 235, Theatre 235 and Women's and Gender Studies 235)*
(See under LATS 235 for full description.)

COMP 271(S) Religion and the Modern Literary Imagination (Same as English 271 and Religion 271) (W)
(See under REL 271 for full description.)

COMP 272(S) Literature of the Americas: Dialogues in Historical Perspective (Same as American Studies 256) (W)

Most people in the US understand "American" literature as the work of writers born and raised in the United States, overlooking both the rich literary traditions of Canada, the Caribbean and Latin America and the centuries of political and cultural history we share with those peoples. This course will present the methods and issues involved in studying the literature of the American hemisphere, from the fundamental (what is "America"?), to more nuanced issues of identity, imperialism and cultural agency, while examining key texts written from 1800 to the present. Our work will be broadly comparative, drawing texts from different linguistic traditions (French, English and Spanish) into dialogue with one another. We will consider both the interrelations of American peoples and the many cultural forms that have developed in response to our common colonial heritage. Readings may include the work of: Melville, Cooper, Sarmiento, Ruiz de Burton, Whitman, Martí, Cather, Guillén, Césaire, Faulkner, Rulfo, Morrison.

Format: lecture/discussion. Requirements: attendance and active, informed participation; oral presentations; two 5- to 7-page essays; proposal and 10- to 15-page final paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). (Cultural Studies)*

Hour: 9:55-11:10 TR

FRENCH

COMP 283(F) Great Big Books (Same as English 233) (W)
(See under ENGL 233 for full description.)

COMP 285(S) Religion in Black Film and Literature (Same as Africana Studies 285, English 285, and Religion 229)*
(See under AFR 285 for full description.)

COMP 286(F) Constructing Black Lives in Film and Literature (Same as Africana Studies 286 and English 286)*
(See under AFR 286 for full description.)

COMP 301(S) Word Virus: Cultural Theory after the Linguistic Turn (Same as Religion 301)
(See under REL 301 for full description.)

COMP 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (W)*
(See under RLSP 306 for full description.)

COMP 303(S) Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and English 374)*
(See under AMST 305 for full description.)

COMP 304(S) Dante (Same as English 304)
(See under ENGL 304 for full description.)

COMP 305 Dostoevsky and His Age (Same as Russian 305) (Not offered 2007-2008; to be offered 2008-2009)
(See under RUSS 305 for full description.)

COMP 306(S) Tolstoy and His Age (Same as Russian 306)
(See under RUSS 306 for full description.)

COMP 309T(F) Exile, Homecoming and the Promised Land (Same as Jewish Studies 491T and Religion 309T) (W)
(See under REL 309T for full description.)

COMP 324(F) Auteur Cinema and the Very Long Film (Same as English 404)
(See under ENGL 404 for full description.)

COMP 329 Contemporary World Novel (Same as English 379) (Not offered 2007-2008; to be offered 2008-2009)
(See under ENGL 379 for full description.) (Literary Genres)

COMP 330 Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as American Studies 330, Latina/o Studies 330 and Theatre 330) (Not offered 2007-2008; to be offered 2008-2009)*
(See under LATS 330 for full description.)

COMP 338(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Latina/o Studies 338) (W)*
(See under LATS 338 for full description.)

COMP 340(F) Literature and Psychoanalysis (W)

This course will explore the literary roots and effects of the explosion of the unconscious into consciousness at the turn of the twentieth century. Freud's psychoanalytic revolution will reveal itself to be actually a significant event in an evolutionary process that took place to a large extent in the arena of literature, to which Freud himself repeatedly acknowledged his debt. We will examine psychologically-minded literary texts that precede and, in some cases, preview Freud's theories, those theories themselves, and texts (theoretical and literary) that reflect the immense influence of psychoanalysis in the twentieth century. Authors might include Sophocles, Shakespeare, Goethe, Hoffmann, Flaubert, Carroll, Kafka, Duras, Garcia Marquez, and Morrison. *All readings in English.*

Format: discussion/seminar. Requirements: active class participation, reading journals, two short and one longer paper.

Prerequisites: one previous course in either Comparative Literature or English, or permission of instructor. *Enrollment limit: 19 (expected: 19).* (Literature and Theory)

Hour: 1:10-2:25 MR

NEWMAN

COMP 341(S) Sublime Confusion: A Survey of Critical Theory (Same as English 345)

What does it mean to have a theory of literature? Can something as vital, as varied, and as vague as art or fiction ever be reduced to anything like a science? We will investigate these questions with a survey of art and literary theory that takes up a cross section of texts from classical times to the present. We will focus particular attention on the aesthetic quality called "the sublime—a category that has often been constituted in opposition to "beauty" to express the power and the attraction of art that is not beautiful, but whose frightening, confusing, even threatening aspect is somehow thrilling or appealing. This idea interested early critics from the classical rhetorician pseudo-Longinus to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's thrilling confusion has played a key role in modern literary theory from Russian formalism to New Criticism, deconstruction, and postmodernism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) The class will focus on careful reading of relatively short texts by Plato, pseudo-Longinus, Burke, Kant, Schiller, Shklovsky, Eichenbaum, I.A. Richards, Barthes, Derrida, Loytard, and others. We will find and discuss illustrations drawn from literature, visual media, and contemporary culture.

Format: discussion and lecture. Requirements: active class participation, two papers (6-7 pages each), and a final exam.

Prerequisites: a 100-level literature course (Comparative Literature, English, etc.) and sophomore standing or higher, or permission of the instructor. *Enrollment limit: 20 (expected: 10). Priority will be given to students majoring in a related discipline and those with a demonstrated interest in critical theory.*

Hour: 2:35-3:50 MR

C. BOLTON

COMP 342 Psychoanalysis, Gender, and Sexuality (Same as English 386 and Women's and Gender Studies 388) (Not offered 2007-2008; to be offered 2008-2009)

(See under ENGL 386 for full description.)

COMP 343(F) Modern Critical Theory (Same as English 373)

(See under ENGL 373 for full description.)

COMP 344 From Hermeneutics to Post-Coloniality (Same as Religion 304) (Not offered 2007-2008; to be offered 2008-2009)*

(See under REL 304 for full description.) (Literature and Theory)

COMP 345(F) Comedy under Political Pressure (Same as English 344)

(See under ENGL 344 for full description.)

COMP 346(S) Questioning the Cultural Self in Literature (W)*

Cultural encounters entail a questioning of identity, values and worldview. As the familiar gives way to the unknown, issues of knowledge and power can begin to influence the interaction between different groups. In this course we will examine texts dealing with differences in language, religion, race, class, gender and citizenship that lead to the formation of allegiances and rivalries. What constitutes a cultural group? How is difference determined? What is the nature of the tension characteristic of many a cross-cultural encounter? How do cultural hybridity and conflicting solidarities influence multi-cultural dialogues? Readings for this course include Jhumpa Lahiri's *The Namesake*, Nelida Pinon's *The Republic of Dreams*, Joseph Conrad's *Heart of Darkness*, Jamaica Kincaid's *A Small Place*, Ghassan Kanafani's *Return to Haifa* and Victor Martinez's *Parrot in the Oven: Mi Vida*.

Format: lecture/discussion. Requirements: active class participation, two 3- to 5-page papers and a final 7- to 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors in Comparative Literature or Literary Studies.*

Hour: 1:10-2:25 MR

VARGAS

COMP 347(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and English 348) (W)*

(See under AFR 404 for full description.)

COMP 352(S) Writing after the Disaster: The Literature of Exile (Same as Jewish Studies 352)

This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be

Comparative Literature, Computer Science

drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Sempérn, Benjamin, Nancy, and Blanchot.

Format: seminar. Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper.

Prerequisite: Comparative Literature 111 or an equivalent English course. *Enrollment limit: 20 (expected: 20). Preference given to majors in Comparative Literature.*

Hour: 11:20-12:35 TR

S. FOX

COMP 353(F) Writing the City: Beirut and Cairo in Contemporary Arabic Literature*

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

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

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

Hour: 9:55-11:10 TR

NAAMAN

COMP 356(F) The Human Face in the Modern Imagination (Same as ArtH 307, English 346 and INTR 346) (W)

(See under ENGL 346 for full description.)

COMP 359 Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Latina/o Studies 346) (Not offered 2007-2008; to be offered 2008-2009)*

(See under LATS 346 for full description.)

COMP 361(F) Women Writing Africa (Same as Africana Studies 403, English 364 and Women’s and Gender Studies 364) (W)*

(See under AFR 403 for full description.)

COMP 369(S) Race, Gender, Space (Same as Africana Studies 400, English 365, and Women’s and Gender Studies 400)*

(See under AFR 400 for full description)

COMP 375(F) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403 and English 375)*

(See under AMST 403 for full description.)

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

COMP 493(F)-W31-494(S) Senior Thesis—Comparative Literature

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

LIT 493(F)-W31-494(S) Senior Thesis—Literary Studies

COMPUTER SCIENCE (Div. III)

Chair, Professor ANDREA DANYLUK

Professors: BAILEY, DANYLUK, LENHART, MURTAGH*. Assistant Professors: ALBRECHT, FREUND, HEERINGA, MCGUIRE.

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the internet possible and even fair; the design of revolutionary new computer

languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex or simply too big for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses

- | | |
|----------------------|--|
| Computer Science 134 | Introduction to Computer Science |
| Computer Science 136 | Data Structures and Advanced Programming |

Core Courses

- | | |
|----------------------|-------------------------------------|
| Computer Science 237 | Computer Organization |
| Computer Science 256 | Algorithm Design and Analysis |
| Computer Science 334 | Principles of Programming Languages |
| Computer Science 361 | Theory of Computation |

Electives

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics

- Mathematics 251 Discrete Mathematics
and any other Mathematics course at the 200-level or higher

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 106, 107, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Science 373 as their second elective. Computer Science 315 may not be used as a second elective in conjunction with Computer Science 106. Computer Science 106, 107, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to look at the latest copy of the *Informal Guide to Computer Science*, which can be obtained on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.

Computer Science

LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES

The department offers a choice of five introductory courses—Computer Science 106: *Life as an Algorithm*, 107: *Strategy, Interaction, and Design in Board and Video Games*, 108: *Artificial Intelligence: Image and Reality*, 109: *The Art and Science of Computer Graphics*, and Computer Science 134: *Introduction to Computer Science*.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 106: *Life as an Algorithm*, 107: *Strategy, Interaction, and Design in Board and Video Games*, 108: *Artificial Intelligence: Image and Reality*, or 109: *The Art and Science of Computer Graphics*.

Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department’s curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a con-

Computer Science

centration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 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 may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 106, 107, 108, 109, 315, 336T, 337T, 338T, 339, 371, 373, 374T, 432, and 434T are each normally offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Computer Science*.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail, though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

CSCI 106 Life as an Algorithm (Same as Biology 106) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci106.html)

BAILEY

CSCI 107(F) Strategy, Interaction, and Design in Board and Video Games (Same as ArtS 107)

A game is an aperture on strategic thought and interaction. The ideas behind board games, puzzles, and video games find applications in economics, business, biology, psychology, and politics. Games are also art. They literally contain graphic, sculptural, and industrial design. They are beautiful mathematical constructs. Games are an interactive medium that communicates that which is inaccessible through passive forms. Underlying disciplines as diverse as biology and art are deep, shared ideas: of a space containing design, decision, and constraints; of computation and process; and of the ultimate limits on reason and efficiency. This course reveals a surprising name for those deep ideas: computer science. This multidisciplinary course explores games and their serious applications through design exercises and game playing. Evaluation will be based on attendance, participation, analysis assignments, and a significant final project. For the project, you will work in a group to design a new game using both traditional art media and software like Photoshop, following the principles discussed in class. Along the way you will develop an intuitive grasp of computer science concepts including heuristics, minimax, and emergence.

Format: seminar and studio. Lab fee.

No prerequisites. No programming or game experience is assumed. This course is not open to students who have completed Computer Science 136 or above. *Enrollment limit: 16 (expected: 16) Preference given to first-year students.*

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

Hour: 1:10-3:50 MR

MCGUIRE

CSCI 108 Artificial Intelligence: Image and Reality (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci108.html)

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

Computer Science

to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Format: lecture/laboratory. Evaluation will be based on 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.

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) Introduction to Computer Science (Q)

This course introduces fundamental ideas in computer science and builds skills in the design, implementation, and testing of computer programs. Students implement algorithms in the Java programming language with a strong focus on constructing correct, understandable, and efficient programs. Students explore the material through specific application areas. Topics covered include object-oriented programming, control structures, arrays, recursion, and event-driven programming. This course is appropriate for all students who want to create software and have little or no prior computing experience. More details are available on the department website, <http://www.cs.williams.edu>.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, written problem sets, a test program, and midterm and final examinations.

No prerequisites, except for the standard prerequisites for a (Q) course. Note that previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *No enrollment limit (expected: 18 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

First Semester: MCGUIRE, ALBRECHT

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

Second Semester: FREUND, HEERINGA

CSCI 136(F,S) Data Structures and Advanced Programming (Q)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, 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

First Semester: BAILEY

9:00-9:50 MWF

Lab: 1-4 W

Second Semester: MCGUIRE

CSCI 237(F) Computer Organization (Q)

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating 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.

Format: lecture/laboratory. Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

Lab: 1-2:30 M,T

BAILEY

CSCI 256(S) Algorithm Design and Analysis (Q)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136, 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(S) Computational Biology (Same as INTR 315 and Physics 315) (Q)

(See under PHYS 315 for full description.)

CSCI 318T Numerical Problem Solving (Same as Mathematics 318T) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(See under MATH 318 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 BIOL 319 for full description.)

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.

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: 9:55-11:10 TR

FREUND

CSCI 336T Computer Networks (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci336.html)

MURTAGH

CSCI 337T Digital Design and Modern Architecture (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci337.html)

BAILEY

CSCI 338T Parallel Processing (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci338.html)

CSCI 339(S) Distributed Systems

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, ranging from the Internet to file systems. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Format: lecture. Evaluation will be based on homework assignments, programming projects, and exams.

Prerequisites: Computer Science 136 (Data Structures) or equivalent programming experience, and Computer Science 237 (Computer Organization), or permission of the instructor. *No enrollment limit (expected: 15).*

PROJECT COURSE

Hour: 10:00-10:50 MWF

ALBRECHT

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: 9:00-9:50 MWF

HEERINGA

CSCI 371 Computer Graphics (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci371.html)

MCGUIRE

CSCI 373(F) Artificial Intelligence (Q)

This course introduces the state-of-the-art in the field of Artificial Intelligence, which is concerned with the ability to create machines that perform tasks requiring “intelligence.” The course covers techniques for solving problems in the field, including knowledge representation, search strategies, planning, and reasoning. It then explores those further by surveying current applications in areas selected from machine learning, game playing, robotics, and natural language processing.

Format: lecture/laboratory. Four programming projects in the first half of the semester and a larger project spanning most of the second half account for 70% of the student’s final grade. A midterm examination and a six-page survey paper account for the remainder of the student’s grade.

Prerequisites: Computer Science 136 and Discrete Mathematics. *No enrollment limit (expected: 20).*

PROJECT COURSE

Hour: 12:00-12:50 MWF

DANYLUK

CSCI 374T(S) Machine Learning (Q)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that has as its aim the development of algorithms that will improve a system’s performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover instances selected from three general categories of algorithms: supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics

Computer Science, Contract Major

in computational learning theory.

Format: tutorial. Evaluation will be based on presentations, problem sets, short programming exercises, empirical analyses of algorithms, and a final exam.

Prerequisites: Computer Science 136 and Mathematics 251. Computer Science 256 is recommended but not required. *Enrollment limit: 10 (expected: 10). Preference given to Computer Science majors.*

Hour: *Tutorial meetings to be arranged.*

DANYLUK

CSCI 397(F), 398(S), 497(F), 498(S) Reading

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

CSCI 432 Operating Systems (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci432.html)

CSCI 434T(F) Compiler Design (Q)

This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. As a project course, students will construct a full compiler for a simple object-oriented language.

Format: tutorial. Evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams.

Prerequisites: Computer Science 237 and Computer Science 361 (concurrent enrollment is acceptable). Computer Science 334 is recommended, but not required. *Enrollment limit: 10 (expected: 10). Preference given to current or expected Computer Science majors.*

PROJECT COURSE

Hour: *Tutorial meetings to be arranged.*

FREUND

CSCI 493(F) Research in Computer Science

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

This course (along with Computer Science W31 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Evaluation will be based on class participation, presentations, and the final written report.

Enrollment is limited. Open to senior Computer Science majors with permission of instructor.

Hour: TBA

Members of the Department

CSCI W31-494(S) Senior Thesis

Prerequisites: Computer Science 493.

CSCI 499(F,S) Computer Science Colloquium

Required of senior Computer Science majors, and highly recommended for junior Computer Science majors.

Meets most weeks for one hour, both fall and spring.

Hour: 2:35-3:50 F

Chair

CONTRACT MAJOR

Contract Major Advisor: CHARLES R. TOOMAJIAN, Jr.

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or 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:

Contract Major, Critical Languages

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean's Office) which should contain:

- a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
 - b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
 - c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.
- 2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.
- 3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.
- 4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., Africana Studies, area studies programs, Environmental Studies), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will 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.

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.

Critical Languages, Economics

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.

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 are offered as regular courses.

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 401(F), 402(S) Advanced Arabic*

For those students who would like to continue their study of the language at an advanced level.

Prerequisites: ARAB 103, 104 or demonstrated equivalent and permission of the program coordinator.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

ECONOMICS (Div. II)

Chair, Professor STEPHEN SHEPPARD

Professors: BRADBURY***, 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***, GAZ-ZALE*, IALUMIA, LOVE*, NAFZIGER, OAK***, RAI**, ROLLEIGH*, SAVASER, SCHMIDT, WATSON*. Senior Lecturer: SAMSON§§. Visiting Professors: BARTLETT**, FORTUNATO, TRUMAN**. Visiting Associate Professor: HONDERICH§. Visiting Assistant Professors: GRZELON-SKA, LY.

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 class of 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 during

the spring of junior year. Students are thus strongly encouraged to complete these three core courses by the end of junior year at the latest.

Prospective majors please note that instructors in all sections of Economics 251, 252, 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 are also reminded that some courses now have specific mathematics requirements; see course descriptions.

Elective Requirements:

Students must complete four Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394 (or from the CDE courses offered), and one of which must be selected from electives numbered 450-475. (Note: 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 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. In elective courses students apply theoretical tools and empirical techniques to develop a richer understanding of economic phenomena and public policy.

Graduate training in economics requires more mathematical sophistication than does undergraduate economics. We encourage students who are considering pursuing a Ph.D. in Economics to take 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.

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.

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.)

Economics

THE DEGREE WITH HONORS IN ECONOMICS

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the Specialization Route and the Thesis Route.

1) *Specialization Route, consisting of these three units:*

- a. Development of a thesis proposal;
- b. An honors winter study project (W30) in January of the senior year;
- c. Economics 491 or 492 Honors Seminar. Students may pursue the Specialization Route to honors in their senior year, either in the fall semester plus WSP or WSP plus the spring semester. After selecting an advisor and discussing the topic with the advisor, the student should submit a thesis proposal to the department for approval. (A description of what should be included in proposals is listed on the department's website.) Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. Students should submit proposals at the end of the spring semester if they wish to pursue a fall-WSP thesis, and by one week after the last day of classes in December if they wish to pursue a WSP-spring thesis. The department provides a memorandum to majors with more details every spring and fall.

2) *Thesis Route (Economics 493-W30-494):*

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take both Economics 493 and 494 may substitute Economics 493 for an upper-level elective (excluding those numbered 400-490) if they wish to. Students who pursue the Specialization Route to Honors may not substitute Economics 491 or 492 for an upper- (or lower-) level elective requirement.

Because economics honors theses frequently make use of empirical economic methods, students considering writing an honors thesis in economics are strongly advised to complete Economics 255 or Statistics 346 before the end of junior year.

AFRICANA STUDIES AND AREA STUDIES

A major in economics who concentrates in African-American or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

Note on course numbers: Courses between 201 and 299 are lower-level electives and are open to students who have taken 110 or 120. Courses 350 and above are advanced electives, have intermediate theory prerequisites, and are primarily designed for Economics and Political Economy majors. Courses numbered 450-475 are only open to students who have completed Economics 251, Economics 252, and who have satisfied the statistical methods requirement unless the course prerequisite explicitly indicates otherwise.

ECON 110(F,S) Principles of Microeconomics (Q)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. 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: 9:55-11:10 TR, 1:10-2:25 MR, 2:35-3:50 MR, 1:10-2:25 TF, 2:35-3:50 TF, 8:30-9:45 TR

First Semester: BRADBURY, BRAINERD, HONDERICH, GRZELONSKA
8:30-9:45 TR, 9:55-11:10 TR, 2:35-3:50 MR, 1:10-2:25 MR Second Semester: SCHMIDT, GRZELONSKA

ECON 120(F,S) Principles of Macroeconomics (Q)

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international 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 TR, 9:55-11:10 TR

First Semester: NAFZIGER
1:10-2:25 MR, 2:35-3:50 MR, 9:55-11:10 TR, 11:20-12:35 TR Second Semester: LALUMIA, BARTLETT

ECON 203(F) Gender and Economics (Same as Women's and Gender Studies 203)

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

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

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25).*

Hour: 1:10-2:25 MR

SCHMIDT

ECON 204 Economic Development in Poor Countries (Same as Environmental Studies 234) (Not offered 2007-2008)*

(www.williams.edu/Registrar/catalog/depts/econ/econ204.html)

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: 1:10-2:25 TF

LALUMIA

ECON 209(S) Labor Economics

This course covers basic labor markets and the determination of wages in the U.S. The determination of wages and employment levels through demand and supply of labor in competitive and non-competitive markets is the basis for analyzing the wide range of outcomes we observe in the U.S. Differences in earnings and employment are analyzed through a variety of mechanisms such as labor force participation, the role of unions, human capital accumulation and occupational choices. Topics with important public policy implications such as discrimination and affirmative action, minimum wages, and immigration will also be presented. Theoretical models will be presented and critiqued with empirical evidence from U.S. labor markets.

Format: lecture/discussion. Evaluation will be based on a combination of exams and short policy papers.

Prerequisites: Economics 110; students who have completed Economics 251 must have permission of instructor. *Enrollment limit: 40 (expected: 25). Preference given to first-year students and sophomores.*

Hour: 2:35-3:50 MR

BRAINERD

ECON 211 Gender in the Global Economy (Same as Women's and Gender Studies 211) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ211.html)

HONDERICH

ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213) (Not offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ213.html)

ECON 215(F) International Trade, Globalization and Its Effects

This course is an introduction to international trade and finance with an emphasis on issues of current interest. Topics to be discussed may include: the gains from trade; why nations trade; different theories of the pattern of trade; the effects of tariffs and other trade barriers on national welfare and income distribution; the balance of payments, the determination of foreign exchange rates, and alternative exchange rate regimes.

Format: lecture/discussion. Requirements will include problem sets, a midterm, and a final exam.

Prerequisite: Economics 110. *Students who have completed Economics 251 must have permission of the instructor. Enrollment limit: 35 (expected: 35).*

Hour: 11:00-12:15 MWF

SAVASER

ECON 220(S) American Economic History

This course examines the growth and development of the American economy from the colonial era to the modern period. The emphasis will be on the use of economic theory and 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: 9:55-11:10 TR

NAFZIGER

ECON 221 Economics of the Environment (Same as Environmental Studies 221) (Not offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ221.html)

CARBONE

ECON 222 Economics of the Arts and Culture (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ222.html)

S. SHEPPARD

Economics

ECON 229 Law and Economics (Not offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ229.html)

GENTRY

ECON 230 The Economics of Health and Health Care (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ230.html)

SHORE-SHEPPARD

ECON 235 Urban Centers and Urban Systems (Not offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ235.html)

S. SHEPPARD

ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2007-2008) (W)*

(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: 2:35-3:50 MR, 2:35-3:50 MR, 11:20-12:35 TR
11:20-12:35 TR, 8:30-9:45 MWF, 2:35-3:50 TF

First Semester: CARBONE, OAK, GRZELONSKA

Second Semester: TBA, RAI, LY

ECON 252(F,S) Macroeconomics (Q)

A study of macroeconomic theory and policy: the determinants of aggregate output, employment and prices, and the tools of monetary and fiscal policy used by the government in attempts to promote growth and limit inflation. The purpose is both to explain macroeconomics theory and to use it as a framework for discussing the current state of the U.S. economy and for analyzing recent economic policy. Instructors may use elementary calculus in assigned readings, exams, and lectures.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Expected enrollment: 30.*

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

First Semester: P. PEDRONI

8:30-9:45 TR, 9:55-11:10 TR, 8:30-9:45 MWF

Second Semester: SAVASER, MONTIEL

ECON 253(F) 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: 2:35-3:50 MR

LY

ECON 255(F,S) Econometrics (Q)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations.

Prerequisites: Mathematics 103 and Statistics 101 (formerly Mathematics 143) or Statistics 201 or equivalent plus one course in Economics. *Enrollment limit: 35 (expected: 35).*

Hour: 8:30-9:45 MWF

First Semester: SHORE-SHEPPARD

2:35-3:50 TF, 8:30-9:45 MF

Second Semester: A. V. SWAMY, LY

ECON 299(F) Economic Liberalism and Its Critics (Same as Political Economy 301 and Political Science 333)

(See under POEC 301 for full description.)

ADVANCED ELECTIVES

ECON 351 Tax Policy (Not offered 2007-2008) (Q) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ351.html)

GENTRY

ECON 353(S) 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 deci-

Economics

sion-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 357I(F) 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 economics. 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 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ358.html)

ECON 359 The Economics of Higher Education (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ359.html)

ZIMMERMAN

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: 11:00-12:15 MWF

P. PEDRONI

ECON 362(F) Global Competitive Strategies

This course examines the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

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

FORTUNATO

ECON 363(F) Money and Banking

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? Second, it analyzes the role of the central bank and the conduct of monetary policy. Special attention will be given to the organization and the operation of the Federal Reserve System, but other monetary policy regimes will also be considered. Students will simulate a meeting of the Federal Reserve Open Market Committee, either to decide on monetary policy or to debate a current policy monetary policy or regulatory issue. Third, it studies the complexities associated with managing and regulating modern financial instruments. Throughout the impact of incentives on the shape and evolution of the financial system will be stressed.

Format: lecture and discussion. Requirements: problem sets, midterm, short presentations during the FOMC simulation, and either a final exam or a paper (students have the option of either).

Prerequisites: Economics 252. *Enrollment limit: 25 (expected: 25). Preference given to Economics majors.*

Hour: 11:00-12:15 MWF

CAPRIO

ECON 368 The Economics of HIV/AIDS (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ368.html)

HONDERICH

Economics

ECON 369 Agriculture and Development Strategy (Same as Economics 512) (Not offered 2007-2008)

(See under ECON 512 for full description.)

ECON 371T(S) Economic Justice

This tutorial will examine normative and empirical aspects of economic justice, with a special emphasis on concerns related to income distribution. The course is loosely structured around three questions: a) How ought income be distributed? b) How is income distributed? c) What policies should be considered when a) and b) differ? The first question moves us into the area of ethics. We will spend several classes discussing the connections between economic analysis and ethical theory. The second question moves us into the area of facts and theories surrounding income distribution. The third question moves us to consider policy responses to any perceived problems. In considering question c) we will focus on issues related to the distribution of income and status in the United States.

Format: tutorial; will meet weekly for one hour in groups of 2. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues. Prerequisites: Economics 251 and 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference will be given to Economics majors.*

Tutorial meetings to be arranged.

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: 11:20-12:35 TR

OAK

ECON 374T Poverty and Public Policy (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ374.html)

SHORE-SHEPPARD

ECON 375T Speculative Attacks and Currency Crises (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ375.html)

MONTIEL

ECON 376 The Economics of Labor (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ376.html)

BRAINERD

ECON 379(F) The Economics of Sustainability (Same as Environmental Studies 379) (Q)

Sustainability is a term used frequently in environmental policy debates, but what does it really mean? At their core, all definitions of sustainability and sustainable development are about trade-offs between what we as a society consume today and what we leave for future generations but they often differ substantially in what they imply for environmental policy. The objective of this course is to consider a number of different notions of sustainability—from economics, the environmental sciences and social philosophy—and use the tools of economic theory to develop their policy implications. A key element of many of the environmental policy decisions that we will consider is that they involve complex interactions between human and biophysical systems. Because of this, the course will also emphasize the analytical tools required to make sense of these interactions and the use of computer simulation to study the impacts of proposed policy measures.

Format: Seminar/discussion. Requirements: Problem sets and computer lab assignments, a midterm exam, and a final paper.

Prerequisites: Economics 251, familiarity with statistics (Economics 253 or 255 or Statistics 346), and basic computer literacy. *Enrollment limit: 25 (expected: 25). Preference given to senior majors.*

Hour: 9:55-11:10 TR

CARBONE

ECON 382(F) Industrial Organization

(www.williams.edu/Registrar/catalog/depts/econ/econ382.html)

GAZZALE

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

GRZELONSKA

ECON 383 Cities, Regions and the Economy (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ383.html)

S. SHEPPARD

ECON 384 Corporate Finance (Not offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ384.html)

GENTRY

ECON 385 Games and Information (Not offered 2007-2008) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ385.html)

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

TBA

ECON 388 Urbanization and Development (Same as Economics 521 and Environmental Studies 388) (Not offered 2007-2008)

(See under ECON 521 for full description.)

ECON 392(F) 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: 8:30-9:45 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: 1:10-2:25 MR

NAFZIGER

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

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Hour: TBA

Members of the Department

ECON 451 The Macroeconomics of National Saving (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ451.html)

LOVE

ECON 452T Economics of Community Development (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ452.html)

S. SHEPPARD

ECON 453 Monetary Economics (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ453.html)

ECON 456(F) Income Distribution

This course examines the distribution of income in the U.S., with particular emphasis on how it is affected by taxes, transfers, and other government programs. Most of the course will focus on the bottom of the income distribution, where the role for policy is greatest. Questions to be addressed may include the following: What are the causes and consequences of poverty? How do welfare, the minimum wage, and the EITC affect those in poverty? How does discrimination affect the incomes of various demographic groups? What are the effects of affirmative action? How much mobility is there across the income distribution? What explains the recent growth in income at the top of the distribution, and the resulting increase in inequality?

Format: seminar/discussion. Requirements: short writing assignments, computer lab exercises, oral presentations, and a final research paper.

Prerequisites: Economics 251 and 253 or 255 or equivalent. *Enrollment limit: 19 (expected: 19). Preference: senior economics majors.*

Hour: 9:55-11:10 TR

LALUMIA

Economics

ECON 457 Public Economics Research Seminar (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ457.html)

BAKIJIA

ECON 458T(F) Economics of Risk

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions - from managing a portfolio to starting a business - are also fraught with uncertainty. Some risks are environmental - both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

Format: tutorial.

Requirements: Students will meet with the instructor in pairs in each week. They will write a paper or short project every other week, and comment on their partner's paper (or project) in the other weeks. The final two weeks will be reserved for applied projects of the student's choice. One of the papers during the term will be revised to reflect feedback from the instructor and the student's partner.

Prerequisites: Economics 251, 252, and Economics 253 or 255. *Enrollment limit: 10 (expected: 10). Preference to senior majors.*

Tutorial meetings to be arranged.

GENTRY

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: 11:20-12:35 TR, 2:35-3:50 TF

A. V. SWAMY

ECON 461 Computable General Equilibrium (CGE) Modeling (Same as Economics 504) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ461.html)

ROLLEIGH

ECON 462(S) The Economics of Non-Governmental Organizations (NGOs)

NGOs have played an increasingly important role in the provision of relief and development programs in developing countries. They have become key partners for the donor community and, as a result, an increasing fraction of foreign aid has been channelled through international and local NGOs. This seminar will survey recent theoretical and empirical economic literature on NGOs. Topics will include: should governments contract out public good provision to NGOs? when are NGOs more desirable public good providers than for-profit firms? why do most NGOs operate under a not-for-profit status? what is the role of employees' intrinsic motivation? NGOs and donors; the commercialization of NGOs; NGOs and politics.

Evaluation will be based on: four short papers (4 to 6 pages.), each critically reviewing a paper on the reading list; one final paper (7 to 10 pages) which will be either an essay reviewing papers around one particular issue, or an independent research paper (for those interested).

Prerequisites: Economics 251, Economics 253 or 255 or the equivalent. *Enrollment limit: 19 (expected 19). Preference to senior majors.*

Hour: 1:10-2:25 TF

LY

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 important and integral part of the course, but no previous training is expected. Economics majors who are considering writing an honors thesis on related topics are encouraged to enroll in this course during the spring semester of their junior year. Students studying abroad during their junior year may nonetheless take this course during their senior year.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 252, Economics 255 or equivalent, and Economics 360. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 1:10-2:25 MR

P. PEDRONI

ECON 465 Behavioral and Experimental Economics (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ465.html)

GAZZALE

ECON 466 Economic Growth: Theories and Evidence (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ466.html)

D. GOLLIN

ECON 467T(F,S) Development Successes (Same as Economics 518T) (W)

Although living standards in most of the world's poor countries have increasingly fallen behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, as well as non-Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.

Format: tutorial. Methods of evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

Prerequisites: Economics 204 or 501. *Enrollment limit: 10 (expected: 10). Preference given to undergraduates in the fall and CDE students in the spring.*

Tutorial meetings to be arranged.

MONTIEL

ECON 468(S) Microfinance (Same as Economics 508) (Q)

This seminar examines savings, credit and insurance among the poor in developing countries. Topics include informal village financial institutions, credit constraints, group lending contracts (as pioneered by the Grameen Bank in Bangladesh), the role of subsidies, savings commitment products and insurance innovations for the poor. The course emphasizes information asymmetries (adverse selection and moral hazard). Readings will include current empirical and theoretical research in development economics.

Format: seminar. Evaluation will be based on a midterm, a series of short papers and a longer final paper.

Prerequisites: Economics 251 and 255. *Enrollment limit: 19 (expected: 19). Preference will be given to senior majors and CDE students.*

Hour: 11:00-12:15 MWF

RAI

ECON 469(S) Economics of Global Health and Population

This course examines issues in global health and population in developing and formerly socialist countries, with a focus on econometric methods and applied microeconomic theory. We will analyze trends in global health and population, the determinants and consequences of changing population health, and approaches to the design, implementation and evaluation of policies to address health and population problems. Specific topics we will discuss include the HIV/AIDS epidemic, labor market returns to health, child mortality and 'missing women', the mortality crisis in the former Soviet Union, and the long-run impact of disease.

Format: lecture/discussion. Requirements: several short papers and econometric exercises, a midterm exam and an empirical research paper.

Prerequisites: Economics 251 or 251M and Economics 253 or 255. *Enrollment limit: 19 (expected: 19). Preference to senior majors.*

Hour: 1:10-2:25 MR

BRAINERD

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.

Economics

ECON 493(F)-W31-494(S) Honors Thesis

A year-long research project for those honors candidates admitted to this route to honors. Prerequisites: admission by the department in the spring of the junior year.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Juniors and seniors majoring in Economics or Political Economy may, with the permission of 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: 11:20-12:35 TR

D. GOLLIN

ECON 502(S) Institutions and Governance

Over the last two decades economists have become increasingly aware of the importance of the "social infrastructure" at various levels of economic activity: capable and honest government officials must be available to formulate and implement policies, markets must be supported by suitable institutional frameworks, property rights must be secure, and contracts reliably enforced. Even the structure of the household, the smallest institution analyzed by economists, has been shown to have an important influence on economic development. This course will survey the growing literature on institutions and governance. Evaluation will be based on several short papers. The class will primarily follow a discussion format.

Note: Requires permission of instructor. Students who have previously taken Economics 459 will not be enrolled.

Prerequisites: At least one among Economics 253, Economics 255, Economics 510, Economics 511, Statistics 346. *Enrollment limit: 19 (expected: 19).*

Hour: 11:20-12:35 TR

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: 8:30-9:45 TR

SCHMIDT

ECON 504 Computable General Equilibrium (CGE) Modeling (Same as Economics 461) (Not offered 2007-2008)

(See under ECON 461 for full description.)

ECON 505(S) Finance and Development

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Format: lecture/discussion. Requirements: 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 MWF

CAPRIO

ECON 507 International Trade and Development (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ507.html)

ECON 508(S) Microfinance (Same as Economics 468) (Q)

(See under ECON 468 for full description.)

ECON 509(F) Developing Country Macroeconomics

This course focuses on the relationship between macroeconomic policies and economic growth in developing countries. After examining the links between macroeconomic stability and long-run growth, the rest of the course is divided into three parts. The first part is devoted to the construction of an analytical model that is suitable for analyzing a wide variety of macroeconomic issues in developing countries. This model provides the general framework for a more specific analysis of fiscal and monetary policies in the two remaining parts. In analyzing fiscal policy, the course will consider in particular the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It will also examine alternative methods for achieving fiscal credibility, including the design of fiscal institutions. The final part of the course will turn to an analysis of central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 MWF

MONTIEL

ECON 510(F) Statistics/Econometrics

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Admission to 510 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: Problem sets, two hour exams, and a final.

Enrollment limited to CDE students.

Hour: 2:35-3:50 MR

ZIMMERMAN

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: 11:00-12:15 MWF

SHORE-SHEPPARD

ECON 512 Agriculture and Development Strategy (Same as Economics 369) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ512.html)

D. GOLLIN

ECON 513(S) Open-Economy Macroeconomics

This seminar course examines some important issues in international macroeconomics, with particular reference to developing countries. It covers theoretical models of interest rate parity and exchange rate determination, a comparative study of fixed and floating exchange rate regimes and optimum currency areas. The theoretical background will be followed with study of important current macroeconomics issues ranging from choice of exchange rate regime for developing countries, international currency crises, capital controls, international financial architecture, foreign aid and macroeconomic policy reform.

Prerequisites: Economics 252. *Expected enrollment 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 9:55-11:10 TR

SAMSON

ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)

(See under ECON 464 for full description.)

ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386)

(See under ECON 386 for full description.)

ECON 516T(S) International Financial Institutions

This tutorial will explore the role of international financial institutions in the global economic and financial system, their relations with members, and proposals for how they might be reformed. The focus will be principally on the International Monetary Fund and to a lesser extent the World Bank, but consideration also may be given to the regional development banks, Bank for International Settlements, and Paris Club used for official debt renegotiations. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; relations between the two institutions and their relations with other institutions of international finance and governance; lessons from their performance in the Asian, Argentine, and other international financial crises; and the recent initiatives of the Fund and Bank in the global adjustment process, financial system stability (including money laundering and combating the financing of terrorism), public and private sector governance, lending programs, the management of international reserves, and provision of advice to members.

Tutorial meetings will be on Fridays. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the

Economics, English

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 the 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 on Fridays in five groups of two. Course is intended for CDE Fellows, undergraduate enrollment limited, and only with permission of the instructor.

TRUMAN

ECON 518T(F,S) Development Successes (Same as Economics 467T) (W)
(See under ECON 467T for full description.)

ECON 521 Urbanization and Development (Same as Economics 388 and Environmental Studies 388) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/econ/econ521.html)

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 PETER MURPHY

Professors: I. BELL, R. BELL, BUNDTZEN, CASE, FIX, KLEINER, KNOPP**, LIMON, MURPHY, PYE*, RAAAB**, ROSENHEIM, J. SHEPARD, D. L. SMITH***, SOKOLSKY, SWANN**, TIFFT. Associate Professor: KENT. Assistant Professors: T. DAVIS, MCWEENY, RHIE, THORNE*. Visiting Assistant Professors: ABBAS***, MATTHEWS. Senior Lecturer: CLEGHORN***. Lecturers: BARRETT, DE GOOYER\$, K. SHEPARD\$. Visiting Lecturer: P. PARK. Margaret Bundy Scott Visiting Professor: AARON. 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 as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on analytic writing skills. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course other than 150 is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

200-LEVEL COURSES

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English Majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department. Completion of a Gateway course is a requirement for the major.*

300-LEVEL COURSES

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-LEVEL COURSES

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A class might culminate in a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work. Majors considering Honors work are urged to take a 400-level course before senior year as a way of preparing for Honors work.

ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from the American, British and Anglophone traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class 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 2008, the Director of Honors is Professor Theo Davis.

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. All students writing a Critical Thesis or pursuing a Critical Specialization will be required to take the Honors Colloquium in the Fall Semester. The Honors Colloquium replaces English 497, the Honors Independent Study, for which students in Critical Honors were required to register in previous years. For more information on the Honors Colloquium, see the course description. When pre-registering for Fall 2007, students who are applying to Honors should select a full slate of courses. If accepted into the Honors program, those students will then drop a course and will be allowed to register for the Colloquium. Students are advised to consider that if accepted into the program, the Honors Colloquium will meet at 9:55-11:10 TR. 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) and English W31 (Honors Thesis, winter study) during senior year.

Students writing a *critical thesis* must, by graduation, take at least *eight* regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors colloquium and spring Honors Independent Study) and English W31 (Senior Thesis, winter study) during senior year.

Students pursuing a *critical specialization* must, by graduation, take at least *eight* regular-semester courses, and in addition, take English 493 and English 494 (fall Honors colloquium and spring Honors Independent Study) and English W30 (Honors Thesis: Specialization Route, winter study) during senior year.

A student who is highly-qualified to pursue honors, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a critical thesis or critical specialization over one semester and the winter study term. Since the norm for these projects is a full year, such permission will be granted only in exceptional circumstances. If granted, the standards for admission and for evaluating the final project would be identical to those that apply to year-long honors projects.

English

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 W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit 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 third Monday 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 third Monday 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. 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, requiring at least 20 pages of writing in a series of four or more formal essays.*

ENGL 105(S) Poetry and Magic (W)

Ancient Celtic texts—Irish and Welsh—associate the poet (meaning any creator of fiction) with powerful magic—with shape-shifting, access to the other-world, and visions of transcendent authority and truth. Plato, in his famous condemnation of poetry in *The Republic*, also associates poetry with magic, but with magic as a con game or sleight-of-hand trick. This course will use Plato and Celtic texts to establish a theoretical framework for reading and interpreting the representation of poetry and magic in a variety of literary works and films from the Middle Ages to the twentieth century. The goal of the course, in addition to its particular subject matter, is to develop effective reading and writing strategies for works of different genres and time periods. Reading will include Chaucer's *Friar's Tale* (where the poet-figure is an evil magician); David Mamet's film *House of Games* (where the master of illusion is a con artist); Marlowe's *Doctor Faustus* (where the poet-figure sells his soul to the devil for magical power); Shakespeare's *A Midsummer Night's Dream* and *The Tempest* (where fairies and magic represent the positive powers of imagination); the "magical" transformations of gender and identity in *As You Like It* and the documentary film *Paris Is Burning* (about the world of gay male balls in Harlem); and short poems by Coleridge, Keats, Tennyson, and Yeats.

The class will be run as a discussion. Requirements: weekly writing assignments, both formal and informal, including use of a class listserver and required electronic journal postings. Students will do about 20 pages of writing and will be evaluated on writing and class participation.

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

Hour: 11:20-12:35 TR

KNOPP

ENGL 111(F,S) Poetry and Politics (W)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury," in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats—himself a very politically involved poet—writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers of poetry, and better readers and writers of argumentative prose. No prior experience with poetry (or politics!) is expected.

Format: discussion/seminar. Requirements: active class participation and 20 pages of writing in the form of frequent short papers.

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

Hour: 9:55-11:10 TR

2:35-3:50 TF

First Semester: CASE

Second Semester: CASE

ENGL 112 Introduction to Literary Analysis (Not offered 2007-2008; to be offered 2008-2009)

(W)

(www.williams.edu/Registrar/catalog/depts/engl/engl112.html)

ENGL 120(F,S) The Nature of Narrative (Same as Comparative Literature 111) (W)*

(See under COMP 111 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

English

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 will ask a series of questions as we look at a variety of material, mostly literary, but also visual and musical, that troubles ideas about novel and derivative art. 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 will 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 will refine our sense of the relations among fiction, art, originality, and imitation by studying some of the best acts of artistic and intellectual theft of the recent past. 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.*

Hour: 9:55-11:10 TR, 1:10-2:25 TF

MCWEENY

ENGL 126(F) Stupidity and Intelligence (W)

Stupidity fascinates authors, and they do not merely despise it—they feel it and make us feel it. Why? Around the same time that psychologists began measuring and ranking intelligence—and stupidity, under various names, of course occupied the space below (average) intelligence—literary authors were finding types of stupidity within intelligence. What is stupidity? Why can't it stay sequestered from intelligence? Is there such a thing as literary stupidity? (Can one be specifically a bad reader not only of books but of life?) What are the problems of intelligence? We shall be reading stories, novellas, novels, and plays by Melville, Poe, Henry James, Kafka, Borges, Stoppard, 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, 11:20-12:35 TR

LIMON

ENGL 133(S) New Poetry (W)

This class is inspired by and organized around the "Young Poets" series sponsored by the English department during 2007-2008. We will read or otherwise experience a range of poetry being produced right now in the U.S., including the work of the young poets who will be coming to campus during the course of the year. A lot of this poetry doesn't immediately seem to "fit" in the classroom: it's too new, too weird, too raw, too cerebral, too multi-media, too performance-oriented, somehow "unteachable." The premise of the course is that by engaging with these diverse voices we will come up with ways of talking about them, and that in the process we will have to take up some big and interesting questions: What is poetry—can it be defined? How does poetry aim to *affect* us? Does one need "expertise" to appreciate it? And: is poetry *important*? Does it matter—socially, politically, culturally? The course is aimed at lovers of poetry, those who dislike poetry, those who are intimidated by the idea of it, and those who can't see why we should bother. Readings will be structured around the work of the poets coming to Williams next year, and may also include some "old poetry" (for purposes of comparison), critical articles, and manifestos; we will also watch documentaries or listen to CDs of more performance-oriented work (e.g., slam, spoken word). The class probably meets too early for the visiting poets to attend; ideally, then, students would have some lunch hours and/or 4:00 times free to meet and hear them.

Format: discussion/seminar. Requirements: regular attendance (you must be able to cope with an 8:30 class!—coffee provided for the weary); 5 short (from 2-3 to 5-6 pp.) papers, including one research paper on a poet or poetic movement of your choice; occasional short postings for class discussion.

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

Hour: 8:30-9:45 TR

SWANN

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.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

K. SHEPARD

ENGL 135(S) Vengeance (W)

For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs—and he usually has to die for it. Driven by past events, cut off from the present, and rapt up in stratagems for future reprisals, the avenger's actions are almost always compromised

English

by impotence or excess. At best, revenge is “a kinde of Wilde Iustice”—a justice that kills its heroes as well as its villains.

We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible. Evaluation will be based upon class participation; 4 short papers (5 pp.), one of which will be revised into a longer critical essay (of 10-12 pp.). Preference will be given to first-year students and then to sophomores. No prerequisites. *Enrollment limit: 19 (expected: 19).*

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

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

DE GOOYER

ENGL 139(F) Metafiction (Same as Comparative Literature 139) (W)

This course will examine ways in which diverse works make use of their status as inventions on a page. We will look at the formal pleasures and interpretive puzzles generated by metafictional techniques including frame narratives, repetition, and readerly address in texts ranging from *Harold and the Purple Crayon* to such canonical works as *Don Quixote*, *Lolita* and *One Hundred Years of Solitude*. Might narrative self-consciousness operate as a form of error-correcting code within the artificial intelligence of the novel?

Format: discussion/seminar. Requirements: five papers of increasingly complexity, totaling 24 pages; consistent attendance and participation; a willingness to reread.

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

Hour: 8:30-9:45 TR

ROSENHEIM

ENGL 143(F) On Beyond Criticism: New Ways to Write about Fiction (W)

Pretty much what you do in English classes is read stories or novels or poems, discuss them, and write essays about them. But critical essays are only one form of written response to a text, and in this class we will attempt other forms as well: you could imagine, for example, reading a story, having a thought or two (or three!) about it, and then using those thoughts to write another story entirely, whose implications form a critical interpretation of the first. Or you could imagine a piece of biographical/archival research, or an interview with an author, to expose some mid-way point between his or her intention, his or her actual accomplishment, and what you think. Or you could imagine writing a parody, the success of which would depend on a complicated piece of analysis that goes entirely unsaid.

And you can probably see already why we won't be reading Shakespeare or Emily Dickinson for this class. Instead, we will look at a mixture of horror, science fiction, and fantasy writers—that is, authors whose stories exist not just as independent entities, but also as self-conscious members of a larger group of stories, conventions, and traditions. These conventions will be useful not only as a source of analysis, but also as organizing principles for our own fictional or meta-fictional responses. I have prepared a long list of writers, living and dead: Edgar Allen Poe, HP Lovecraft, Theodore Sturgeon, Terry Bisson, Philip K. Dick, Samuel R. Delaney, Octavia Butler, Angela Carter, Gene Wolfe, Kelly Link, Lucius Shepard, Connie Willis. In the event, I will probably choose four names from this list.

Format: discussion/seminar. This is a writing-intensive seminar, and we will be writing intensively: numerous small sketches, and at least four longer essays, of at least five pages each.

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

Hour: 2:35-3:50 MR

P. PARK

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.*

Hour: 9:55-11:10 TR

P. PARK

ENGL 146(F) Literature and Decolonization (W)

Colonialism was, and remains, a conquest of territory as well as of society and culture. In the heyday of European colonialism, most of the non-European world was under the dominion of Europe's greatest powers. We will read literature that urges and tells the story of anti-colonial struggle, grapple with narratives that engage the historical moment of decolonization and its aftermath. In the process, we will ask (among other questions): How do films, short stories, novels and poems narrate and represent, even urge, decolonization? Do the writers we read represent decolonization as the moment of colonial departure, the passing of sovereignty to the indigenous, the triumph of a local culture? What's at stake in these different imaginings? How do you decolonize literature/ culture/ the mind? How do you tell stories of decolonization when imperialism looms ever larger? How do migrants to Europe from its former colonies imagine their relation with their new homes? What is the relation of literature with history? Possible texts by Chinua Achebe, Jean Rhys, Bessie Head, Tsitsi Dangarembga, Niyantara Sahgal, Fanon, Memmi. Possible Films: *Xala*, *Camp de Thiaroye*, *My Beautiful Laundrette*, *The Battle of Algiers*, *Home and the World*.

English

Format: discussion. Requirements: several short papers, totalling 20 pp; active class participation. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*
Hour: 2:35-3:50 MR, 1:10-2:25 MR

ABBAS

ENGL 150(F,S) 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.

Prerequisites: students interested in taking this course 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: 8:30-9:45 MW
9:55-11:10 TR

First Semester: MATTHEWS
Second Semester: MATTHEWS

200-LEVEL COURSES

ENGL 201(F) Shakespeare's Major Plays

This team-taught lecture course will explore eight Shakespeare plays: *Romeo and Juliet*, *A Midsummer Night's Dream*, *Henry IV, part 1*, *As You Like It*, *Much Ado about Nothing*, *Hamlet*, *King Lear*, *Anthony and Cleopatra*. Lectures will stress Shakespeare's uses of language, his developing powers as dramatist and poet, the inventive use of comic and tragic genres, critical implications and theatrical possibilities, sexual relations and family relationships, the perennial problems of self-fashioning, social construction, and personal agency.

Format: usually two lectures and one discussion section a week (three 50-minute classes in all), although class will occasionally meet for two longer sessions. Requirements: one paper, regular quizzes, a midterm and final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 60 students (expected: 60).*

(Pre-1700)

Hour: 11:00-12:15 MWF

I. BELL, R. BELL

ENGL 202 Modern Drama (Same as Comparative Literature 202 and Theatre 229) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl202.html)

PETHICA

ENGL 203(F,S) Reading Films (Same as Comparative Literature 223)

An introduction to the interpretive analysis of film, emphasizing the role played by such formal features as mise-en-scene, editing, cinematography, and sound in generating meaning. In addition, we will consider aspects of film history, including the role of genre and the contrasting narrative and visual conventions prevailing in Hollywood and in strikingly different national traditions, such as the silent cinema of the Soviet montage and the French New Wave cinema of the 1960s. Critical readings will be assigned, and we will examine films by such directors as Eisenstein, Keaton, Murnau, Renoir, Hawks, Welles, Kurosowa, Hitchcock, Almodovar and Jonze. The format will mix lectures with class discussion. Requirements may vary by section, but will include several short responses, a seven page critical essay, a midterm, and a final exam. Active participation in will be required, along with a willingness to view course films more than once.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 35 (expected: 35). Preference given to sophomores and current English majors.* Not open to students who have taken English 204 without permission of the instructor.

(Post-1900)

Hour: 11:20-12:35 TR
11:00-12:15 MWF

First Semester: ROSENHEIM
Second Semester: TIFFT

ENGL 204 The Feature Film (Same as Comparative Literature 224) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl204.html)

ROSENHEIM and J. SHEPARD

ENGL 206 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and Theatre 226) (Not offered 2007-2008; to be offered 2008-2009)

(See under THEA 226 for full description.)

ENGL 209 American Literature: Origins to 1865 (Same as American Studies 209) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl209.html)

D. L. SMITH

ENGL 210(S) American Modernism (Same as American Studies 210)

"Modernism" in literature refers to texts from the second half of the nineteenth through the first half of the twentieth century; our course will center on prose in and around the 1920s. The central issue is their self-referentiality and their extra-referentiality: books acutely aware of their own status as language nevertheless aspire to describe, or even save, the world beyond words—modernism posits an aestheticism that can seem redemptive. Thus a concern of the course will be the relation of modernism and modernity: the new world that needs saving. The American version of modernism will in addition have the challenge of producing out of the difficulties of self-conscious fiction a redemption that suits a democracy. Prose writers of the course will include Hemingway, Fitz-

English

gerald, Faulkner, Stein, Toomer, and Cather, and perhaps others.

Format: discussion. Requirements: 2 short papers, a longer (6-8 pp.) final paper, and a final exam.

Prerequisite: 100-level English course (except 150). *Enrollment limit: 25 (expected: 25). Preference to sophomores.*

(Post-1900)

Hour: 8:30-9:45 TR

LIMON

ENGL 211(F) British Literature: Middle Ages Through the Renaissance

A survey of the major figures and movements of English literature through the first part of the seventeenth century: Beowulf, Chaucer, Marlowe, Spenser, Shakespeare, Donne, and others. The goal of the course is a critical and historical understanding of the English literary tradition, with practice in close reading and critical writing.

Format: lecture/discussion. Requirements: frequent short exercises, two 5- to 7-page papers, midterm and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20). Preference to sophomores and to first-year students who have placed out of 100-level courses with a 5 on the AP literature exam.*

(Pre-1700)

Hour: 11:00-12:15 MWF

KLEINER

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: 1:10-2:25 MR

BUNDTZEN

ENGL 214 Writing for the Theatre (Same as Theatre 214) (Not offered 2007-2008; to be offered 2008-2009)

(See under THEA 214 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 *Beloved*. 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

FIX and RHIE

ENGL 220(F) Introduction to African American Writing (Same as Africana Studies 220 and 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: 11:20-12:35 TR

D. L. SMITH

ENGL 224 The Syntactic Structure of English (Same as Linguistics 220) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under LING 220 for full description.)

ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)

(See under MAST 231T for full description.)

ENGL 250 Revolutionary African Literature (Same as Africana Studies 140 and Comparative Literature 218) (Not offered 2007-2008; to be offered 2008-2009)*

(See under AFR 140 for full description.)

ENGL 251 Defining the African Diaspora (Same as Africana Studies 160 and Comparative Literature 214) (Not offered 2007-2008; to be offered 2008-2009)*

(See under AFR 160 for full description.)

ENGL 252 South African and American Intersections (Same as Africana Studies 260 and Comparative Literature 258) (Not offered 2007-2008; to be offered 2008-2009)*

(See under AFR 260 for full description.)

English

ENGL 259T(F) Film Noir (W)

A study of the features and formal properties of that loose confederation of films called film noir, after the term coined by the critic Nino Frank. That confederation has some of the properties of genre and at the same time clearly crosses genre boundaries, helping us to interrogate both. It also, in its visual, iconographic, and thematic features, continues to be one of the most influential genres or movements across world cinema today, fifty years after its creation as a category. This course will be a consideration of that history and influence, with an emphasis on film noir's stylistic innovations and thematic preoccupations. Films to be studied will include Billy Wilder's *Double Indemnity*, Michael Curtiz' *Mildred Pierce*, Jacques Tourneur's *Out of the Past*, Ridley Scott's *Blade Runner*, and Roman Polanski's *Chinatown*.

Format: tutorial. Evaluation based on the writing of and critical response to weekly 5-page papers.

Prerequisite: English 203 or 204, or permission of the instructor. *Enrollment limit: 10 (expected: 10).*

(Post-1900)

Tutorial meetings to be arranged.

J. SHEPARD

ENGL 266T(F) Postmodernism (Same as Comparative Literature 231) (W)

(See under COMP 231 for full description.)

ENGL 271(S) Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and Religion 271) (W)

(See under REL 271 for full description.)

ENGL 285(S) Religion in Black Film and Literature (Same as Africana Studies 285, Comparative Literature 285, and Religion 229)*

(See under AFR 285 for full description.)

ENGL 286(F) Constructing Black Lives in Film and Literature (Same as Africana Studies 286 and Comparative Literature 286)*

(See under AFR 286 for full description.)

ENGL 287(S) Topics in Asian American Literature (Same as American Studies 283)*

(See under AMST 283 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 221(S) Rewriting Slavery (Same as Africana Studies 221) (Gateway) (W)*

Slavery was surely the most divisive and vexing issue confronting the United States before 1865. Whether or not (and how) to abolish slavery was perhaps the primary issue, but behind this question lay many others whose answers were equally contested. What was the nature of slavery as an institution? What were its effects on the enslaved and the enslaver? What did the persistence of slavery say about the American experiment and American character? Though the 13th Amendment abolished slavery in the United States, at least in theory, answers to these and similar questions continue to be contested as the country has moved from reconciliation to world power to lone superpower and "defender of freedom" around the world. Reading a variety of texts about slavery from the antebellum era to the present, we will examine the ways in which slavery has been constructed and remembered in both the popular and scholarly imagination and how particular texts intervene in the ongoing debates about the place and meanings of slavery, race and racism in and to American life and culture. Likely readings include Octavia Butler, Charles Chesnut, Frederick Douglass, Stanley Elkins, Charles Johnson, Harriet Beecher Stowe, and William Styron, *Gone with the Wind* and several episodes of the television miniseries *Roots*.

Format: seminar/discussion. Requirements: consistent participation in class discussion, twenty pages of writing spread over 4 or 5 short essays.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19).*

(Post-1900)

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

MATTHEWS

ENGL 222 Studies in the Lyric (Gateway) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl222.html)

I. BELL

ENGL 223(S) Sensational Poetry (Gateway) (W)

"If I feel physically as if the top of my head were taken off, I know that is poetry," writes Emily Dickinson. Lyric poems turn the most evanescent sensory experiences into words, giving them a seductive materiality that we can hear, see, touch, taste, and smell. Lyric poems are personal and communal, immediate and eternal, conversational and incantatory. "A poem begins with a lump in the throat," Robert Frost remarks, for "a complete poem is one where an emotion has found its thought, and the thought has found the words." This course explores shifts in poetic conventions and material culture from Petrarchan idealization to sexual seduction, from manuscript transmission to print and internet.

We will read reflections on poetry and sensation from Plato and Aristotle to Julia Kristeva and Susan Stewart, and lots of sensational poetry by Renaissance, modern, and contemporary poets such as Sidney, Shakespeare, Donne, Jonson, Herbert, Eliot, Frost, Yeats, Wilbur, Strand, Glück, and Collins.

English

Format: discussion/seminar. Requirements: active class participation, oral presentations, frequent short writing assignments (from 1-5 pages) and a tutorial leading to a revised final paper (8 pages).

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.*

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

(Pre-1700 or Post-1900)

Hour: 11:00-12:15 MWF

I. BELL

ENGL 225 Romanticism and Modernism (Gateway) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl225.html)

MURPHY

ENGL 230(S) Introduction to Literary Theory (Same as Comparative Literature 240) (Gateway) (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? What's the point of reading literature? Is criticism a moral practice? Readings include Paul De Man, Stanley Fish, Terry Eagleton, Michel Foucault, and others.

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: 9:55-11:10 TR

T. DAVIS

ENGL 233(F) Great Big Books (Same as Comparative Literature 283)(Gateway) (W)

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction. Format: discussion/seminar. Requirements: four short essays, as well as a revision and extension of one of these. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected 19). Preference to first- and second-year students and majors who have yet to take a Gateway.*

(1700-1900 or Post-1900)

Hour: 11:00-12:15 MWF

TIFFT

ENGL 235(F) Comedy/Tragedy (Same as Comparative Literature 234) (Gateway) (W)

"Tragedy is when I cut my finger. Comedy is when you fall down an open manhole cover and die." Critics have long sought to define comedy and tragedy against each other, yet, as Mel Brooks' joke suggests, the relationship between the two is complicated, even disturbing. In this course we will read tragedies by Sophocles, Marlowe and Racine, comedies by Aristophanes, Shakespeare and Moliere, and works that do not easily fit either classification by Chekhov, Beckett and Stoppard. We will consider how in different periods the distinction between the two forms has been understood and their antithetical effects accounted for. We will discuss the essential if also problematic link between suffering and pleasure, and ask why it is that comedy persists while tragedy, at least in its classical expression, no longer seems possible. Critical readings will include Aristotle's *Poetics*, Nietzsche's *The Birth of Tragedy*, and Bergson's *Laughter*.

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision. There will also be periodic film screenings.

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.*

(Criticism)

Hour: 1:10-2:25 MR

KLEINER

ENGL 237 Gender and Desire 1200-1600 (Same as Comparative Literature 237 and Women's and Gender Studies 237) (Gateway) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl237.html)

KNOPP

ENGL 245 Arts of Detection (Gateway) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl245.html)

PYE

English

ENGL 256 Culture and Colonialism: An Introduction (Gateway) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl256.html)

THORNE

ENGL 258(F) 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: 1:10-2:25 MR

SOKOLSKY

ENGL 262(F) (formerly 356) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as Women's and Gender Studies 262) (Gateway) (W)

Ted Hughes's publication of *Birthday Letters* in January, 1998, was portrayed in the press and reviews as breaking a 35-year silence on his wife Sylvia Plath's suicide in 1963. What made this volume of poems a bestseller was its confessional and biographical drama. Hughes addresses his dead spouse and returns to all of the major events in their shared life, simultaneously exposing his feelings and intuitions about what went wrong in their marriage and why Plath was driven to take her life. Less evident to the general reading public was that *Birthday Letters* extends a dialogue between Plath and Hughes on the nature of poetry and poetic identity that began in their courtship. Plath felt that Hughes initiated her into a strong feminine voice, and she, in turn, was responsible for introducing Hughes's poems, perceived as infused with violence and virility, to an American audience. The poems that made Plath famous posthumously, however, were written in response to her separation from Hughes and to his extramarital affair, and were collected in a volume titled *Ariel* that was altered by Hughes and published after her death. This course will explore the Plath-Hughes marriage, both biographically and poetically. Topics may include: the conflict between Plath's confessional sensibility and Hughes's sense of her intrusion on their private life; the role of biography generally in literary interpretation; the vilification of Hughes by feminists and the impact they had on both his poetry and the way he published Plath's poems, journals, and novel; and the extent to which some of Hughes's final publications constitute "having the last word" on both personal and poetic disagreements with his dead wife.

Format: discussion/seminar. Requirements: class participation, four or five papers of varying lengths including one revision, and occasional oral reports.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to sophomores who have not taken a gateway.*

(Post-1900 or Criticism)

Hour: 1:10-2:25 TF

BUNDITZEN

ENGL 264(S) Epic and Mock-Epic (W) (Gateway)

This gateway course begins with three masterpieces of world literature, Homer's *Iliad* and *Odyssey* and Milton's *Paradise Lost*. We will examine metamorphoses of the epic genre from classical antiquity to modernity, its characteristic attributes, traditional elements, and radical transformations. A key development is the rise of mock-epic, such as Pope's *The Rape of the Lock*, Byron's *Don Juan*, Joyce's *Ulysses*, and Eliot's *The Waste Land*. Since "epic" usually means long and demanding, some of these texts will be read selectively, stressing attentive reading rather than exhaustive coverage.

Format: discussion/seminar. Requirements: six analytic papers, roughly every other week, ranging from two to five pages. Evaluation based on participation and written work.

Prerequisite: a 100-level English course or the equivalent, excluding English 150. *Enrollment limit: 19 students (expected: 19). Preference to sophomores.*

(Pre-1700)

Hour: 11:00-12:15 MWF

R. BELL

ENGL 265(S) Topics in American Literature: Freedom and Captivity (Gateway) (W)

Topics in American Literature is a course designed to explore the persistence of certain narrative patterns and preoccupations in very different types of American writing. This semester, our concern will be with relations of freedom and captivity, in works ranging from William Bradford's *Of Plymouth Plantation* to the autobiography of Patty Hearst. Materials studied will include novels (*Last of the Mohicans*, *Invisible Man*, *True Grit*); slave narratives (by Frederic Douglass and Harriet Jacobs); poetry (Emily Dickinson, Robert Frost); memoirs of Indian captivity; nonfiction (*Into the Wild*); and two or three films (perhaps *Lethal Weapon* and *Turistas*). We will explore the affinity of these themes for certain genres (the western; the gothic slave tale), and consider the political significance of those forms. Above all, we will pay attention to how, and why, these narratives often complicate or reverse our ordinary sense of what counts as bondage, and what counts as freedom.

Format: seminar. Requirements: two 6-page papers, and one 10-page paper; active attendance and participation;

English

occasional short responses.

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.*

(1700-1900 or Post-1900)

Hour: 11:20-12:35 TR

ROSENHEIM

300-LEVEL COURSES

ENGL 301T(F) Four American Poets: Williams, Creeley, Kyger, Snyder (W)

This course offers an in-depth study of four poets, beginning with the modernist William Carlos Williams and moving through the work of Robert Creeley, Joanne Kyger, and Gary Snyder, who succeeded Williams by roughly two generations. Inasmuch as the three latter poets take up many of Williams's stylistic innovations and display a similar absorption in what Williams called the problem of "contact" with the physical world, the course will consider the questions of influence and inheritance, especially in respect to poetic form. But more central to the course will be the investigation of each poet's individual techniques and turns of mind. While our primary focus will be poetry, the course will also consider representative, extra-poetical work of each writer: Williams's multi-volume prose/poetry collage, *Paterson*; Creeley's letters and his collaborative work with visual artists; Snyder's essays; and Kyger's travel journals.

Format: tutorial. Evaluation based on the writing of and critical response to weekly 5-page papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(Post-1900)

Tutorial meetings to be arranged.

CLEGHORN

ENGL 303(F) Visible Culture: Documentary and Nonfiction (Same as Anthropology 225)*

(See under ANTH 225 for full description.)

ENGL 304(S) Dante (Same as Comparative Literature 304)

A study of Dante's works, emphasizing *The Divine Comedy*. All readings in translation.

Format: lecture/discussion. Requirements: five short papers, three exams, and a 10-page final paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*

(Pre-1700)

Hour: 1:10-2:25 TF

KLEINER

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: 1:10-2:25 TF

KNOPP

ENGL 307 Arthurian Literature (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl307.html)

KNOPP

ENGL 309(F) Anger, Voice and Violence in Black Women's Stories (Same as Africana Studies 309 and Women's and Gender Studies 309)*

Though women have long been stereotyped as overly emotional (and thus irrational and inferior), real or just anger has traditionally been seen as the domain of men. Angry women were not just unfeminine, but probably crazy as well. How, then, to understand the stereotype and ubiquitous images of black women as angry, vocal and assertive? We will begin this course by briefly examining some of these images and the various, often contradictory, ways anger has been gendered, racialized and classed. Our primary focus, however, will be texts (novels, essays, poetry, autobiography, music and film) authored by black women, which tend, unsurprisingly, to offer more nuanced views of black women's anger. Why and at whom have black women been angry? How is that anger expressed, suppressed, marginalized or denied? Under what circumstances, if any, might it be acknowledged and validated? What are the uses of anger? Is silence ever a more appropriate or effective response than speech (whether angry or not) to the wrongs and oppressions that produce anger? Is violence? Authors will include Gwendolyn Brooks, Harriet Jacobs, Gayl Jones, Audre Lorde, Toni Morrison, Ann Petry, Nina Simone and Ida B. Wells-Barnett.

Format: seminar/discussion. Requirements: active participation in class discussion, one class presentation and three essays, two short and one longer.

Prerequisites: a 100-level English course, except 150, if registering under the ENGL prefix; otherwise, permission of the instructor. *Enrollment limit: 20 (expected: 20).*

(Post-1900)

Hour: 1:10-2:25 MR

MATTHEWS

ENGL 311(S) Shakespeare, Fools, and Folly

One of Shakespeare's most vexed subjects is the nature and effects of folly, ranging from tragic error to humorous clowning. Fools of many sorts figure prominently throughout Shakespeare's plays, especially in comedies such as *As You Like It* and *Twelfth Night*, but also in tragedies such as *Othello* and *King Lear*, histories such as *Henry the Fourth*, and romances such as *The Tempest*. Some of Shakespeare's greatest characters, like Hamlet

English

and Falstaff, play the fool. Focusing on the language and forms of folly, our reading will also draw upon history, tradition, and critical theories to better understand clowns, fools, madness, and play.

Format: discussion/seminar. In consultation with the instructor, students will plan either a single term paper, or two 10-page essays, or three 7-page papers. Evaluation based on class participation and written work.

Prerequisite: English 201 or permission of the instructor. *Enrollment limit: 25 (expected: 25). Preference to English majors.*

(Pre-1700)

Hour: 1:10-2:25 MR

R. BELL

ENGL 313 Interpretation and Doubt: Shakespeare's Poems and Plays (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl313.html)

I. BELL

ENGL 314(S) Renaissance Drama (Same as Theatre 315)

English drama began as a communal religious event only to be reinvented as a peculiarly lurid and profitable form of popular entertainment. In this course we will study plays and masques written between the opening of the first commercial theater in London in 1576 and the official closing of the theaters by parliamentary decree in 1642. We will focus on the sensational aspects of these works—their preoccupation with revenge, black magic, sexual ambiguity and grotesque violence—and also on their technical virtuosity. Authors will include Christopher Marlowe, Thomas Kyd, William Shakespeare, Ben Jonson, John Webster and Cyril Tourneur.

Format: discussion. Requirements: several short exercises, two 5- to 7-page papers and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Pre-1700)

Hour: 9:55-11:10 TR

KLEINER

ENGL 315 Milton (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl315.html)

DE GOOYER

ENGL 316(S) The Art of Courtship (Same as Women's and Gender Studies 316)

During Elizabeth I's reign, love poetry and dramatic comedy acquired a remarkable popularity and brilliance, unparalleled in English literary history. What is the "art"—the language, form, and rhetoric—of Elizabethan courtship? What kind of society generated this literary obsession, and conversely, what kind of culture and sexual relationships did the literature of courtship and seduction produce? This course explores the links between literary conventions and social conventions, sexual politics and court politics. It studies gems of English Renaissance literature (Shakespeare's *Twelfth Night* and *Much Ado About Nothing*, love poetry by Shakespeare, Spenser, Sidney, and Donne, Castiglione's *The Courtier*) along with court rhetoric, political negotiations, the first poem written and published by an Englishwoman, the first autobiography written by an Englishman, social debates over poetry, the theater, sexuality, clandestine marriage, women's lawful liberty. There will be short lectures and lots of discussion.

Format: discussion/seminar. Requirements: weekly short essays or two 5-page papers, and a final research paper of 10-12 pages.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(Pre-1700)

Hour: 2:35-3:50 MR

I. BELL

ENGL 317(F) Narrating Other Minds: Austen, Eliot, Woolf (Same as Women's and Gender Studies 317)

At roughly fifty-year intervals, Britain produced three brilliant female novelists—Jane Austen, George Eliot, and Virginia Woolf—who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction—with an emphasis on Austen and Eliot—in the context of recent critical debate about the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? Why does "free indirect discourse"—which blurs the distinction between the consciousness of narrator and character—feature so prominently in the work of all three? Possible texts include Austen's *Emma* and *Persuasion*, Eliot's *Middlemarch*, *Daniel Deronda*, and "The Lifted Veil," and Woolf's *The Waves*. Requirements: three 5- to 8-page essays and several shorter assignments.

Format: discussion/seminar. Evaluation based on class participation and written assignments.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference to English majors.*

(Criticism or 1700-1900)

Hour: 2:35-3:50 TF

CASE

ENGL 321 Samuel Johnson and the Literary Tradition (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl321.html)

FIX

ENGL 323T(S) A Novel Education (W)

All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sym-

pathy, and-always-closely watched. Eighteenth-century novelists-and their narrators-aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)—long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider—much more briefly—Fielding's *Joseph Andrews*, Sterne's *A Sentimental Journey*, and Bunyan's *Pilgrim's Progress*. We will also read criticism by such “reader response” theorists as Stanley Fish and Wolfgang Iser, and—in the individualized setting of a tutorial—students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Format: tutorial. Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques. Prerequisites: a 100-level English course, except 150. Enrollment limit: 10 (expected: 10). (1700-1900 or Criticism)

FIX

ENGL 324(F) Topics in Eighteenth-Century Literature

Many fundamental features of the modern western world were invented in the 18th Century, and we will watch several of them get invented, including the “media,” modern ideas of the private self, notions of gender and gender roles, and many ideas about the modern commercial state, including “equality” and even “democracy.” And also, by the by, “literature.” We will read novels, newspapers, magazines, poems, and plays; and we will look at a lot of paintings. Possible authors to be studied might include Jonathan Swift, Alexander Pope, Eliza Haywood, Ben Franklin, Samuel Richardson, Fanny Burney, Oliver Goldsmith, Thomas Gray and Laurence Sterne.

Format: discussion/seminar. Requirements: class attendance and participation, two shorter papers and a longer (10-12 pp) final paper.

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 TF

MURPHY

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: 9:55-11:10 TR

MURPHY

ENGL 333(S) The Nineteenth-Century British Novel

Imagine this: a form of art and entertainment that purports to be able to represent everything—intimate, even inaccessible human thoughts and feelings, love, class, the city, shopping, sexuality, bureaucracy, social bonds, industrialization, nationalism, even modernity itself. In this course we will try to understand the scope of the nineteenth-century British novel's jaw-dropping representational aspirations: its claim to comprehend in its pages both the dizzying complexity of new social, political, and economic structures, as well as delineate in finest detail the texture of individual minds and lives. We will pay attention to the fictional modes by which apparently intractable social problems are resolved, through a sleight of hand act we seem never to tire of, in the realm of romantic love. And while we might think of the novel as an Empire of the Little, endlessly occupied with giving significance to the smallest acts of ordinary human life, we will think about the broader historical and social conditions the novel both represents in its pages, and is a crucial not-so-silent partner in promoting and contesting. We will also interest ourselves in the kind of under-the-counter work the Victorian novel does on behalf of British empire, as well as empire's own behind-the-scenes work for the novel. Since so many of these stories of everyday life seem as familiar to us as everyday life, we will work hard to maintain what is strange and specific about the nineteenth century even as we recognize within these works the birth of so much that is modern in our own culture. Likely authors include: Austen, C. Brontë, Thackeray, Dickens, Eliot, Collins, Wilde, Hardy, Conrad.

Format: seminar/discussion. Requirements: 3 essays, totaling 20-25 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 TF

MCWEENY

ENGL 336 Victorian Literature and Culture (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl336.html)

MCWEENY

ENGL 338(F) Literature of the American Renaissance (Same as American Studies 338)

The 1840s and 50s are known as “the American Renaissance,” a watershed in American literary history which includes Thoreau's *Walden* and Melville's *Moby-Dick*, Emerson's essays and Hawthorne's fiction. It also in-

English

cludes major abolitionist writings by Frederick Douglass and Harriet Beecher Stowe, Poe's grotesque tales, and the groundbreaking poetry of Walt Whitman and Emily Dickinson. Thus, to study the American Renaissance is to have the pleasure of exploring an inordinately rich period of literary history, and the challenge of negotiating and explaining the links between works that have importantly distinct relationships to the literary culture and national politics of the time. These writers do, however, share more broadly in a historical shift in the construction of private life: the nuclear family, the discipline of psychology, and the idea that one's emotions are a form of essential personal property all emerged into their modern form in the nineteenth century. As part of this historical shift, literature of the American Renaissance constitutes a complex investigation into the life of the emotions, the concept of personal experience, and the representation of intimate human relationships. As we move through fiction by Hawthorne, Melville, Stowe, and Harriet Wilson, the poetry of Whitman and Dickinson, and the essay and autobiography of Emerson, Thoreau, and Douglass, we will explore throughout how these authors deploy emotion, how they conceive of emotion's relationship to the individual person and to the culture at large, and how they variously dramatize the affective leverage of relationships, including heterosexual romantic relationships, relationships of slaves to their owners, and masculine relationships both homosocial and homosexual. We will explore this essential period of American literature, then, by inquiring into the ways these authors figure intimacy, emotion, and experience, as a venue to explore more broadly the formations of literary work and its interventions into the culture of a nation heading toward Civil War.

Format: discussion/seminar. Requirements: class participation, email responses to readings, three short papers and a 10 page final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English and American Studies majors.*

(1700-1900)

Hour: 1:10-2:25 TF

T. DAVIS

ENGL 341 American Genders, American Sexualities (Same as Women's and Gender Studies 341) **(Not offered 2007-2008; to be offered 2008-2009)**

(www.williams.edu/Registrar/catalog/depts/engl/engl341.html)

KENT

ENGL 342(F) 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, Bannan, 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 TF

KENT

ENGL 343T(S) Whitman and Dickinson in Context (W)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman's case, his essays; in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in his/her work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Format: tutorial. Students will be evaluated on their written work, their oral presentations of that work, their anal-

English

yses 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.

KENT

ENGL 344(F) Comedy under Political Pressure (Same as Comparative Literature 345)

It is a widespread misconception that because comedy is funny, it is therefore frivolous: lacking in weight or force, incapable of serious meaning. This course defies such an assumption by studying comedies that engaged the political conflicts and historical crises of their day with deeply serious and intelligent purpose even if by deceptively madcap or absurdist means, and that often provoked alarmed or outraged responses as a result. Our approach will be interdisciplinary: we will study not only these literary texts and films, but also the historical events they addressed, and we will explore political, cultural and other theory that may help us to see pathways connecting the realms of art and history. Rather than seeing history merely as a backdrop for literature, or literature merely as a mouthpiece for historical themes, we will try to think in simultaneously sociopolitical and aesthetic ways about both works of art and historical events. We will study comedies that illuminate historical crises such as: the anarchist threat of the 1890s (Jarry's *Ubu Roi*), the Irish Revolution (Synge's *The Playboy of the Western World*), World War I (Hasek's *The Good Soldier Svejk*), World War II (Renoir's *The Rules of the Game*, Lubitsch's *To Be or Not To Be*, Heller's *Catch-22*), South African apartheid (the theatre and fiction of Pieter-Dirk Uys), and the Cold War (Kubrick's *Dr. Strangelove*).

Format: discussion/seminar. Requirements: active participation in discussions; two papers of medium length; and a final exam.

Prerequisite: a 100-level English course except 150. *Enrollment limit: 25 (expected: 20). Preference to English majors.*

(Post-1900)

Hour: 1:10-2:25 MR

TIFFT

ENGL 345(S) Sublime Confusion: A Survey of Critical Theory (Same as Comparative Literature 341)

(See under COMP 341 for full description.)

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: 19 (expected: 19). Preference given to English, Art and Comparative Literature majors.*

(Post-1900 or Criticism)

Hour: 1:10-3:50 W

RHIE

ENGL 347 Henry James (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl347.html)

SOKOLSKY

ENGL 348(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and Comparative Literature 347) (W)*

(See under AFR 404 for full description.)

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

English

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: 2:35-3:50 MR

SOKOLSKY

ENGL 357(S) Contemporary American Fiction

A study of recent American fiction since World War II. The main topic will be the shift from modern to postmodern narration, and the uses of experiments in narration for discriminating private and public craziness. We shall be reading Joseph Heller's *Catch-22*, Vladimir Nabokov's *Pale Fire*, Thomas Pynchon's *The Crying of Lot 49*, Denis Johnson's *Jesus's Son*, Toni Morrison's *Beloved*, Don DeLillo's *White Noise*, and Raymond Carver's *What We Talk About When We Talk About Love*. Though the class is not a seminar, all class meetings will be centered on discussions of the books.

Format: discussion/seminar. Requirements: class participation, a 4- to 6-page paper, a 6- to 8-page paper, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to senior; then junior English majors.*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

ENGL 360T(F) Joyce's *Ulysses* (W)

This tutorial explores 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 how heroism and betrayal, intimate relationships, the nature of subjectivity, 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. A primary focus will be Joycean forms 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. Supplementary readings include selections from Homer's *Odyssey*, Joyce's biography, and critical essays. (Students unfamiliar with Joyce's autobiographical *A Portrait of the Artist as a Young Man* should read it.)

The tutorial format highlights the process of argument and the making of meaning: dialogue, discussion, and debate are primary. In the spirit of Joycean many-mindedness, students will investigate various and competing critical approaches. Those who have previously read *Ulysses* could be paired with each other. There are weekly writing assignments, alternating four-page analyses and two-page responses. Evaluation based on essays and responses.

Prerequisite: 100-level English course. *Enrollment limit: 10 (expected: 10). Preference to English majors.*

(Post-1900)

Tutorial meetings to be arranged.

R. BELL

ENGL 361(F) Nabokov and Pynchon

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: *Pnin*, *Lolita*, and *Pale Fire* by Nabokov; and, by Pynchon, *The Crying of Lot 49*, and *Gravity's Rainbow* (to which a substantial portion of the latter part of the course will be devoted).

Requirements: two papers and a final exam.

Prerequisite: a 100-level English course, except 150 (formerly 103). *Enrollment limited: 25 (expected: 25)..*

(Post-1900)

Hour: 2:35-3:50 TF

FIX

ENGL 364(F) Women Writing Africa (Same as Africana Studies 403, Comparative Literature 361 and Women's and Gender Studies 364) (W)*

(See under AFR 403 for full description.)

Students registering for the course through English must have taken a 100-level English course.

ENGL 365(S) Race, Gender, Space (Same as Africana Studies 400, Comparative Literature 369 and Women's and Gender Studies 400)*

(See under AFR 400 for full description.)

Students registering for the course through English must have taken a 100-level English course.

ENGL 366 Modern British Fiction (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/engl/engl366.html)

ENGL 373(F) Modern Critical Theory (Same as Comparative Literature 343)

What assumptions govern our modes of interpreting texts? What sorts of power dynamics inform our most seemingly judicious critical acts, and what are their political consequences? We will examine rhetorical theory from the New Critics to Semiotics and Deconstruction, as well as feminist and queer theoretical responses to poststructuralism, in our attempt to answer these questions. We will also consider writings by such political interpreters as Benjamin and Foucault, and works by New Historicists and popular culture analysts. We will refer continuously to literary and cinematic texts. Requirements: two 8- to 10-page papers.

English

Prerequisite: a 100-level English course, except 150. *Enrollment limit:* 25.

(Criticism)

Hour: 2:35-3:50 MR

SOKOLSKY

ENGL 374(S) Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and Comparative Literature 303)*

(See under AMST 305 for full description.)

ENGL 375(F) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403 and Comparative Literature 375)*

(See under AMST 403 for full description.)

ENGL 376(S) Documentary Technologies

This course will investigate the paradoxical ways new media technologies are used to ground notions of the real in contemporary culture. Through a series of readings and workshops we will explore the ways that different documentary modes (such as digital photography, news footage, medical imaging, and home video) inflect our understanding and narration of the world. Topics include: media recycling and culture jamming; the loss of referentiality; changing thresholds of evidence; and strategies for responding to the global media archive. Experience with photography, film history, or web design is helpful, but not necessary.

Requirements: exercises in recording and manipulating sound and images; two short writing assignments; and the creation of two audio documentaries.

Prerequisite: a 100-level English course, except 150, or permission of the instructor. *Enrollment limit:* 19 (*expected:* 19). *Preference to English majors.*

(Post-1900)

Hour: 2:35-3:50 TF

ROSENHEIM

ENGL 377(S) Suicides and Survivors

Adrienne Rich and Sylvia Plath were contemporaries, vying in the 1950s for the same poetry prizes and recognition as “obedient daughters” to a literary tradition that prized craft and impersonality as poetic virtues over confession or politics. Both poets have become feminist heroines for their disobedience, each diverging radically and in her own way from this tradition in the 1960s. As biographer Janet Malcolm puts it: “Women honor Plath for her courage to be unpleasant” about being a “good girl” in the 1950s and about a philandering husband in the 1960s. Her suicide in 1963 was immediately followed by analyses of her poems in *Ariel* that directed critical interest toward her life as an explanation of her craft. Her survivors have battled strenuously but ineffectually to preserve the secrets of her life from “the voyeurism and busybodyism” of eager biographers and readers. Rich’s life competes with her poetry for critical interest and approval because of its political shape; its dedication to feminism. The wife and mother of the 1950s became the political activist of the 1960s; the lesbian feminist of the 1970s. As expressions of a survivor and heroine of these movements for change, her life and art trace the forces, both political and ideological, that have affected the lives of American women. This course will explore the lives of each poet and the impact an understanding of their lives has on critical recognition of their art. We will be reading from the fiction, poetry, journals, biographies, essays and correspondence of Plath and Rich, together with interviews and reviews that have shaped critical reception of their work.

Requirements: one 4- to 5-page essay, one 6- to 8-page essay, a field trip to the Smith College Plath archive, and a take-home final exam.

Prerequisite: a 100-level English course, except 150 (formerly 103). Students who have taken Women’s and Gender Studies 101, but not the English prerequisite, may enroll in this course with permission of the instructor.

Enrollment limit: 25.

(Criticism or Post-1900)

Hour: 2:35-3:50 MR

BUNDTZEN

ENGL 379 Contemporary World Novel (Same as Comparative Literature 329) (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/engl/engl379.html)

LIMON

ENGL 386 Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and Women’s and Gender Studies 388) (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/engl/engl386.html)

PYE

ENGL 388 Asian American Writing and the Visual Arts (Same as American Studies 302) (*Not offered 2007-2008; to be offered 2008-2009*)*

(See under AMST 302 for full description.)

ENGL 391(S) Imagining Scientists (Same as Environmental Studies 391)

Scientists tell one kind of story about themselves and their work; biographers, historians of science, and science writers tell another; imaginative writers, yet another. In this course, we will explore the literary elements of some narratives by and about scientists. No formal training in science is required, although an interest in science would be helpful. Readings will include poetry, drama, fiction, memoir, reviews, and scientific works, all focused on two crucial texts written roughly a century apart: Charles Darwin’s *The Origin of Species* and James Watson’s *The Double Helix*.

Format: one long discussion class/seminar each week. Requirements: active class participation, class presentations, and weekly writing assignments, including two 5- to 7-page papers (one during each half of the semester) for class presentation, and, during the weeks you’re not presenting a major paper, short written responses to the reading.

English

Prerequisites: a 100-level English course, except for 150. *Enrollment limit: 15 (expected: 15). Preference to English majors and Environmental Studies concentrators.*

(1700-1900 or Post-1900)

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

A. BARRETT

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 405(S) The Arctic: Memory, Landscape, Tradition (Same as Environmental Studies 405)

(See under ENVI 405 for full description.)

ENGL 407 Twentieth-Century American Poetic Movements (Same as American Studies 406) (Not offered 2007-2008; to be offered 2008-2009)

(See under AMST 406 for full description.)

ENGL 412(S) Transcendentalism

"Every intellectual man," writes Ralph Waldo Emerson, is capable of "unlocking, at all risks, his human doors, and suffering the ethereal tides to roll and circulate through him: then he is caught up into the life Universe, his speech is thunder, his thought is law, and his words are universally intelligible as the plants and animals." How did a disenchanted minister, living in a small town in Massachusetts, come to make such a stunning pronouncement? And why have both Emerson's and Henry David Thoreau's oracular words resonated so broadly in American literary and intellectual history? This course will focus on in-depth readings of the writings of Emerson and Thoreau. We will be asking how they understood nature, the philosophical claims of literature, individualism, politics and morality. In addition, we'll be looking into what happened in Concord and Boston in the 1830s to produce not only Emerson and Thoreau, but a host of other figures who were equally if not more important Transcendentalists. We will read the feminist works of Margaret Fuller and study the socialist experiments in communal living led by George Ripley and Bronson Alcott. Together, such works reveal Transcendentalism's concern not just with the individual and nature, but with the major political issues of the day, including the abolition of slavery. Through a series of short projects students will develop a critical essay on a subject of their own choice, which will use criticism as well as primary texts.

Format: discussion/seminar. Requirements: two 5-page papers and a final 20-page paper.

Prerequisites: one 300-level English class or permission of the instructor. *Enrollment limit: 15 (expected: 10).*

Preference to junior and senior English majors.

(1700-1900)

Hour: 1:10-2:25 TF

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?

English

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: 2:35-3:50 MR

I. BELL

ENGL 420(S) Decadence and Aestheticism

“Fin de Siècle”: 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 will 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 will 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 will 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 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 422(S) Joyce, Woolf, and Proust

This advanced seminar is designed for—but not restricted to—students who have studied one or more of the following texts in a previous course: Joyce’s *Ulysses*, Woolf’s *Mrs. Dalloway* and *To the Lighthouse*, and/or portions of Proust’s *Remembrance of Things Past*. (Those who have not yet read these texts are welcome, but may wish to consult the instructor in advance.) By juxtaposing these innovative texts, we will explore the distinctive ways in which they open up some of the crucial preoccupations of high modernism: the threat and the exhilaration of cultural loss in face of political and social transformations at the turn of the twentieth century; the turn to memory, to art and to objects by subjects beset by the fear of loss; the heightening of consciousness to the verge of disintegration; the perverse fates of desire; and the thickening of the medium of language. During the course of the semester, students will write a paper of medium length on each of the three writers. These will be analyzed in part through tutorial or colloquium sessions, and then at the end of the semester will be combined and revised in a long final paper.

Format: mostly discussion/seminar, with occasional tutorial and/or colloquium sessions. Requirements: active participation in discussions; three 6- to 7-page papers, combined and revised in one long (20-page) final paper; occasional short assessments of other students’ papers.

Prerequisite: one 300-level English class or permission of the instructor; recommended: prior coursework on one or more of these authors. *Enrollment limit: 15 (expected: 10-12). Preference given to junior and senior English majors.*

(Post-1900)

Hour: 1:10-2:25 MR

TIFFT

ENGL 423(S) History in Theory

Moments of political turmoil expose the contested and highly charged ways in which a culture structures itself around an imagined past, a process that some of the most influential theorists of the past two hundred years have helped to illuminate. In this course, we will read their work along with literary and cinematic texts that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis—in order to lay bare the problems and contradictions that emerge in those fraught narratives of the past. We will consider such issues as the aesthetics of fascism and of democracy under pressure, the fantasies of decolonization, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Austen, Eliot, Kafka, Mann, Borges, Stoppard, and Kushner, and theoretical essays by Kant, Burke, Carlyle, Marx, Weber, Benjamin, Adorno, Foucault, de Certeau, and Lefort. Films will include such works as Eisenstein’s *October*, Reifens-tahl’s *The Triumph of the Will*, Wellman’s *Nothing Sacred* and Pontecorvo’s *The Battle of Algiers*.

This course is conceived for students who have already taken a criticism course, but those students who have yet to do so are welcome. Requirements: one 5-page paper and a final fifteen-page paper, with a process of revisions. Format: seminar, with a week or so of tutorials and a chance for independent work.

Prerequisite: A 300-level course or permission of the instructor. *Enrollment limit: 15 (expected: 10). Preference to English majors.*

(Criticism or 1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

ENGL 478(F) (formerly 378) Nature/Writing (Same as Environmental Studies 478)

What do we mean by “nature”? How do we understand the relationships between “nature” and “culture”? In this course we will examine how various American writers have attempted to render conceptions of “nature” in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and

English

stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry. Requirements: a journal and a final 15-page paper, regular class attendance, and participation in discussions. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 15 (expected: 10). Preference to English majors and Environmental Studies concentrators.*
(Post-1900)
Hour: 2:35-3:50 TF

D. L. SMITH

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: 11:20-12:35 TR
2:35-3:50 TF

First Semester: AARON
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: 1:10-2:25 MR
1:10-2:25 TR

First Semester: J. SHEPARD
Second Semester: J. SHEPARD

ENGL 288T(F) The Story Cycle: Intermediate Workshop in Fiction (W)

A tutorial workshop designed to complement the current creative writing offerings by exploring the problems and possibilities that arise in the composition of linked short stories. Students will do two kinds of writing: critical analysis of published story cycles, and linked stories of their own.

In keeping with the tutorial format, students will meet in pairs with the instructor once a week; during these meetings each student will present a short paper or work of fiction, or join the instructor in responding to one such paper or work of fiction. There may be occasional group meetings. A minimum of thirty pages of fiction will be expected for the semester's work.

Prerequisite: English 283, or permission of the instructor. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

K. SHEPARD

ENGL 382(F) 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: 1:10-3:50 W

AARON

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

Hour: 2:35-3:50 MR

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 will study how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will generate new stories for workshop, employing the forms and techniques studied.

Format: discussion class/workshop. Requirements: active participation in workshop and written assignments, including weekly brief responses to assigned stories; two story drafts for discussion in workshop; and two revised, polished stories.

Prerequisites: English 283 or 384, or permission of instructor. *Enrollment limit: 12 (expected: 12).*

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

A. BARRETT

HONORS AND INDEPENDENT STUDY

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

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

ENGL 493(F) Honors Colloquium

A colloquium designed for students pursuing critical thesis and critical specialization honors projects in the major. This course offers students an opportunity to present and critique their work in progress, and to discuss col-

English, Environmental Studies

lectively issues particular to researching and structuring a long analytical thesis. Students will also discuss the work of a variety of recent critics working in different fields and representing a range of methods and approaches. Satisfactory completion of the course will be required for students to continue on in the honors program. Evaluation will be based on participation and on individual progress on the thesis projects, which will be determined in consultation with each student's honors advisor.

Prerequisite: admission to the department Honors program. *No maximum enrollment.*

Hour: 9:55-11:10 TR

T. DAVIS, Director of Honors

ENGL 494(S) Honors Thesis

Required of all senior English majors pursuing departmental honors.

T. DAVIS, Director of Honors

ENGL 497(F) Honors Independent Study

Required of all senior English majors pursuing Honors in creative writing.

T. DAVIS, Director of Honors

ENGL W30 Honors Thesis: Specialization Route

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

ENGL W31 Senior Thesis

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

ENVIRONMENTAL STUDIES

Director, Associate Professor DOUGLAS GOLLIN

Associate Director, Lecturer SARAH S. GARDNER

Professor: D. GOLLIN. Lecturer: S. GARDNER. Research Associates: R. BOLTON, E. GOODMAN, L. 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

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

GRETTEL EHRLICH, Class of 1946 Visiting Professor of International Environmental Studies

ANTONIA FOIAS, Associate Professor of Anthropology and Sociology

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

ELISABETH GOODMAN, Visiting Lecturer in Environmental Studies

MARKES E. JOHNSON, Professor of Geosciences

THOMAS C. JORLING, Distinguished Professor of Environmental Studies

KAREN R. MERRILL, Professor of History

MANUEL MORALES, Assistant Professor of Biology

LEE Y. PARK, Associate Professor of Chemistry

DAREL E. PAUL, Associate 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 citizens 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

Environmental Studies

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 and the Biosphere
- 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

- Anthropology 102/Environmental Studies 106 Human Evolution: Down from the Trees, Out to the Stars
- Anthropology/Environmental Studies 390 Nature and Culture
- Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
- Biology/Environmental Studies 220 Field Botany and Plant Natural 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/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 Global Warming and Natural Disasters
- Geosciences/Environmental Studies/Maritime Studies 104 Oceanography
- Geosciences 201/Environmental Studies 205 Geomorphology
- Geosciences 205/Environmental Studies 207 Earth's Strategic Resources
- Geosciences/Environmental Studies 206 Renewable Energy and the Sustainable Campus
- 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
- Geosciences/Environmental Studies 219T The Geology and Development of Modern Asia
- INTR/Environmental Studies/Biology 225 Natural History of the Berkshires
- Maritime Studies 211/Geosciences 210 Oceanographic Processes
- Maritime Studies 311/Biology 231 Marine Ecology
- Mathematics 335T/Biology/Environmental Studies 235T Biological Modeling with Differential Equations

Environmental Studies

Humanities, Arts, and Social Sciences

Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations
ArH/Environmental Studies 201 American Landscape History
ArH 213/Environmental Studies 211 North-American Dwellings
ArH 215 /Environmental Studies 216 The Aesthetics and Culture of North American Woodlands
ArH/Environmental Studies 252 Campuses
ArH /Environmental Studies 310 American Agricultural History
ArtS 329 Architectural Design II
Economics 366 Rural Economics of East Asia
English/Environmental Studies 391 Imagining Scientists
English/Environmental Studies 478 Nature/Writing
Environmental Studies/English 405 The Artic: Memory, Landscape, Tradition
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
Maritime Studies/History 352 America and the Sea, 1600-Present
Maritime Studies/English 231T Literature of the Sea
Religion/Environmental Studies 287 The Dynamics of Globalization: Society, Religion and the Environment
Religion 302 Religion and Reproduction
Sociology 268 Space and Place
Sociology 315 Culture, Consumption and Modernity
Sociology 368 Technology and Modern Society

Environmental Policy

Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics/Environmental Studies 213 The Economics of Natural Resource Use
Economics 215 International Trade, Globalization and Its Effects
Economics/Environmental Studies 221 Economics of the Environment
Economics 369/512 Agriculture and Development Strategy
Economics/Environmental Studies 379 Economics of Sustainability
Economics 383 Cities, Regions and the Economy
Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management
Economics/Environmental Studies 388 Urbanization and Development
Environmental Studies/Political Science 246 Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Deleted 2007-2008)
Environmental Studies/Political Science 270T Environmental Policy (Deleted 2007-2008)
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies 313 Global Trends, Sustainable Earth (Deleted 2007-2008)
Maritime Studies/Environmental Studies 351 Marine Policy
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 geographic, and learning about 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 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

Environmental Studies

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(F) Humans and the Biosphere: 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 dynamics of the human community impacting the environment at local, regional, and global scales, and to analyze the challenges of altering humans’ impact on the environment. Understanding these dynamics and challenges is essential to developing sustainable societies that provide a decent quality of life.

Format: lecture/discussion. Evaluation will be based on quizzes, written assignments, a final exam and attentive participation in class.

No enrollment limit. Required course for student wishing to complete the Environmental Studies concentration. *Satisfies one semester of the Division II requirement.*

Hour: 9:55-11:10 TR

JORLING

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

THOMAN

ENVI 103(F) Global Warming and Natural Disasters (Same as Geosciences 103)

(See under GEOS 103 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 GEOS 104 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 GEOS 101 for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

Environmental Studies

ENVI 106(S) Human Evolution: Down From the Trees, Out to the Stars (Same as Anthropology 102)

(See under ANTH 102 for full description.)

This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.

ENVI 134 The Tropics: Biology and Social Issues (Same as Biology 134) (Not offered 2007-2008; to be offered 2008-2009)*

(See under BIOL 134 for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

ENVI 192 War and the Disruption of Nature (Same as History 192 (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under HIST 192 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 ArthH 201)

(See under ARTH 201 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 BIOL 203 for full description.)

Required course for students wishing to complete the Environmental Studies concentration.

ENVI 205(F) Geomorphology (Same as Geosciences 201)

(See under GEOS 201 for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

ENVI 206(S) Renewable Energy and the Sustainable Campus (Same as Geosciences 206)

(See under GEOS 206 for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

ENVI 207(F) Earth’s Strategic Resources (Same as Geosciences 205)

(See under GEOS 205 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 2007-2008; to be offered 2008-2009)

(See under GEOS 208 for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

ENVI 211(S) North-American Dwellings (Same as ArthH 213)

(See under ARTH 213 for full description.)

This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.

ENVI 213 The Economics of Natural Resource Use (Same as Economics 213) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(See under ECON 213 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 GEOS 214 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 2007-2008; to be offered 2008-2009) (Q)

(See under GEOS 215 for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

ENVI 216(S) The Aesthetics and Culture of North American Woodlands (Same as ArthH 215) (W)

(See under ARTH 215 for full description.)

This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.

ENVI 218T The Carbon Cycle and Climate (Same as Geosciences 218T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under GEOS 218T for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

ENVI 219T The Geology and Development of Modern Asia (Same as Geosciences 219T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under GEOS 219T for full description.)

This course satisfies “The Natural World” requirement for the Environmental Studies concentration.

Environmental Studies

ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)

(See under BIOL 220 for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 221 Economics of the Environment (Same as Economics 221) (Not offered 2007-2008) (Q)

(See under ECON 221 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 ANTH 214 for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 225(F) Natural History of the Berkshires (Same as Biology 225 and INTR 225)

(See under BIOL 225 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 Economic Development in Poor Countries (Same as Economics 204) (Not offered 2007-2008; to be offered 2008-2009)*

(See under ECON 204 for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 235T Biological Modeling with Differential Equations (Same as Biology 235T and Mathematics 335T) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(See under MATH 335 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 287(F) The Dynamics of Globalization: Society, Religion and the Environment (Same as Religion 287)

(See under REL 287 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 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)

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today.

Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship.

By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Format: Seminar, with guest lecturers. Student-selected mid-term paper, final exam and several brief papers on individual readings.

Prerequisites: Political Science 201 and Environmental Studies 101. *No enrollment limit (expected: 15).*

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 Communities and Ecosystems (Same as Biology 302) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(See under BIOL 302 for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Environmental Studies

ENVI 329 The Global Politics of Development and Underdevelopment (Same as Political Science 327) (Not offered 2007-2008; to be offered 2008-2009)*

(See under PSCI 327 for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 341(S) Toxicology and Cancer (Same as Chemistry 341)

(See under CHEM 341 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 MAST 351 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 2007-2008; to be offered 2008-2009)*

(See under HIST 353 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 CHEM 364 for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 371 American Environmental Politics (Same as History 371) (Not offered 2007-2008; to be offered 2008-2009)

(See under HIST 371 for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 379(F) The Economics of Sustainability (Same as Economics 379) (Q)

(See under ECON 379 for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515)

(See under ECON 386 for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 388 Urbanization and Development (Same as Economics 388 and Economics 521) (Not offered 2007-2008)

(See under ECON 521 for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 390(F) Nature and Culture (Same as Anthropology 390)

(See under ANTH 390 for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 391(S) Imagining Scientists (Same as English 391)

(See under ENGL 391 for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 397(F), 398(S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Hour: TBA

Members of the Center

ENVI 402(S) Perspectives on Environmental Issues: Senior Seminar (Same as Maritime Studies 402)

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore how humans interact with diverse environments at scales ranging from local to global. This discussion-based seminar course is designed to facilitate student explorations of complex environmental issues from a variety of perspectives, thereby appreciating that many environmental problems lack distinct, sharp-edged boundaries. Students, after exploring their own environmental values and biases, will analyze a complex environmental issue of their choice through a series of papers written from social science, humanities, and natural science perspectives. This process will lead to a final synthesis paper (in lieu of final exam) in which the student must present their own

Environmental Studies, First-Year Residential Seminar, Geosciences

integrated perspectives, defend them in a presentation to the class.

Format: seminar. Evaluation will be based on class participation and papers.

Prerequisites: Environmental Studies 302 or MAST 351 Maritime Policy. *No enrollment limit (expected: 15).*

Required course for students wishing to complete the Environmental Studies or the Maritime Studies concentrations.

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

ART

ENVI 404T Topics in Ecology: Biological Resources (Same as Biology 402T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under BIOL 402 for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 405(S) The Arctic: Memory, Landscape, Tradition (Same as English 405)

This is an interdisciplinary course for those interested in the future of ice, climate change, and indigenous Arctic peoples around the top of the world. We will investigate the material, spiritual, and ecological knowledge of indigenous Arctic people from Alaska, Nunavut (Arctic Canada), Greenland, Sapmi (Lapland), Western Russia, and Chukotka (northeastern Siberia) using the ethnographic notes of Knud Rasmussen, Waldemar Bogoras, Ernest Burch, and Igor Krupnick, and Jan Maluric, among others. We will discuss what we lose when we lose whole cultures, and how, in losing a language and a material culture, we lose a way of knowing the world—ecological and ceremonial knowledge that cannot be reclaimed.

Format: seminar. Evaluation will be based on classroom participation and one long paper, which will be due near the end of the term and which will combine research and original thinking about the importance of language, tradition, ancestral stories, and ecological knowledge in Arctic society, and the ways in which landscape, genius, and spirit shape society.

Enrollment limit: 19. Preference given to Environmental Studies concentrators.

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

Hour: 1:10-3:50 W

EHRlich

ENVI 424T Conservation Biology (Same as Biology 424T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under BIOL 424 for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 478(F) (formerly 378) Nature/Writing (Same as English 478)

(See under ENGL 478 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) 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 limited to FRS students.

Satisfies one semester of the Division II requirement.

Hour: 8:30-9:45 TR

DARROW

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.

Geosciences

Students who graduate with a major in Geosciences from Williams can enter several different fields of geoscience or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geoscience background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

The Geosciences major sequence includes, after any 100-level course, five designated advanced courses, and three elective courses.

Sequence Courses (required of majors)

- 201 Geomorphology
- 202 Mineralogy and Geochemistry
- 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 Global Warming and Natural Disasters
- 104 Oceanography
- 205 Earth's Strategic Resources
- 206 Renewable Energy and the Sustainable Campus
- 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 Renewable Energy and the Sustainable Campus
- 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
- 205 Earth's Strategic Resources
- 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

Geosciences

Otago, provide an excellent complement to courses offered at Williams. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. Many other study-abroad programs, however, do not usually offer courses that are acceptable substitutes for courses required by the Williams Geoscience major.

GEOS 101(F) Biodiversity in Geologic Time (Same as Environmental Studies 105)

Is planet Earth now undergoing the most severe mass extinction of species ever to have occurred during its 4.5-billion-year history? By some calculations, the expanding population of a single species is responsible for the demise of 74 species per day. This provocative question is addressed by way of the rock and fossil record as it relates to changes in biodiversity through deep geologic time before the appearance of *Homo sapiens* only 250,000 years ago. Long before human interaction, nature conducted its own experiments on the complex relationship between evolving life and changes in the physical world. This course examines ways in which wandering continents, shifting ocean basins, the rise and fall of mountains, the wax and wane of ice sheets, fluctuating sea level, and even crashing asteroids all shaped major changes in global biodiversity. Particular attention is drawn to the half dozen most extensive mass extinctions and what factors may have triggered them. Equal consideration is given to how the development of new ecosystems forever altered the physical world. How and when did the earliest microbes oxygenate the atmosphere? Do the earliest multicellular animals from the late Precambrian portray an architectural experiment doomed to failure? What factors contributed to the explosive rise in biodiversity at the start of the Cambrian Period? What explanation is there for the sudden appearance of vertebrates? How and when did plants colonize the land? What caused the demise of the dinosaurs? Is the present dominance of mammals an accident of nature? The answers to these and other questions are elusive, but our wise stewardship of the planet and its present biodiversity may depend on our understanding of the past. Concepts of plate tectonics and island biogeography are applied to many aspects of the puzzle.

Format: lecture; one laboratory per week (some involving field work); plus one all-day field trip to the Helderberg Plateau and Catskill Mountains of New York. Evaluation will be based on weekly quizzes and lab work, a midterm exam, and a final exam.

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 Massachusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

Enrollment limit: 40 (expected: 35).

Hour: 10:00-10:50 MWF

Lab: 1-3 W

WOBUS

GEOS 103(F) Global Warming and Natural Disasters (Same as Environmental Studies 103)

The destruction caused by recent hurricanes such as Katrina, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in Indonesia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Reports from the World Bank conclude that global climate change, together with environmental degradation and urbanization, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that "set up" natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of climate and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards and options for mitigating future impacts and study trends in weather and climate. Format: lectures, 3 hours per week; laboratory, 2 hours per week. Evaluation based on written reports from laboratories, two hour exams and a final exam.

No prerequisites. *Enrollment limit: 24 (expected 24). Preference to first and second year students.*

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 9:00-9:50 MWF

Lab: 1-3 M,W

DETHIER and COX

GEOS 104(S) Oceanography (Same as Environmental Studies 104 and Maritime Studies 104)

In this integrated introduction to the oceans, we will examine formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep marine environments; coastal processes; productivity in the oceans; and marine resources. Coastal oceanography will be investigated on an all-day field trip to Williams@Sea: the Williams-Mystic Program in Connecticut.

Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day

Geosciences

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.

This course may not be taken pass-fail. Students who have taken Geosciences 210/MAST 211 (at Williams-Mystic) may not take Geosciences 104 for credit.

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

GEOS 105(F) Geology Outdoors (W)

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 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(F) Geomorphology (Same as Environmental Studies 205)

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. The course emphasizes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work.

Prerequisites: any 100-level Geosciences course or consent of the instructor. *No enrollment limit (expected: 15). This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour:8:30-9:45 TR

Lab 1-4 T

DETHIER

GEOS 202(S) Mineralogy and Geochemistry

This course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems.

Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy, x-ray diffraction and x-ray fluorescence analysis; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip. Evaluation will be based on one hour test, lab work, and a final exam.

Prerequisites: one 100-level Geosciences course or consent of the instructor. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-4 T

WOBUS

GEOS 205(F) Earth's Strategic Resources (Same as Environmental Studies 207)

At the dawn of the twenty-first century, there are more people building more houses, more roads, more cars, more plastic packaging-all with geologic materials. As demand soars in both established and growing economies, resource reserves dwindle. Conflicts arise over control of their pricing and distribution at the same time that controversy grows over the damage done to the environment by their extraction and processing. What a mess! Understanding resource management for now and the future requires insight into the geology that underlies the location and origin of strategic earth materials.

This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. We will also discuss some of the economics and environmental impacts of extraction, and international tensions centered on resource distribution and control.

Format: lecture, three hours per week. There will also be four afternoon field trips in the course of the semester, and a semester project culminating in a poster session. Grading will be based on one hour exam, a final exam, and the semester project.

Prerequisites: one 100-level Geosciences course or permission of the instructor. *Enrollment limit: 20 (expected: 20. Preference to first- and second-year students, and Geoscience majors.*

This course may not be taken pass-fail.

Hour: 11:00-11:50 MWF

COX

GEOS 206(S) Renewable Energy and the Sustainable Campus (Same as Environmental Studies 206)

Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and

Geosciences

nearby areas in the twenty-first century? How will campus buildings, old and new, continue to be attractive spaces while making far more efficient use of heat and light? This course is a practical introduction to renewable sources of energy, including conservation, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, liquid fuels), wind energy, geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.
Format: seminar, three hours per week. Evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse-gas emissions.

Enrollment limit 20 (expected: 20). Preference given to sophomores.

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 9:55-11:10 TR

ART and DETHIER

GEOS 208 Water and the Environment (Same as Environmental Studies 208) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/geos/geos208.html)

DETHIER

GEOS 210(F,S) Oceanographic Processes (Same as Maritime Studies 211) (Offered only at Mystic Seaport.)

(See under MAST 211 for full description.)

Students who have taken Geosciences 104 may not take Geosciences 210 for credit.

GEOS 212 Invertebrate Paleobiology (Same as Biology 211) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/geos/geos212.html)

M. JOHNSON

GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as Environmental Studies 214)

Remote sensing involves the collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing enhances regional mapping of rock types and faults and analysis of vegetation cover and land-use changes over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers the principles and practice of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as the concepts of Remote Sensing, including linear and non-linear image enhancements, convolution filtering, principle components analysis, and classification. Principles of GIS include display and classification, spatial buffers, and logical overlays. Weekly labs focus on practical applications of these techniques to data from Hopkins Memorial Forest, the Berkshire region, and other areas of North America.

Format: 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

DETHIER and KARABINOS

GEOS 215 Climate Changes (Same as Environmental Studies 215) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/geos/geos215.html)

STOLL

GEOS 217T Planetary Geology (Same as Astronomy 217T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos217.html)

COX

GEOS 218T The Carbon Cycle and Climate (Same as Environmental Studies 218T) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos218.html)

STOLL

GEOS 219T The Geology and Development of Modern Asia (Same as Environmental Science 219) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos219.html)

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 304T(S) Paleoecology (W)

Ecology embraces the study of living plant and animal associations and their response to highly varied physical conditions found in a wide variety of ecosystems. The goal of paleoecology is to trace the evolutionary history of ancient ecosystems through geologic time. Each discipline offers a fascinating perspective on the other. Topics of discussion include: the role of biological and physical controls in the structure of communities; interpretation of fossil assemblages; meaning of biodiversity through a range of local to global scales; ecological succession in recent and ancient communities; and the role of mass extinctions in long-term community evolution. Ecosystems considered include marine-shelf benthos, reefs, rocky shores, rain forests, grasslands, and deep-sea hydrothermal vents. Readings are selected from current and recent journal articles in biology and geology. Following an initial group meeting, students will meet in pairs for tutorials. In addition, two lab sessions and a final group meeting are required. Participants in this course are eligible (but not obligated) to take part in a field trip to Baja California over Spring Break for the study of modern and ancient rocky-shore communities.

Format: tutorial. Evaluation will be based on five written essays, five oral presentations, weekly participation in discussions, and participation in two scheduled lab sessions.

Prerequisite: any 100-level Geosciences course or consent of instructor. *Enrollment limit: 10 (expected: 10). Preference given to students who have taken 101, though any student interested in the course is invited to consult with the instructor.*

Tutorial meetings to be arranged.

M. JOHNSON

GEOS 350T Tectonics, Erosion, and Climate (Not offered 2007-2008; to be offered 2008-2009) (W)

(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 Geology of the Appalachians (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos404.html)

KARABINOS

GEOS 493(F)-W31-494(S) Senior Thesis**GEOS 497(F), 498(S) Independent Study**

GERMAN (Div. I)

Chair, Professor JULIE CASSIDAY

Professors: DRUXES**, B. KIEFFER, NEWMAN***. Lecturer: E. KIEFFER§. Visiting Assistant Professor: DIERS. Teaching Associates: JANTSCHER, KAWAN.

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 111-112 offers an alternative introduction to German with a focus on reading competence. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

LITERATURE IN TRANSLATION

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

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:

ArH 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

German

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

11:00-11:50 MTWRF

First Semester: NEWMAN

Second Semester: DIERS

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

DIERS

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

DIERS

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) German Politics

The course will provide an overview of the governmental structures and political institutions of the Federal Republic of Germany. We will also consider the main issues of the day, such as Germany's relations with the United

German

States and Russia, its role as the major power of Central Europe, its place within the European Union, the viability of coalition government, energy policy, fiscal reform, and the re-emergence of nationalism and racism as not only social problems but also political factors. We will make extensive use of newspapers, television and other web-based resources. Conducted entirely in German.

Format: seminar. Requirements: active class participation, three or four short papers totaling 15 pages

Prerequisite: German 201 or the equivalent. *Enrollment: 15 (expected: 7). Preference given to seniors.*

Hour: 2:35-3:50 MR

B. KIEFFER

GERM 202 Berlin—Multicultural Metropolis Between East and West (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/germ/germ202.html)

DRUXES

GERM 210 From Voltaire to Nietzsche (Same as Comparative Literature 211) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/germ/germ210.html)

B. KIEFFER

GERM 240 German Idealism: Kant to Hegel (Same as Philosophy 240) (Not offered 2007-2008; to be offered 2008-2009)

(See under PHIL 240 for full description.)

GERM 260(S) Coming to Terms with Past and Present in German Film

Post-WWII German Film has gone through fascinating changes. From an escapist indulgence in kitsch and the untouched country side in the 1950s (Deppe et al) to the highly political 'Neue Deutsche Film' in the 60s and 70s (Kluge, Fassbinder, Schloendorff et al) and 80s (von Trotta, Wortmann, Doerrie) to today's entertaining films that just cannot refrain from commenting on society and culture (Tykwer, Schmidt, Dresen et al)—German cinema has always been a reflection of sociopolitical events. We will explore causal relationships between developments in German cinema and issues of German history and nationhood. Accompanying this, we will read basic texts on film theory in order to understand fundamental elements of film and film analysis. This will help us to develop a critical perspective on how film functions as an art form. While students are encouraged to attend the screenings of each week's film throughout the semester, they can also find a copy of the film on reserve. *This class is taught in English.*

Readings in English, available in German on request. All films will be subtitled.

Format: lecture/discussion. Written work: bi-weekly response papers of 500 words, oral presentation, mid term exam, final exam.

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

Hour: 1:10-2:25 TF

DIERS

GERM 301T German Studies, 1770-1830 (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/germ/germ301.html)

NEWMAN

GERM 302 German Studies, 1830-1900 (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/germ/germ302.html)

NEWMAN

GERM 303 German Studies 1900-1938 (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/germ/germ303.html)

DRUXES

GERM 304(F) Dealing with the Past

'Vergangenheitsbewältigung', or coming to terms with the past, is the key term defining post-WWII German culture and literature. We will explore the way that Germans have individually and collectively dealt with the destruction they not only inflicted on others but also provoked to be unleashed on themselves. Clearly, the ideological, cultural and economic devastation of the Third Reich had and continues to have a tremendous impact on the collective German identity. We will look closely at the various forms and changing intensity in which this experience was reflected upon after the war. Many authors played an important role in those very different decades, and we will look closely at their works. We will find similarities and differences between the 50s (Schmidt, Borchert, Eich), the 60s (Hochhut, Weiss, Becker), the 70s (Böll, Schneider, Stefan) and the 80s (Kluge, Wolf). In addition to movies and fictional literature we will also look into other non-fictional and theoretical texts. *This class is taught in German. Readings in German and English.*

Format: lecture/discussion. Written work: bi-weekly response papers of 500 words, oral presentation, mid term exam, final exam.

Prerequisites: German 201. *No enrollment limit (expected: 8).*

Hour: 2:35-3:50 MR

DIERS

GERM 305(S) From the "Wende" 'til Today in Literature, Films, and Politics

This course will investigate recent trends and developments in Germany since the fall of the Berlin Wall. Even though they are now one political entity, East and West are divided by economy, lived experience and mentality. We will focus on recent memoirs and films that look back at growing up in the different cultures, or, in the works of Turkish-Germans, living with the contradictions of East and West. Women's issues, immigrant concerns and social reforms will be foregrounded. Films will include among others: *Head-on, Im Juli, Good-bye, Lenin, Herr Lehmann, Das Leben ist eine Baustelle, Schultze gets the Blues*. Conducted in German.

Authors will include: Julia Schoch, Jana Simon, André Kubiczek, Claudia Rusch, Daniel Wiechmann, Jana Hensel, Barbara Honigmann, Julia Franck, Yadé Kara, Sven Regener, Wladimir Kaminer and Jakob Hein.

Format: seminar. Requirements: active class participation, two oral presentations; two 3- to 5-page papers, one 10-page final paper.

Prerequisites: German 202 or equivalent. *No maximum enrollment (expected: 7).*

Hour: 11:20-12:35 TR

DRUXES

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 CHRISTOPHER M. WATERS

Professors: R. DALZELL, DEW*, KOHUT**, KUNZEL*, MERRILL*, SINGHAM*, W. WAGNER*, WATERS, WHALEN, WONG, WOOD. Associate Professors: BERNHARDSSON, GOLDBERG, KITTLESON, MUTONGI. Assistant Professors: AUBERT**, FISHZON, GARBARINI*, LONG, SINIAWER**, A. REINHARDT. Stanley Kaplan Visiting Professor: STOLER. Boskey Visiting Professor: BURROW. Visiting Assistant Professors: BEILIN, DUBOW. Research Associates: GUNDER-SHEIMER, STARENKO, VAN DER SPUY.

GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normal-

History

ly 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.

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 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 incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact the faculty director of the Honors Program. Prospective study abroad students should contact the department's administrative assistant.

ADVANCED PLACEMENT

Students receiving a score of 5 on any AP history examination will be given preference 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* to be chosen from among *three* of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

Group E: The History of the Middle East

Group F: The History of the United States and Canada

In addition, students must take at least one course dealing with the premodern period (designated *Group G* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-F*).

A single course can meet the requirement for no more than one of Groups A through F.

Concentration in the Major

All students are required to adopt a concentration within the History major. Students are responsible for designing their own concentration, in consultation with a faculty advisor, in the fall semester of their Junior year. Each student's concentration will be formally approved by the Department's Curriculum Committee. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least one* must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In the Concentration Proposal, the student must list a minimum total of six courses that could satisfy the requirements of the concentration, from which they can select three to fulfill the concentration requirement (recognizing that not all courses are offered every year); courses taken abroad may be included in the concentration with the approval of the chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and make a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year.

History

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's administrative assistant. 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.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials, although first-year students will not normally be permitted to enroll in a tutorial during the first semester.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

FIRST-YEAR SEMINARS AND TUTORIALS: *Africa and the Middle East (102-111)*

HIST 103(F) The City in Africa: Accra, Nairobi, and Johannesburg (W)*

Accra, Nairobi, and Johannesburg are three major African cities with very different origins. In each of these cities African, Asian, Arabic, and European cultures have converged and intermingled in complicated ways that give rise to hybrid cultures, economies, and politics. This seminar will trace the development of these cities from the 19th century to the present. The experience of various groups of city dwellers will be our main focus, as well as the development of the cities' physical infrastructure like transportation, housing, trade, and labor networks. More importantly, though, we will explore the underworld of these cities and will, with the inquisitiveness of a voyeur, the zeal of a private investigator, and the sensibility of a historian, examine ways in which class, race ethnicity, nationality, politics, and gender have influenced the structural growth of these cities and the experiences of their inhabitants. Students will also get a chance to read about the various artistic movements in these cities over the last century, focusing especially on music, theater, and street performances. Students should emerge from this course with a greater awareness of African urban life and with a deepened understanding of colonial and postcolonial societies in Africa and elsewhere in the so-called Third World.

Format: seminar. Evaluation will be based on class attendance and participation, 5 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.*

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

Group A

Hour: 1:10-2:25 MR

MUTONGI

HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)*

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Atatürk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi. Format: seminar. Evaluation will be based on class participation, short essays, and a final paper.

History

No prerequisites. *Enrollment limit: 19 (expected: 10-15). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Group E

Hour: 1:10-2:25 MR

BERNHARDSSON

FIRST-YEAR SEMINARS AND TUTORIALS: Asia (112-121)

HIST 117T(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, extraterritorial privilege, Western technology, the looting of Chinese artworks and antiquities, and contests over sovereignty in Tibet and Manchuria. We will examine both Western and Chinese perspectives on these conflicts, how the period has been remembered and interpreted, and how it continues to affect Chinese and Western perceptions of China's place in the world.

Format: tutorial. Students in the tutorial will meet in weekly one-hour sessions with the instructor and a classmate. Each week, students will alternate between writing a 5- to 7-page paper on the assigned readings (to be presented orally in class) and writing and presenting a 2-page critique of his/her classmate's paper. The course will conclude with a final paper that examines one of the issues raised in class in greater depth.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores, and then first-year students, who have not previously taken a 100-level tutorial.*

Group B

Tutorial meetings to be arranged.

A. REINHARDT

FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)

HIST 124 The Vikings (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist124.html)

GOLDBERG

HIST 127(F) The Expansion of Europe (W)

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

No prerequisites. *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 C and G

Hour: 1:10-2:25 TF

WOOD

HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/hist/hist129.html)

SINGHAM

HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W)

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Format: tutorial.

No prerequisites. *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 C

Tutorial meetings to be arranged.

WOOD

History

FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 148(F) The Mexican Revolution: 1910 to NAFTA (W)*

The first great revolution in the twentieth century, the Mexican Revolution was as dramatic and compelling as later episodes in Russia, China and Cuba. Using a wide variety of sources—from films, murals, and comic books to classic works of political and social history—this seminar will examine the forces that exploded in over a decade of violence and produced the peculiar “institutional revolutionary” government that ruled Mexico from the 1920s to the crises of the late 1990s. Was the Revolution a true social revolution or just a “palace coup”? Did workers, women, peasants, or indigenous peoples make real gains in social or political power during the after the Revolution? How democratic or authoritarian is the Mexico that emerged from the brutal decade of the 1910s? Finally, in light of globalization, the political scandals of the 1990s, and ongoing peasant rebellion in Chiapas, is the Revolution dead or is its promise only now to be fulfilled?

Format: seminar. Evaluation will be based on class participation, a series of short written assignments, and a research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Group D

Hour: 2:35-3:50 MR

KITTLESON

FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)

HIST 152(F) The Fourteenth Amendment and the Rights Revolution (W)

For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of “due process,” “privileges and immunities,” “equal protection,” and “life, liberty or property”; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.

Format: discussion. Evaluation will be based on class discussion, three short analytical papers, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected 10-15). Priority given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F

Hour: 2:35-3:50 TF

DUBOW

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 F

Tutorial meetings to be arranged.

WOOD

HIST 164 Slavery in the American South (Not offered 2007-2008; to be offered 2008-2009) (W)*
(www.williams.edu/Registrar/catalog/depts/hist/hist164.html) DEW

HIST 166 The Age of Washington and DuBois (Same as Africana Studies 166) (Not offered 2007-2008; to be offered 2008-2009) (W)*
(www.williams.edu/Registrar/catalog/depts/hist/hist166.html) LONG

FIRST-YEAR SEMINARS AND TUTORIALS: TRANSNATIONAL/COMPARATIVE (192-199)

HIST 192 War and the Disruption of Nature (Same as Environmental Studies 192) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist192.html)

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 2007-2008; to be offered 2008-2009)*

(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 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 A

Hour: 11:00-12:15 MWF

MUTONGI

HIST 207(F) The Modern Middle East*

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of individuals in the region and especially how they grapple with increasing Western political and economic domination.

Format: discussion/lecture. Evaluation will be based on class participation, short papers, quizzes, media journal, group projects, and final exam.

No prerequisites. Enrollment limit: 40 (expected: 40). Open to all.

Group E

Hour: 1:10-2:25 MR

BERNHARDSSON

HIST 209(S) The Origins of Islam: God, Empire and Apocalypse (Same as Religion 231)*

(See under REL 231 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 B and G

Hour: 1:10-2:25 MR

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

History

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 B

Hour: 11:20-12:35 TR

A. REINHARDT

HIST 214(S) Japanese Religions and the State (Same as Religion 259) (W)*

(See under REL 259 for full description.)

HIST 215T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(See under CHIN 251 for full description.)

HIST 216 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as Religion 236) (Not offered 2007-2008; to be offered 2008-2009)*

(See under REL 236 for full description.)

Groups B and G

HIST 218(S) Modern Japan (Same as Asian Studies 218 and Japanese 218)*

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a World War, occupation by a foreign power, and postwar economic take off and rough landing have marked Japan's modern experience. This course will examine the main themes of modern Japanese history with a focus on how various "ordinary people" have lived through the extraordinary changes of the past century and a half. Through the perspectives of ordinary people, from a young girl working in a cotton textile factory in the 1920s to a salaryman in the post-World War II period, issues of national identity, democracy, gender, family, work, race and ethnicity, and consumerism will be addressed. Reading materials will include autobiographies, oral histories, and anthropological studies.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages) and a self-scheduled final exam.

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

Group B

Hour: 8:30-9:45 TR

SINIAWER

INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

HIST 222(F) Greek History (Same as Classics 222)

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory. The class will meet once a week for a lecture, and will divide into two discussion sections for the second meeting of the week.

Format: lecture/discussion. Evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper.

Enrollment limit: 40 (expected: 40). Open to all.

Group C and G

Hour: 1:10-2:25 MR

CHRISTENSEN

HIST 223 Roman History (Same as Classics 223) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist223.html)

CHRISTENSEN

HIST 224(F) Europe Since 1945

This course explores the major themes of post-World War II European history. First, we will examine the immediate impact of World War II on European societies and politics. Then we will consider the postwar reconstruction and division of Europe. We will then pay equal attention to the political, social and cultural development of both west and east Europe from 1949 to the present. Frequent attention will also be paid to the United States, specifically in relation to its impact on and involvement with Europe. Some of the highlighted topics of this

History

course will be the Cold War, the “Americanization” of western Europe, Stalinism in eastern Europe, the “thaw,” decolonization, the radicalism and rebellions of the 1960’s and 1970’s, the decline of the Soviet Union, the welfare state, the fall of the Berlin Wall and the end of Communism, immigration, and the construction of a united Europe. We will investigate these themes through readings of both secondary (scholarly) works, and primary texts. Students will also watch several relevant films during the semester, and write papers discussing the films and their historical contexts.

Format: lecture/discussion. Evaluation based on class participation, several short papers, quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 25-30).*

Group C

Hour: 9:55-11:10 TR

BEILIN

HIST 225(F) The Middle Ages (Same as Religion 216)

This course explores the development of European and Mediterranean civilizations during the thousand-year period known as the “Middle Ages.” At the beginning of this period the Romans ruled a massive empire that stretched from Britain to north Africa and from Spain to Iraq. A millennium later, this classical and pagan world had broken apart into three successor civilizations: medieval Europe, the Byzantine empire, and the Islamic world. This course investigates how this momentous transformation occurred. We will examine such topics as relations between Romans and “barbarians,” the spread of Christianity and Islam, the development of kingdoms and empires, the Vikings and crusades, saints and religious reformers, art and architecture, cities and trade, the persecution of Jews and heretics, as well as the Black Death and Italian Renaissance.

Format: seminar/lecture and audio-visual presentations. Evaluation will be based on several papers, an exam and class participation.

No prerequisites. *Expected enrollment: 10-30.*

Groups C and G

Hour: 11:00-12:15 MWF

GOLDBERG

HIST 226 Europe From Reformation to Revolution: 1500-1815 (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist226.html)

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 C

Hour: 8:30-9:45 TR

FISHZON

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 C

Hour: 8:30-9:45 TR, 2:35-3:50 MR

BEILIN

HIST 229 European Imperialism and Decolonization (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist229.html)

SINGHAM

HIST 237 Modern France: From the French Revolution to Rioting Banlieues (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist237.html)

SINGHAM

History

HIST 239(S) Germany in the Twentieth Century

Written documents, literature, film, and the writings of historians will be used in surveying the history of Germany since 1890. Topics to be considered include: Wilhelmian Germany and the role played by domestic and foreign policy in the decision of the imperial government to opt for war in 1914; the impact of war and defeat on German society; the relation of the cultural flowering that occurred in Germany during the 1920s to the political and social instability of the Weimar Republic; Hitler and the collapse of democratic Germany; the Third Reich; World War II and the Holocaust; the reconstruction of Germany after 1945; Germany in the context of the Cold War (the Federal Republic of Germany and the German Democratic Republic); and united-Germany after the wall. A central theme of the course will be the attempt of Germans during the twentieth century to decide what Germany is and how it fits into the rest of Europe, and to determine the nature of their state and society. Format: lecture and discussion. Requirements include: three interpretative essays and a number of pop quizzes. No prerequisites. *No enrollment limit (expected: 25-30).*

Group C

Hour: 2:35-3:50 MR

KOHUT

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 C and G

Hour: 2:35-3:50 MR

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 C

Hour: 9:55-11:10 TR

FISHZON

INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)

HIST 242(F) Latin America From Conquest to Independence*

This course examines the construction of distinctively Latin-American societies from the age of conquest to the independence movements of the early-nineteenth century. The central theme will be the ways in which social conflicts between and among Europeans, Amerindians, and Africans shaped colonial Latin America and the subsequent creation of independent nations in the region. While discussing the interplay of race, class, and gender in these New World societies, the course will analyze the transformation of political and economic structures during the period of Spanish and Portuguese rule in the Americas.

Evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam.

No enrollment limit (expected: 25).

Groups D and G

Hour: 8:30-9:45 MWF

KITTLESON

HIST 243(S) Modern Latin America, 1822 to the Present*

This course will examine salient issues in the history of the independent nations of Latin America. The first section of the course will focus on the turbulent formation of nation-states over the course of the nineteenth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations. The second section will move us to questions in twentieth-century Latin-American history, including industrialization and urbanization; the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the construction of cultural modernism in these "Third World" societies. Here and throughout the course we will strive for an understanding of how social conflicts shaped and were shaped by economic and political forces.

History

Format: lecture/discussion. Evaluation will be based on class participation, two shorts papers (3-5 pages), and a take-home final exam.

No prerequisites. *Enrollment limit 40 (expected: 35-45).*

Group D

Hour: 11:20-12:35 TR

KITTLESON

HIST 249 The Caribbean From Slavery to Independence (Not offered 2007-2008; to be offered 2008-2009)*

(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 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist252.html)

AUBERT

HIST 252B(F,S) 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 F and G

Hour: 9:55-11:10 TR

First Semester: DALZELL

11:00-12:15 MWF

Second Semester: 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.

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 F

Hour: 8:30-9:45 TR, 1:10-2:25 TF

DUBOW

HIST 281(F) African-American History, 1619-1865 (Same as Africana Studies 281)*

This course provides an introduction to the history of the first two and a half centuries of the experience of African Americans in colonial America and the United States. Economically, culturally, and politically, African Americans had a profound effect on the historical landscape of this nation. The experience of slavery necessarily dominates this history and it is the contours and nuances of slavery that give this course its focus. We will explore the influence of African culture on early America, the role of gender in the American slave labor system, the development of racial classification in North America, and the cultural and intellectual significance of the abolitionist movement. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential.

Format: discussion/lecture. Evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation.

No prerequisites. *No enrollment limit (expected: 20-25).*

Groups F and G

Hour: 9:55-11:10 TR

LONG

HIST 282 African-American History From Reconstruction to the Present (Same as Africana Studies 282) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist282.html)

HIST 284 Topics in Asian American History (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist284.html)

WONG

HIST 286 Latina/o History From 1846 to the Present (Same as Latina/o Studies 286) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist286.html)

WHALEN

INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)

HIST 293(F) History of Medicine (Same as History of Science 320)

(See under HSCI 320 for full description.)

Group G

History

HIST 294 Scientific Revolutions: 1543-1927 (Same as History of Science 224) (*Not offered 2007-2008; to be offered 2008-2009*)
(See under HSCI 224 for full description.)
Groups C and G

HIST 295(F) Technology and Science in American Culture (Same as History of Science 240)
(See under HSCI 240 for full description.)
Group F

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 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 Approaching the Past: History, Theory, Practice (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/hist/hist301.html)

WATERS

HIST 301C(S) Approaching the Past: Practices of Modern History

What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of objectivity and bias, types and uses of sources, and the nature of historical “truth” will be discussed. Next, we will address the ways in which historians write about the past, considering historical fiction and film, microhistory, and the influence of postmodernism on historical narratives. Finally, we will examine the uses of history, including history education and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from a broad range of topics, such as the Great Depression, the Pacific War, the Holocaust, and the assassination of JFK.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a research project.

No prerequisites. *Enrollment limit: 20 (expected: 20). Restricted to History majors.*

Hour: 1:10-3:50 W

SINIAWER

HIST 301D Approaching the Past: Is History Eurocentric? (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/hist/hist301.html)

SINGHAM

HIST 301E(F) Debating the Dark Ages

The 500 years following the collapse of the Roman empire traditionally have been seen as Europe’s “Dark Ages,” an era of warring barbarian chieftains, semi-pagan superstition, economic decline, and cultural stagnation. Yet during the twentieth century historians of the early Middle Ages (roughly 500-1000) have gradually swept away this view, finding political creativity, cultural dynamism, and economic growth where previous interpreters saw only darkness, decline, and decay. This course investigates how scholars have rewritten the history of early medieval Europe and explores the approaches, methodologies, assumptions, and types of evidence that underpin this revisionist scholarship.

Format: seminar. Evaluation will be based on class participation, a presentation, and several papers.

Enrollment limit: 19 (expected: 19). Restricted to History majors.

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

GOLDBERG

HIST 301F(S) Approaching the Past: Remembering American History

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history: 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

1:10-3:50 W

First Semester: WONG

Second Semester: WONG

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 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist304.html)

MUTONGI

HIST 307(S) Islam and Modernity*

Is Islam compatible with modernity? And if so, how? This course in intellectual history will systematically address the vast corpus of writings by Muslim activists and scholars on the role of Islam in today's world. Through this examination some of the central questions related to Islam's encounter with modernity will be explored in detail, such as those related to post-colonialism, political authority, violence, the status of women, democracy, and war. Geographically, this course will focus on Egypt and Iran as well as the ideas being developed by Muslim scholars in Europe and North America. Students will discuss these pertinent issues via videoconferencing with other university students in the Middle East on a regular basis.

Format: seminar. Requirements: weekly online journal and commentaries and a final research paper (15-20 pages).

No prerequisites. Enrollment limit: 20 (expected: 20). Preference given to History and Religion majors.

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

Group E

Hour: 8:30-9:45 TR

BERNHARDSSON

HIST 308 Gender and Society in Modern Africa (Same as Women's and Gender Studies 308) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist308.html)

MUTONGI

HIST 311 The United States and the Middle East (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist311.html)

BERNHARDSSON

ADVANCED ELECTIVES: ASIA (312-321)

HIST 315 Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and Comparative Literature 220) (Not offered 2007-2008; to be offered 2008-2009)*

(See under CHIN 224 for full description.)

HIST 318 Nationalism in East Asia (Same as Asian Studies 245 and Political Science 245) (Not offered 2007-2008; to be offered 2008-2009)*

(See under PSCI 245 for full description.)

HIST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and Women's and Gender Studies 319)*

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marriage, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore heterodox practices, debates over and critiques of the family system, and the substantial history of family reform efforts in twentieth century China.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final paper

No prerequisites. Enrollment limit: 25 (expected: 20).

Groups B and G

Hour: 2:35-3:50 MR

A. REINHARDT

HIST 321 History of U.S.-Japan Relations (Same as Japanese 321) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist321.html)

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 2007-2008)

(See under CLAS 239 for full description.)

Group C and G

HIST 323 Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist323.html)

CHRISTENSEN

HIST 324 The Development of Christianity: 30-600 C.E. (Same as Religion 212) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under REL 212 for full description.)

Group G

HIST 325 The World of Charlemagne (Same as Religion 219) (Not offered 2007-2008; to be offered 2008-2009) (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,

History

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 mid-term and final exams.

No enrollment limit (expected: 30). Open to all.

Groups C and G

Hour: 2:35-3:50 MR

WOOD

HIST 327 Knighthood and Chivalry (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist327.html)

GOLDBERG

HIST 328 Medieval Empires (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist328.html)

GOLDBERG

HIST 329 The Christianization of Europe (Same as Religion 214) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist329.html)

GOLDBERG

HIST 330 Reformation and its Results (Same as Religion 220) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 220 for full description.)

HIST 331 The French and Haitian Revolutions (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist331.html)

SINGHAM

HIST 332(S) Nineteenth-Century European Social and Political Thought

This course will be based on selected readings from leading political and social theorists and cultural critics of the period, including Carlyle, Marx, J.S. Mill, Nietzsche and Durkheim, studied in relation to the historical conditions and developments to which they responded. The course will be in two equal parts, each extending from the early part of the period to the later. The first will consider key texts in the emergence of political ideologies: liberalism, communism and ideas of nation, race and community, and also critiques of bureaucracy and democratic politics. The second half of the course will look at cultural critiques of industrial and democratic society, utilitarian ethics and secular liberal optimism and ideas of progress.

Format: lecture and discussion. Evaluation: two short essays and an end-of-term paper.

No prerequisites. *Enrollment limit: 30 (expected 20-25).*

Group C

Hour: 9:55-11:10 TR

BURROW

HIST 333(F) Twentieth-Century Europe from the Margins: Regions, Local Cultures and Borderlands in Comparative Perspective

Although Europe is commonly considered to be a continent of nations, it would be more historically accurate to call it a continent of regions and localities. For most of European history, up to the present day, the great majority of Europeans have oriented their lives locally, toward the village, the city, or the province. This course examines modern European life and history both at the micro level (localities and regions) and at the margins of nation-states and empires (borderlands). Through comparative analysis, students will examine how these different perspectives challenge and modify our understandings of the course of twentieth century European history. Students will examine specific case studies in depth. Examples include multicultural/multiethnic cities (Prague, Salonica, Lvov, Czernowitz), strong regional cultures/traditions (Bavaria, Brittany, Scotland, Catalonia, Galicia), and contested borderlands (Eastern Poland, Bohemia, Eastern Prussia/Germany, Alsace-Lorraine, Basque territories). Students will consider the major events of the 20th century, including the World Wars, the rise of fascism and Nazism, the Holocaust, revolutions, communism, and the establishment of the European Union through the special perspectives of these case studies.

Format: discussion. Evaluation based on class participation and several essays. No prerequisites. *Enrollment limit: 25 (expected 15-20).*

Group C

Hour: 8:30-9:45 MWF

BEILIN

HIST 334(S) The Fin-de-Siècle: Vienna—Paris—St. Petersburg

This course will introduce students to some of the most significant and exciting social, artistic, intellectual, and political developments in fin-de-siècle Europe (1870 to 1914). "Fin-de-siècle" is a concept that denotes not only a historical period - the end of a century - but refers to a consciousness of living in a time of accelerated change and crisis. Intellectuals and artists of the decades we will be examining were preoccupied with "degeneration," loss of innocence, meaning, morality, and the inner self. They were simultaneously fascinated and horrified by technological innovation, emergent political and ideological currents, and the challenges to traditional values and identities posed by them. After a survey of political upheavals during the European fin-de-siècle, the course will focus on three metropolises consecutively: Vienna, Paris, and St. Petersburg. Through analyses of historical literature, novels, music, visual art, and the seminal texts of psychoanalysis we will explore how the self, public life, gender relations, sexuality, and aesthetics were conceived and re-imagined in each city, and bring to light the sensibilities and culture they shared.

History

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. *Enrollment limit: 30 (expected 20-25).*

Group C

Hour: 1:10-2:25 MR

FISHZON

HIST 336(S) Victorian Psychology: From the Phrenologists to Freud

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies by scholars in various disciplines have demonstrated that this characterization grossly oversimplifies the attitudes held by Europeans and Americans in the second half of the nineteenth century. This course investigates professional and popular ideas about human psychology during this period. We will attempt to define and understand what people felt and thought about the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents, including: the writings of philosophers; professional literature in psychiatry; manuals on childrearing, education, sexual practice, and living the whole-some life; and cultural documents studied in context. Although the course will have a European focus (with a concentration on Germany), some American sources will be studied as well.

Format: discussion. Evaluation will be based on three essays, class participation, and a final exam.

No prerequisites. *Enrollment limit: 30 (expected 20-25). Preference given to History majors.*

Group C

Hour: 1:10-2:25 TF

KOHUT

HIST 337(S) Empires, Nations and Nationalism in East-Central Europe, 1870-1945

At the dawn of the 20th century the political map of central Europe was totally unlike that of today: instead of "nation-states" there were three empires, Germany, Austria-Hungary and Russia. By the end of World War I, these empires collapsed and were replaced by new, unstable states that were supposed to more faithfully represent the peoples that had lived in the empires. But rather than satisfy the demands of nationalists, the new regimes proved widely unpopular and the interwar years witnessed the radicalization of nationalism on all sides. World War II helped unleash nationalist violence on an unprecedented scale, and in 1945 the map of the region would be re-drawn once again. This course explores the origins and development of modern nationalist movements in central and east-central Europe from 1870 to 1945. It will begin with a discussion and comparison of theories of nationalism and nation-building. These will then be used to analyze and discuss how various individuals, governments and institutions defined and described national identities and histories. Readings will focus principally on Germans, Hungarians, Poles, Czechs, Slovaks, Ukrainians and Jews, and, to a lesser extent, on Croats, Roma, Romanians, Serbs, and Slovenians. Although the principal themes of readings and discussions is nationalism, the course will also explore the ways class, gender, religion, region, and economy affected the ways in which nationalism was formulated and national identities were constructed and expressed.

Format: lecture/discussion. Evaluation will be based on class participation, an oral presentation, a short paper, research paper, and final exam.

Group C

Hour: 8:30-9:45 MWF

BEILIN

ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)

HIST 342 Creating Nations and Nationalism in Latin America (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist342.html)

KITTLESON

HIST 343 Gender and History in Latin America (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist343.html)

KITTLESON

HIST 346 History of Modern Brazil (Not offered 2007-2008; to be offered 2008-2009)*

(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 MAST 352 for full description.)

Groups F and G

HIST 353 North American Indian History: Pre-Contact to the Present (Same as Environmental Studies 353) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist353.html)

AUBERT

HIST 354(F) The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285 and Political Science 285)

(See under LEAD 285 for full description.)

HIST 355(F) Rise of America to World Power, 1776-1920 (Same as Leadership Studies 355)

In less than 150 years the United States shifted from one of the weakest to one of the most powerful nations in the world. This course in the history of U.S. foreign relations will explore how and why this dramatic shift occurred. Major emphasis will be placed upon the interrelationship between domestic and foreign affairs, the origins of American diplomatic principles, the evolution of key documents and doctrines, continental expansion, the acquisition of an overseas empire, and causes of U.S. participation in armed conflicts through World War I. Read-

History

ings will include both primary sources and conflicting secondary accounts.

Format: lecture/discussion. Evaluation will be based on class participation and two brief (5-8 page) papers on major issues in the course, as well as a midterm and final examination.

No prerequisites. *No enrollment limit (expected: 25-35).*

Group F

Hour: 8:30-9:45 TR

STOLER

HIST 356(F) Race, Gender, and Sexuality in U.S. History (Same as Women's and Gender Studies 356)

This course explores the shifting, contested, and intersecting meanings of race, gender, and sexuality in the United States. We will begin with three units designed to introduce the theoretical and methodological literature (one each on gender, sexuality, and race), and then devote the rest of our sessions to analyzing a series of specific historical topics examining the ways that race, sexuality, and gender have been imagined, policed, legislated, experienced, and performed in modern U.S. History. Topics to be explored include the development of and challenges to categories of race, sex, and gender; laws and cultural norms regarding sex and relationships; racial and sexual violence and organized resistance; and historical debates about family, immigration, work, and reproduction.

Format: discussion. Evaluation will be based on class participation, two short papers, and a final historiographical paper.

No prerequisites. *Enrollment limit: 30 (expected 20-25).*

Group F

Hour: 1:10-2:25 TF

DUBOW

HIST 357(S) Gender, Law, and Politics in U.S. History (Same as Women's and Gender Studies 357)

This course explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, immigration, and the family.

Format: discussion. Evaluation will be based on class discussion, a series of short critical responses, a short historiographical essay, and a final research paper.

No prerequisites. *Enrollment limit: 30 (expected 20-25).*

Group F

Hour: 1:10-2:25 MR

DUBOW

HIST 359 Autobiography as History: An American Character? (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist359.html)

DALZELL

HIST 364 History of the Old South (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist364.html)

DEW

HIST 365 History of the New South (Not offered 2007-2008; to be offered 2008-2009)*

(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 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist368.html)

WONG

HIST 371 American Environmental Politics (Same as Environmental Studies 371) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist371.html)

MERRILL

HIST 372(F) The Rise of American Business

An examination of the complex process that saw business enterprise move from a marginal position in the largely agrarian society of the early colonial period to become, by the twentieth century, one of the principal forces shaping American culture. Subjects to be considered: the business and political activities of colonial merchants, early-American attempts at industrialization, the business careers of John D. Rockefeller and Andrew Carnegie, and the growth, since 1900, of multidivisional corporations like DuPont and General Motors. Readings will include historical studies, biography, autobiography, and fiction.

Format: discussion. Requirements: a series of short analytical papers and the choice of either writing a longer, final essay or taking a final exam.

Enrollment limit: 25 (expected: 20-25). Open to sophomores and also to first-year students with Advanced Placement Credit in American History.

Group F

Hour: 11:20-12:35 TR

DALZELL

HIST 373 Va Va Vroom!—A Nation on Wheels (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hist/hist373.html)

DALZELL

HIST 374(S) American Medical History

This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed

History

fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Format: discussion/lecture. Evaluation will be based on class participation, two short papers, reading quiz, and a final research paper.

No prerequisites. *No enrollment limit (expected: 15-25).*

Groups F and G

Hour: 9:55-11:10 TR

LONG

HIST 380(S) Comparative American Immigration History*

The United States is often described as a “nation of nations,” but there has always been an underlying tension between the image of American pluralism and the desire for homogeneity. This lecture/discussion course will examine the history of immigration to the United States from three primary regions: Europe, Asia, and Latin America, as well as the Caribbean. Special attention will be paid to conditions in the sending countries and the historical ties of those countries to the U.S., immigrant labor recruitment, anti-immigration sentiments in the U.S., and the development of American immigration policy. Readings will include immigrant memoirs, novels, and modern interpretations of the immigration experience.

Format: lecture/discussion. Evaluation will be based on two short essays (5 pages), a personal or family immigration history (15 pages) and class participation.

Enrollment limit: 30 (expected: 30). Open to all.

Group F

Hour: 8:30-9:45 MWF

WONG

HIST 384(F) Comparative Asian-American History, 1850-1965*

This course explores the comparative history of Asians in America from the mid-nineteenth century to 1965. We will cover the histories of the Chinese, Japanese, Koreans, Filipinos, and Asian Indians in light of Asian and American history. Topics include the international context of Asian emigration, patterns of immigration, Asians in the labor force, anti-Asian movements, development of Asian-American communities, the impact of the second world war on Asian Americans, and literary and other artistic expressions of the Asian-American experience. Readings will include selected primary sources, novels, and modern historical studies.

Format: discussion. Evaluation will be based on class participation, two short papers (5-7 pages) and a 15-page research paper.

Enrollment limit: 25 (expected: 15). Open to all.

Group F

Hour: 2:35-3:50 TF

WONG

HIST 385 Contemporary Issues in Recent Asian-American History, 1965-Present (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist385.html)

WONG

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)*

This course examines the impact of the global economy on Latinas from 1945 to the present. Using the garment industry as an example of a labor intensive industry that has gone global, we will ask a series of questions regarding the impact on Latinas in their countries of origin and in urban areas in the United States. What impact has the global economy and economic development had on Latinas' work and their households in their countries of origin? How have economic changes and government policies fostered Latinas' migrations? How have Latinas been incorporated into the changing U.S. economy? How have Latinas confronted the challenges created by a globalizing economy? Broadly comparative, this course includes Mexican, Puerto Rican, Cuban, and Dominican women, as well as other Latinas.

Evaluation will be based on class participation, two short essays, and a final paper that will be presented to the class.

Groups D and F

Hour: 9:55-11:10 TR

WHALEN

HIST 387 Community Building and Social Movements in Latina/o History (Same as Latina/o Studies 387 and Women's and Gender Studies 387) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/hist/hist387.html)

WHALEN

HIST 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and INTR 391)*

(See under ANTH 391 for full description.)

ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)

HIST 392(S) Producing the Past (Same as Asian Studies 345 and Sociology 345)*

(See under SOC 345 for full description.)

HIST 393(S) Sister Revolutions in France and America (Same as Leadership Studies 212 and French 212)

(See under LEAD 212 for full description.)

Groups C, F, and G

History

HIST 396 France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism, and the Re-peopling of Europe (*Not offered 2007-2008; to be offered 2008-2009*)*
(www.williams.edu/Registrar/catalog/depts/hist/hist396.html) 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 405(F) Malcolm X: A Life Reinvention Seminar (Same as Africana Studies 405 and Political Science 303)

(See under AFR 405 for full description.)

HIST 408 Archaeology, Politics, and Heritage in the Middle East (*Not offered 2007-2008; to be offered 2008-2009*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist408.html)

BERNHARDSSON

ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

HIST 423(S) Religion, Science and Social Thought in Nineteenth-century Europe

The middle years of the nineteenth century (1830-1870) witnessed powerful critiques of religion from German humanist philosophy (Feuerbach and Marx) and Biblical scholarship (D.F. Strauss) and from geology and evolutionary biology in Britain and France. This course considers these and also looks at individual responses to 'the crisis of faith' and 'a godless world' (e.g. Carlyle, Dostoevsky). The last part of the century saw a number of attempts to explain and evaluate religion from the perspectives provided by anthropology and sociology (Frazer, Durkheim) and these will also be examined.

Format: discussion, based on readings in primary texts, with some provision for tutorials. Evaluation: two essays and a research paper.

No prerequisites. *Enrollment limit: 15 (expected 10-15). Preference given to History majors.*

Group C

Hour: 1:10-3:50 W

BURROW

HIST 425 The First Crusade (Same as Religion 215) (*Not offered 2007-2008; to be offered 2008-2009*) (W)*

(www.williams.edu/Registrar/catalog/depts/hist/hist425.html)

GOLDBERG

ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

HIST 443(S) Slavery, Race and Ethnicity in Latin America*

At times in this century African Americans have looked to Brazil and other Latin-American countries as a sort of racial paradise, where people of color did not suffer the same brutal prejudice and violence that they faced in the U.S. Especially since the 1930s, on the other hand, some Latin Americans of African descent have admired the force, consciousness, and independence of Black movements in the U.S., wishing they could construct similar organizations in their own countries. Although they might at first seem contradictory, these attitudes are rather reflections of the complex and subtle differences in the systems of race relations that have developed historically in the Americas. Instead of wondering which group of observers was more correct in its analysis of the other's country, we will in this seminar try to see how each group was both right and wrong in its judgment and how the history of their home society shaped their attitudes toward other countries. To do this, we will explore the historical roots of race relations and politics in Latin America from the beginnings of slavery through its abolition; the changing constructions of indigenous ethnicities; and on to the emergence of new Black Movements and other race-based political currents in Colombia, Brazil, and throughout the region.

Evaluation will be based on class participation, weekly reading responses, and a final paper.

Enrollment limited.

Group D

Hour: 1:10-3:50 W

KITTLESON

ADVANCED SEMINARS: UNITED STATES (452-471)

HIST 452(F) Antebellum American Women's History (Same as Women's and Gender Studies 452)*

Women have always been mothers, wives and daughters; and through much of their history in North America, their relationship to the state has been mediated through men. However, they have always been valuable producers. Their labor, be it in the household, as free wage laborers, farm hands, or slaves, was important both to the development of the American market economy and to the ideology and rhetoric of nationhood. This seminar will explore the significance of the experiences of American women from the colonial era through the Civil War. We will address the impact of slavery on all American women, the role of women during intense urbanization and industrialization, and the ways in which literacy and artistic culture shaped the way American women portrayed their own lives. Throughout the semester we will read primary documents. Our inquiry will encompass women in New England, the South and the Hispanic Southwest. As we study works of history, we will also read twentieth century feminist and race theory to understand connections between practice and theory, between narrative and argument.

History

Format: seminar. Requirements include a research paper (20-25 pages) based on reading and analysis of a set of primary sources, a literature review, class participation, and a reading journal.

Enrollment limit: 15 (expected: 15). Preference given to History majors.

Groups A and D

Hour: 1:10-3:50 W

LONG

HIST 456 Civil War and Reconstruction (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/hist/hist456.html)

DEW

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 periods. From there we will move to Chicago, the transportation and commercial hub of the emerging national economy in the nineteenth century. Finally we will turn to Los Angeles, "The City of Dreams" and the center of the popular entertainment industry in the twentieth century. In each case, drawing on a variety of sources, we will examine the city's origins, the factors that promoted its growth, and the distinctive society it engendered. Then we will consider some of the city's cultural expressions—expressions that seem to characterize not only changing the nature of urban life, but the particular meanings each city gave to the nation's experience at the time. What made these cities seem simultaneously, as they did, so alluring and so threatening to the fabric of national community and identity?

Format: seminar. Requirements: two short papers and a longer essay analyzing selected primary texts; there will be no hour test or final exam.

Enrollment limit: 20 (expected: 15). Preference given to History majors.

Group F

Hour: 1:10-3:50 W

DALZELL

HIST 468(S) Grand Strategy in the Second World War (Same as Leadership Studies 468)

The United States fought World War II as part of a coalition, one of the most successful wartime coalitions in history. This seminar will explore how and why it did so, and why the Allied effort was so successful. Emphasis will be placed on U.S. strategic planning, its relationship to U.S. foreign policies, the ensuing conflicts between U.S. strategies and policies and those desired by its British and Soviet allies, and the ways in which these conflicts were resolved by Churchill, Roosevelt and Stalin. As such it will also focus on civil-military relations and Allied diplomacy during the war, as well as how and why the alliance collapsed after victory had been achieved. Readings will include key primary as well as secondary sources.

Format: seminar. Evaluation will be based on an extensive (20-25 page) research paper that makes use of available primary as well as secondary sources, brief papers on the weekly readings, and class participation.

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

Group F

Hour: 1:10-3:50 W

STOLER

HIST 471(F) Comparative Latina/o Migrations (Same as Latina/o Studies 471) (W)*

(See under LATS 471 for full description.)

ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)

HIST 475 Modern Warfare and Military Leadership (*Not offered 2007-2008; to be offered 2008-2009*)

(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 2007-2008; to be offered 2008-2009*)*

(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 480T(F) Historical Narratives of the Israeli-Palestinian Conflict (W)*

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments (1948, 1967, 1994, and 2000) and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Format: tutorial. Requirements: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors and to those who have taken History 207 or other courses on the Middle East.*

Group E

Tutorial meetings to be arranged.

BERNHARDSSON

History

HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)*

During the second half of the eighteenth century, the political, social, and demographic landscape of eastern North America underwent dramatic transformations. If many of the characters and events marking the transition of the region from a cluster of thirteen colonies to the first republic of the western hemisphere are quite familiar to most Americans, the movement to independence and the creation of the United States have been the subject of complex and sometimes contentious historical interpretations. This tutorial will explore the ideological, economic, political, and cultural causes and consequences of the American Revolution, from the emergence of increasing tensions between Great Britain and its North American colonies to the attempts of the United States government to limit political expression and immigration in the new nation. Through the close reading of some of the most significant scholarship of the period, we will seek to understand how a multitude of historical actors of varied social, economic, religious, and ethnic backgrounds made and shaped the famous political, military, and constitutional struggles of the Revolutionary Era. By the end of this tutorial, students will have engaged and debated some of the most important historiographical assessments of the Revolutionary Era. In their final assignment, students will be equipped to provide an erudite and personal answer to the most important question of all: How revolutionary was the Revolution?

Format: tutorial. Requirements: once a week for about an hour, student will meet with the instructor in pairs. During our sessions, students will alternatively present orally or critique a written essay of seven double-spaced pages on a topic assigned by the instructor. At the end of the semester, students will be asked to write a final paper assessing the revolutionary nature of the American Revolution.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preferences to History majors. Open to all.*

Groups F and G

Tutorial meetings to be arranged.

AUBERT

HIST 482T(S) (formerly 389) Fictions of African-American History (W)*

This course examines the form and function of African-American historical narratives with attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. The lack of documentary material pertaining to this history has made the task of reading and interpreting African American experience particularly challenging. By crossing generic and disciplinary boundaries, students will take up the task of reading African-American history while attending to the difficulties such a task raises. To do so, we will read both historical and fictional narratives that raise explicitly the problems of writing African-American history.

In the first part of the course, we will discuss selected texts (fiction, narrative, and historiography) from the antebellum era in order to schematize the literature of slavery. In the second half of the course, we will take up the discourse of freedom that followed the Emancipation Proclamation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Harriet Wilson, Paul Laurence Dunbar, Sutton Griggs. In addition, we will read historiography on African American slavery, freedom, and urbanization.

Format: tutorial.

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

Group F

Tutorial meetings to be arranged.

LONG

HIST 483T(F) African Political Thought (W)*

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African.

Format: tutorial. Evaluation will be based on class participation, weekly papers, and a 20- to 25-page seminar paper.

Enrollment limit: 10 (expected: 10). Preference given to History majors.

Group A

Tutorial meetings to be arranged.

MUTONGI

HIST 486T Historical Memory of the Pacific War (Same as Japanese 486T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/hist/hist486.html)

SINIAWER

HIST 487T The Second World War: Origins, Course, Outcomes, and Meaning (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist487.html)

WOOD

HIST 492T Revolutionary Thought in Latin America (Not offered 2007-2008; to be offered 2008-2009) (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(F) Science, Technology, and Human Values (Same as Science and Technology Studies 101)

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering.

Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams.

Enrollment limit: 20.

Satisfies one semester of the Division II requirement.

Hour: 10:00-10:50 MWF

D. BEAVER

HSCI 224 Scientific Revolutions: 1543-1927 (Same as History 294) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/hsci/hsci224.html)

D. BEAVER

HSCI 240(F) Technology and Science in American Culture (Same as History 295)

Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (2-3 pages), and two hour exams.

Enrollment limit: 15. Open to first-year students.

Satisfies one semester of the Division II requirement.

Hour: 1:10-2:25 MR

D. BEAVER

HSCI 320(F) History of Medicine (Same as History 293)

A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic]

History of Science, Interdepartmental Program

medicine, Greek and Roman anatomy and physiology, Arabic medical thought, Renaissance medicine, and the gradual professionalization and specialization of medicine from the sixteenth century. Attention is paid to theories of health and disease, ideas about anatomy and physiology, in addition to achievements such as anesthesia and internal surgery, and advances in instruments such as obstetrical forceps and the stethoscope.

Format: seminar. Requirements: six short papers (3 pages), midterm, final hour exam.

No prerequisites. *Enrollment limit: 15. Open to first-year students.*

Satisfies one semester of the Division II requirement.

Hour: 11:00-11:50 MWF

D. BEAVER

HSCI 334 Philosophy of Biology (Same as Philosophy 334) (Not offered 2007-2008; to be offered 2008-2009)

(See under PHIL 334 for full description.)

HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)

(See under ASTR 336 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 2007-2008) (W)

(See under ASTR 338 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 PETER JUST

This program is designed to facilitate and promote innovations in curricular offerings in relation both to inter-disciplinary 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 110(S) Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as International Studies 101 and Political Science 258)*

(See under INST 101 for full description.)

INTR 160 Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Not offered 2007-2008; to be offered 2008-2009) (Q)

(See under MATH 175 for full description.)

INTR 223(S) 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." How are neuroimages used in public discussions of mental illness, violence, and addiction? And are the brains of visual artists lateralized or specialized differently from non-artists? In the final unit, we will explore how visual artists are using brain images in their artwork, and how they have portrayed brain syndromes and mental states. The course will culminate with the development of an exhibit.

Format: seminar. Evaluation will be based on class participation, several short papers, a midterm and a final project.

Prerequisites: Psychology 101 and Art 101-102. *Enrollment limit: 12 (expected: 12). Preference will be given to Neuroscience concentrators.*

Satisfies one semester of Division III requirement.

Hour: 2:35-3:50 MR

ZIMMERBERG

INTR 225(F) Natural History of the Berkshires (Same as Biology 225 and Environmental Studies 225)

(See under BIOL 225 for full description.)

Satisfies one semester of the Division III requirement.

INTR 287(F) African Music: Interdisciplinary Studies (Same as Music 233 and Africana Studies 250)*

(See under MUS 233 for full description)

Satisfies one semester of the Division II requirement if taken as INTR 287.

Interdepartmental Program, International Studies

INTR 290(S) The Philosophy and Economics of Higher Education (Same as Philosophy 290) (W)

(See under PHIL 290 for full description.)

INTR 315(S) Computational Biology (Same as Computer Science 315 and Physics 315) (Q)

(See under PHYS 315 for full description.)

Satisfies one semester of Division III requirement.

INTR 346(F) The Human Face in the Modern Imagination (Same as Arth 307, English 346 and Comparative Literature 356) (W)

(See under ENGL 346 for full description.)

INTR 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and History 391)*

(See under ANTH 391 for full description.)

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

INTERNATIONAL STUDIES

(Div. II)

Chair, Professor WILLIAM R. DARROW

Advisory Committee: Professors: CAPRIO, CASSIDAY, CRANE**, DARROW, KUBLER, MAHON.

Associate Professors: BANTA**, BERNHARDSSON, GOLLIN, 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
Global Health

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

International Studies 101

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will usually be team taught. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track. On occasion students may petition to substitute a course equivalent in scope to International Studies 101 to meet this requirement.

Study Abroad and Internships

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on oppor-

International Studies

tunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

Colloquium

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Foreign Languages and Cultures and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

Senior Exercise

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20-25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

Honors

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). An honors candidate will prepare a forty page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

INST 101(S) Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as INTR 110 and Political Science 258)*

The United States' continuing and troubled attempt to remake the Persian Gulf region provides an occasion for critical reflection on the questions asked and tools available from the International Studies perspective for understanding other nations and regions. This course will examine aspects of the cultural, political, economic and technological dimensions of the nations of Iraq and Iran. The course will begin with a consideration of the history, religions, and societies of these two neighbors as well as the specific features of an oil rentier economy. The course will then turn to the recent experiences of these two nations in the international arena including strategies of sanctions, regime change and democratization prosecuted primarily by the United States. We will pay special attention to the assumptions about the role and character of the state, the character of civil society and the processes of economic and cultural globalization that lie behind these strategies.

Format: lecture/discussion. Evaluation will be based on two short papers and a final research paper.

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

Hour: 11:20-12:35 TR

DARROW and MACDONALD

INST 101 Asia and the World (Same as Asian Studies 201 and Political Science 100) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/inst/inst101.html)

CRANE

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

DARROW

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

AREA TRACKS

African Studies

African Studies 140/Comparative Literature 218/English 250 Revolutionary African Literature

Africana Studies 200 Introduction to Africana Studies

Africana Studies 250/INTR 287/Music 233 African Music: Interdisciplinary Studies

Africana Studies 403/Comparative Literature 361/Women's and Gender Studies 364 Women Writing Africa

Africana Studies 404/Comparative Literature 347/English 348 Imagining Africa

Anthropology 252/Africana Studies 252 Cultures and Societies of Sub-Saharan Africa

Anthropology 253/Africana Studies 253 Popular Culture in Africa

Anthropology 370/Women and Gender Studies 370 Gender and Social Change in Modern Africa

ArH 200/Africana Studies 201 Modern and Contemporary African Art

ArH 214/Africana Studies 214 Arts of Africa

Biology/Environmental Studies 134 The Tropics: Biology and Social Issues

Economics 204/Environmental Studies 234 Economic Development in Poor Countries

French 111 Introduction to Francophone Literature: Roots, Families, Nations

International Studies

History 103 The City in Africa: Accra, Nairobi, and Johannesburg
 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
 Political Science 256/African Studies 256 Politics of Africa

East Asian Studies

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 374 In Pursuit of Clouds and Mists: Landscapes in Chinese Art
 ArtH 376 Images and Anti-Images: Zen Art in China and Japan
 Asian Studies 201/International Studies 101/Political Science 100 Asia and the World
 Chinese 219 Popular Culture in Modern China
 Chinese 223/Anthropology 223 Ethnic Minorities in China: Past and Present
 Chinese 224/Comparative Literature 220/History 315 Cultural Foundations: The Literature and History of Early China
 Chinese 235/Comparative Literature 235 China on Screen
 Chinese 251T/Comparative Literature 256T/History 215T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China
 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 218/Asian Studies 218/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 252/Comparative Literature 252 The Masks of Japanese Literature
 Japanese 255/Comparative Literature 250 Love and Death in Modern Japanese Fiction
 Japanese 260/Comparative Literature 261 Japanese Theatre and its Contemporary Context
 Music 126 Musics of Asia
 Political Science 245/Asian Studies 245/History 318 Nationalism in East Asia
 Political Science 247 Political Power in Contemporary China
 Political Science 345 Political Leadership in Ancient Chinese Thought
 Religion 251 Zen Buddhism: History and Historiography
 Religion 256/Women and Gender Studies 256 Engendering Buddhism: How Women and men Shape and Are Shaped by Buddhism
 Religion 257 Gods and Demons in East Asian Religion
 Religion 259/History 214 Japanese Religions and the State

Latin American Studies

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America
 Anthropology 216 Indigenous Peoples of Latin America
 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
 Spanish 203 Major Latin-American Authors: 1880 to the Present
 Spanish/Comparative Literature 205 The Latin-American Novel in Translation
 Spanish 230T/Comparative Literature 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America
 Spanish 403 Literature and the Body Politic: Space, Power and Performance in Latin America

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

International Studies

ArtH 278 The Golden Road to Samarqand
 ArtH 472 Forbidden Images?
 Comparative Literature 235 Introduction to Classical Arabic Literature
 Comparative Literature 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature
 Comparative Literature 262 Outlaws and Underworlds: Arabic Literature of the Margins
 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
 History 480T Historical Narratives of the Israeli-Palestinian Conflict
 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 232/Women's and Gender Studies 232/History 309 Women and Islam
 Religion 234 Shi'ism Ascendant?
 Political Science 277 Political Islam
 Spanish 271/Comparative Literature 265 The Interaction of Jewish, Islamic and Christian Cultures in Early Modern Spain

Russian and Eurasian Studies

History 240 Muscovy and the Russian Empire
 History 241 The Rise and Fall of the Soviet Union
 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 Twentieth-Century Russian Literature in Translation
 Russian 206 Topics in Russian Culture: Feasting and Fasting in Russian History
 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 Soviet Satire

South and Southeast Asia Studies:

Anthropology 233/Asian Studies 233/Religion 249 Spiritual Crossroads: Religious Life in Southeast Asia
 Economics 240T Colonialism and Underdevelopment in South Asia
 Religion 241 Hinduism: Construction of a Tradition
 Religion 245 Tibetan Civilization
 Religion/Women's and Gender Studies 246 The Gendering of Religion and Politics in South Asia
 Religion 302/Anthropology 392/Women and Gender Studies 325 Religion and Reproduction
 Sociology 327/Asian Studies 327 Violence, Terrorism and Collective Healing
 Sociology 345/Asian Studies 345/History 392 Producing the Past

THEMATIC TRACKS

Borders, Exile and Diaspora Studies:

Africana Studies 160/Comparative Literature 214/English 251 Defining the African Diaspora
 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 365 Citizens and Civil Societies
 English 146 Literature and Decolonization
 English 379/Comparative Literature 329 Contemporary World Novel
 Comparative Literature 346 Questioning the Cultural Self in Literature
 Comparative Literature 252/Jewish Studies 252 Writing after the Disaster: The Literature of Exile
 History 333 Twentieth-Century Europe from the Margins: Regions, Local Cultures and Borderlands in Comparative Perspective
 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 Repeopling of Europe
 History 443 Slavery, Race and Ethnicity in Latin America
 Latina/o Studies 105 Latina/o Identities: Constructions, Contestations, Expressions
 Latina/o Studies 203/ArtH 203 Chicano/a Film and Video
 Latina/o Studies 331/Africana Studies 331/American Studies 331/Theatre 331 and Women and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities
 Latino/a Studies 338/Comparative Literature 338 Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday
 Latina/o Studies 471/History 471 Comparative Latina/o Migrations
 Political Science 225 International Security
 French 111 Introduction to Francophone Literature: Roots, Families, Nations

International Studies, Jewish Studies

Sociology 209 Social Stratification in a Changing World
Sociology 235 Racial Boundaries, Ethnic Identities
Sociology 336 Global Migration
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 358 International Economics
Economics 360 International Monetary Economics
Economics 365 Global Competitive Strategies
Economics 369/512 Agriculture and Development Strategy
Economics 467T Development Successes
Economics 501 Development Economics I
Economics 502 Institutions and Governance
Economics 503 Public Economics
Economics 505 Finance and Development
Economics 507 International Trade and Development
Economics 508 Development Finance
Economics 509 Developing Country Macroeconomics
Economics 513 Open-Economy Macroeconomics
Economics 516 International Financial Institutions
Environmental Studies 313 Global Trends, Sustainable Earth
Political Economy 401 Politics of International Economy
Political Science 102 Religion and Capitalism
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

Global Health

Anthropology 321 Visualizing Health and Illness: Medical Ways of Knowing
Biology 133 The Biology of Exercise and Nutrition
Biology 313 Immunology
Biology 315 Microbiology: Diversity, Cellular Physiology, and Interactions
Chemistry 111 Fighting Disease: The Evolution and Operation of Human Medicines
Chemistry 315 AIDS: The Disease and Search for a Cure
Chemistry 341/Environmental Studies 314 Toxicology and Cancer
Economics 230 The Economics of Health and Health Care
Economics 368 The Economics of HIV/AIDS
History of Science 320 History of Medicine
Philosophy 210 Philosophy of Medicine
Philosophy 212 Ethics and Reproductive Technologies
Philosophy 213 Biomedical Ethics
Philosophy 228 Feminist Bioethics
Philosophy 229 Ethics and Genetics
Political Science 316 Making Public Policy
Sociology 265 Drugs and Society

JEWISH STUDIES (Div. II)

Chair, Associate Professor SOLEDAD FOX

Advisory Faculty: Professor: GERRARD*. Associate Professor: S. FOX. Assistant Professors: DEKEL, GARBARINI*, HAMMERSCHLAG.

THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course.

Jewish Studies

Gateway Courses:

Jewish Studies 101/Religion 203 Judaism: Innovation and Tradition [Not offered 2007-2008]
Jewish Studies/Religion/Comparative Literature 201 The Hebrew Bible

Core Courses

Jewish Studies/Religion/Philosophy 204 Endtimes: Messianism in Modernity (W)
Jewish Studies/Classics/Religion 205/Comparative Literature 217 Ancient Wisdom Literature [Not offered 2007-2008]
Jewish Studies/Religion/Comparative Literature 206 The Book of Job and Joban Literature [Not offered 2007-2008]
Jewish Studies/Religion 207/Comparative Literature 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis [Not offered 2007-2008]
Jewish Studies/Religion/Comparative Literature 209 The Legend of the Wandering Jew
Jewish Studies/History 230 Modern European Jewish History 1789-1948 [Not offered 2007-2008]
Jewish Studies/History 232 Nostalgia in Jewish Thought, Literature, and Art [Not offered 2007-2008]
Jewish Studies/Religion 280/Philosophy 282 The Turn to Religion in Post-Modern Thought (W) [Not offered 2007-08]
Jewish Studies/History 338 The History of the Holocaust [Not offered 2007-08]
Jewish Studies/Comparative Literature 352 Writing after the Disaster: The Literature of Exile
Jewish Studies/History 482T Memory, History, and the Extermination of the Jews in Europe [Not offered 2007-2008]

Electives

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In a core course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

[Comparative Literature 232 European Modernism]
[German 301T German Studies, 1770-1830]
German 202 German Politics
German 302 German Studies, 1830-1900
[German 311 Freud and Kafka]
History 111 Movers and Shakers in the Middle East
[History 129 Blacks, Jews, and Women in the Age of the French Revolution]
History 207 Modern Middle East
History 225 The Middle Ages
[History 226 Europe from Reformation to Revolution]
[History 237 Modern France]
[History 239 Modern German History]
[History 311 The United States and the Middle East]
[Religion 270T Father Abraham; The First Patriarch]
Religion 271 Religion and the Modern Literary Imagination
Spanish 271 The Interaction of Jewish, Islamicate, and Christian Cultures in Early Modern Spain

Capstone Course

Jewish Studies 491/Comparative Literature/Religion 309T Exile, Homecoming, and the Promised Land

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. Past Croghan Professors have taught courses on the Mishnah (Shaye Cohen), the historical Jesus (John Dominic Crossan), and Ancient Mediterranean Religions (Ross Kraemer).

Overseas Studies

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards on core requirement.

Funding

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

Jewish Studies, Latina/o Studies

JWST 101 Judaism: Innovation and Tradition (Same as Religion 203) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/jwst/jwst101.html)

HAMMERSCHLAG

JWST 201(F) The Hebrew Bible (Same as Comparative Literature 201 and Religion 201)

(See under REL 201 for full description.)

JWST 204(F) Endtimes: Messianism in Modernity (Same as Philosophy 204 and Religion 204) (W)

(See under REL 204 for full description.)

JWST 205 Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Religion 205) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 205 for full description.)

JWST 206 The Book of Job and Joban Literature (Same as Comparative Literature 206 and Religion 206) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under REL 206 for full description.)

JWST 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Comparative Literature 250 and Religion 207) (Not offered 2007-2008; to be offered 2008-2009)

(See under REL 207 for full description.)

JWST 209(S) The Legend of the Wandering Jew (Same as Comparative Literature 209 and Religion 209)

(See under REL 209 for full description.)

JWST 280 The Turn to Religion in Post-Modern Thought (Same as Philosophy 282 and Religion 280) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under REL 280 for full description.)

JWST 352(S) Writing after the Disaster: The Literature of Exile (Same as Comparative Literature 352)

(See under COMP 352 for full description.)

JWST 491T(F) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Religion 309T) (W)

(See under REL 309 for full description.)

LATINA/O STUDIES (Div. II)

Chair, Professor CARMEN WHALEN

Advisory Committee: Professor: WHALEN. Associate Professor: KITTLESON. Assistant Professors: CEPEDA, CHAVOYA, JOTTAR, RUA**, VARGAS.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required Courses

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: Comparative Transnationalisms

Latina/o Studies

Latina/o Studies/American Studies/ArtH 462 Art of California: "Sunshine or Noir"
 Latina/o Studies/American Studies 464 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/ArtH 203 Chicana/o Film and Video
 Latina/o Studies/Spanish 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
 Latina/o Studies/Music 232T Latin Music USA
 Latina/o Studies/American Studies/Theatre/Women and Gender Studies 235/Comparative Literature 268 Latina/o Theatre and Performance, 1950-2000
 Latina/o Studies/American Studies 240/Comparative Literature 210/Linguistics 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context
 Latina/o Studies 241 Redefining the "Helping Hand:" Community-based Approaches to Latinas/os in the Northern Berkshires
 Latina/o Studies/ArtH 258 Latina/o Installation and Site-Specific Art
 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 Latin American Theatre and Performance
 Latina/o Studies/American Studies/Africana Studies/Theatre/Women's and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities
 Latina/o Studies/American Studies 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies
 Latina/o Studies/Comparative Literature 338/American Studies 339 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday
 Latina/o Studies/American Studies 346/Comparative Literature 359 Latinos 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 Latina/o History

One additional related course from either of the following subcategories OR from the core electives above: Countries of Origin and Transnationalism

American Studies 356/Comparative Literature 272 Literature of the Americas: Dialogues in Historical Perspective
 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 222/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
 Spanish 200 (formerly 112) Latin-American Civilizations
 Spanish/Comparative Literature 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America
 Spanish 306T/Comparative Literature 302T Latino Writing: Literature by U.S. Hispanics

Comparative Race and Ethnic Studies

Africana Studies 160/Comparative Literature 214/English 251 Defining the African Diaspora
 Africana Studies 200 Introduction to Africana Studies
 American Studies 403/Comparative Literature/English 375 New Asian American, African American, Native American and Latina/o Writing
 History/American Studies 368 Cultural Encounters in the American West
 History 380 Comparative American Immigration History
 Latina/o Studies 220/American Studies 221 Introduction to Urban Studies: Shaping and Living the City
 Latina/o Studies /Theatre 230/Women and Gender Studies 368 Approaching Performance Studies
 Latina/o Studies/Theatre 375 Performance and Its Traces

THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:

- 1) Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.
- 2) Achieve a grade point average 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: 11:00-12:15 MWF
CEPEDA and CHAVOYA

LATS 203 Chicana/o Film and Video (Same as Arth 203) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/lats/lats203.html)

CHAVOYA

LATS 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Spanish 209)*

This course emphasizes the acquisition and/or improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment. Through the use of meaningful materials and vocabulary taken from a variety of Spanish-language contexts—but with primary emphasis on the numerous U.S. Latina/o communities—this course aims to sharpen heritage speakers' socio-linguistic competency and ability to interpret Spanish-language musical, cinematic, and literary texts in the target language. Ultimately, students will be prepared for a variety of "real-world," cross-cultural contexts and will be more knowledgeable regarding Latina/o cultural production.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-to 3-pages each), two oral exams, and an oral presentation.

No prerequisites. *Enrollment limit: 15 (expected: 15). Open to all heritage speakers of Spanish. Preference given to Latina/o concentrators.*

Hour: 2:35-3:50 MR

CEPEDA

LATS 220 Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221) (Not offered 2007-2008; to be offered 2008-2009)*

(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 222 and Music 220)*

(See under AFR 222 for full description.)

LATS 230(F) Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)*

Theatre, music, dance, performance art, community activism, public gatherings, sports, eating, and rituals all fall under the rubric of "performance." Performance studies is an interdisciplinary field that explores these types of

Latina/o Studies

live, embodied activities as cultural acts and as theoretical paradigms. This course is an introduction to performance studies and to its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, cultural studies, philosophy, feminist theory, and queer theory. We will devote particular attention to performances that reflect the complexity and diversity of race and ethnicity in the United States. In addition to reading and discussing theory, we will study local live and recorded performances. This course combines theory and practice in order to understand performance as a critical space. On the practical level, students are expected to attend three workshops with Professor Omar Sangare to experiment with their body, voice, and the stage. These workshops will provide the foundation for students' final performance. This course also serves as the introduction course for the Performance Studies Program.

Format: discussion. Requirements: several short writing assignments, attendance at live performances and workshops, final essay and final performance.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference to Latina/o Studies concentrators, and to Art and Theatre majors. Not open to first year students.*

Hour: 1:10-2:25 MR

JOTTAR

LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(See under MUS 232 for full description.)

LATS 235(S) (formerly 335) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Theatre 235 and Women's and Gender Studies 235)*

This course explores Latina/o theatre and performance from the 1950's to the late 1990's. We will cover a broad range of theatrical practices, from mainstream Broadway productions to grass roots community actos, from site-specific interventions in the US/Mexico border region to the use of vernacular aesthetic practices such as choteo, relajo and rascuachismo. One of the course's goals is to introduce some of the screenplays that have become canons within Chicana/o, Puerto Rican and Cuban theatre in the United States. The course also introduces the centrality of Latina feminist and queer thought to theater and performance. We will pay particular attention to the connections between social movements and popular culture, during an era that illustrates Latinas/os' articulation of ethnic and cultural self-identification.

Format: discussion. Requirements: Four short essays and one final assignment.

No prerequisites. *No enrollment limit (expected: 10).*

Hour: 11:20-12:35 TR

JOTTAR

LATS 240(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Comparative Literature 210, and Linguistics 254)*

In this course we will focus on issues of language and identity in the contemporary literary production and lived experiences of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary and performance genres, ranging from the poetry of the Chicano and Puerto Rican Movements of the 1960s and 1970s to more recent theatrical pieces, novels, poetry, and short stories by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Jaime Manrique, Dolores Prida, Michelle Serros, and Helena María Viramontes, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of identity, power, community, race/ethnicity, gender, sexuality, class, and hybridity.

Format: discussion. Requirements: Class participation, several short writing assignments (1-5 pages each), an oral presentation, and a final exam.

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

Hour: 1:10-2:25 TF

CEPEDA

LATS 241 Redefining the "Helping Hand:" Community-based Approaches to Latinas/os in the Northern Berkshires (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/lats/lats241.html)

CEPEDA

LATS 258(S) Latina/o Installation and Site-Specific Art (Same as ArtH 258)*

This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Format: lecture/discussion. Requirements: two short papers, periodic research reports, final research paper, and presentation.

Prerequisites: Latina/o Studies 105 or ArtH 101-102 or permission of instructor. *Enrollment limit: 19 (expected: 12). Preference to Latina/o Studies concentrators and to Art majors.*

Hour: 1:10-2:25 MR

CHAVOYA

LATS 286 Latina/o History From 1846 to the Present (Same as History 286) (Not offered 2007-2008; to be offered 2008-2009)*
(See under HIST 286 for full description.)

LATS 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310) (Not offered 2007-2008; to be offered 2008-2009)*
(www.williams.edu/Registrar/catalog/depts/lats/lats310.html) RÚA

LATS 330 Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as American Studies 330, Comparative Literature 330 and Theatre 330) (Not offered 2007-2008; to be offered 2008-2009)*
(www.williams.edu/Registrar/catalog/depts/lats/lats330.html) JOTTAR

LATS 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Theatre 331, and Women and Gender Studies 331)*
This course examines various Afro-descendant cultures through music and dance. We focus on Cuba, Brazil, Puerto Rico and the United States. Through the theoretical and practical study of commercial and grassroots music and dance production, we unpack how performance may re-articulate and challenge ascribed race and gender roles. The first part of the semester establishes fundamental methodological and theoretical frameworks, such as Taylor's epistemology and ontology of performance, Ortiz's transculturation, and Bakhtin's carnivalesque inversion. These theories will help us understand that while music and dance are site specific practices, they also serve historically as representational terrains that narrate the Nation and its races. Through dance workshops, New York City fieldtrips, and ethnographic experience, we will explore how music and dance contest such ideological formulations. The second part of the semester concentrates on the United States and on how these expressive practices function within the diaspora. For instance, how does rumba or salsa simultaneously reinforce and/or deconstruct U.S. Latina/o identity in relationship to class, race, gender, and a shared history of colonization and neo-colonialism? Can Hip-Hop serve as a theoretical ground to question the stability of the Nation, gender, race and sexuality?
Format: discussion. Requirements: two oral presentations, one short essay, one midterm paper, one final paper, two fieldtrips to New York City, and participation in a dance workshop. *Enrollment limit: 12 (expected: 10).*
Hour: 9:55-11:10 TR JOTTAR

LATS 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (Not offered 2007-2008; to be offered 2008-2009) (W)*
(www.williams.edu/Registrar/catalog/depts/lats/lats332.html) RÚA

LATS 338(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (W)*
Via the critical analysis of select musical, cinematic, literary, and popular media texts, we will investigate the primary approaches to the study of popular expression and identity, with particular emphasis on Latina/o popular cultural production. This course will focus on the following questions: How is Latina/o identity expressed through the "popular" or the everyday? In which ways does the study of Latina/o popular culture illuminate our understanding of the Latina/o community's history and culture? What methodologies or theoretical approaches are best suited to the analysis of the "here and now"? Employing a broad range of current Cultural Studies theories and methods, students will conduct an original semester-long research project and complete various ethnographic exercises in this analysis of the historical, socio-political, and artistic uses of popular culture among Latinas/os.
Format: discussion. Requirements: class participation, several short writing assignments (1- to 3-pages each), oral presentation, and a final paper (15- to 20-pages).
No prerequisites. *Enrollment limit: 19 (expected: 10). Preference to Latina/o Studies concentrators and Comparative Literature majors.*
Hour: 2:35-3:50 TF CEPEDA

LATS 346 Latinas/as and the Media: From Production to Consumption (Same as American Studies 346 and Comparative Literature 359) (Not offered 2007-2008; to be offered 2008-2009)*
(www.williams.edu/Registrar/catalog/depts/lats/lats346.html) CEPEDA

LATS 375(S) Performance and Its Traces (Same as Theatre 375)*
This is an inter-disciplinary video production workshop that explores visual strategies to produce and re-produce performance practices such as: performance art, ritual, dance, music, spoken-word and media spectacles. At the theoretical level, we will study performance as a practical, aesthetic and theoretical terrain, and as a historical site that produces knowledge in its relationship to the politics and power of representation, culture and memory. We will engage with various practices of documenting performance such as visual anthropology, docu-drama, ethnographic surrealism, dance for the camera, and other experimental approaches. In addition to the discussion of assigned readings, students will attend weekly video/film screenings, produce their own videos, and critique other students' video projects. For their final projects, students will produce a video and write a final paper analyzing the production process in relationship to the theoretical readings from the course.
Format: discussion. Requirements: several short response papers, four short videos assignments, a final video project, and a final paper.
Prerequisites: Latina/o Studies 230 and/or ArtS 288 recommended. *Enrollment limit: 10 (expected 10). Preference to Latina/o Studies concentrators, and to Theatre, Art, Music, and Anthropology majors. Permission of instructor required.*
Hour: 11:00-12:15 MWF JOTTAR

Latina/o Studies

LATS 386(S) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386)*
(See under HIST 386 for full description.)

LATS 387 Community Building and Social Movements in Latina/o History (Same as History 387 and Women's and Gender Studies 387) (Not offered 2007-2008; to be offered 2008-2009)*
(See under HIST 387 for full description.)

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

LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)*

The metaphor of "home" and idea of "belonging" bring insight to theories and investigations centered on community building and identity formation within and across national borders. These constructions give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place-making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in "rooting" migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban-Americans, Native American and West Indian festive forms, and place-claiming and performativity among African Americans.

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

Prerequisites: Prior work in American Studies, Latino Studies, or permission of instructor. *Enrollment limit: 19 (expected: 10). Preference given to senior American Studies majors and to senior Latina/o Studies concentrators.*

Hour: 1:10-3:50 W

RÚA

LATS 409 Tracing the Roots of Routes: Comparative Transnationalisms (Same as American Studies 409) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/lats/lats409.html)

CEPEDA

LATS 462 Art of California: "Sunshine or Noir" (Same as American Studies 462 and Arth 462) (Not offered 2007-2008; to be offered 2008-2009)

(See under ARTH 462 for full description.)

LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/lats/lats464.html)

CHAVOYA

LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (W)*

Policymakers, 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 F

Hour: 1:10-3:50 W

WHALEN

LATS 481 Locating Latino Studies: Approaches to Latinidad (Not offered 2007-2008; to be offered 2008-2009)*

(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, JACKALL. Associate Professor: MCALLISTER. Assistant Professor: MELLOW**. Stanley Kaplan Visiting Professors: STOLER, ROVNER. Visiting Lecturer: G. CHANDLER§§.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures. How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total).

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 381/Leadership Studies 220/Women's and Gender Studies 200 Women and Leadership

History 475 Modern Warfare and Military Leadership

Leadership Studies/French 212/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 The Art of Presidential 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 355 Rise of America to World Power, 1776-1920

Leadership Studies/History 468 Grand Strategy in the Second World War

Political Science 222 The United States and Latin America

Political Science 262 America and the Cold War

Political Science 364 George Kennan and the Dilemmas of American Foreign Policy

Leadership Studies

Political Science 420 American Hegemony and the Future of the International System
 Political Science 420 Senior Seminar in International Relations: The War in Iraq
 Sociology 202 Terrorism and National Security

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

(There is no winter study component to the *American Foreign Policy Leadership* track.)

LEAD 125(F,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: 2:35-3:50 TF
 1:10-2:25 MR

First Semester: C. CHANDLER
 Second Semester: MCALLISTER

LEAD 135T(F) The Great War, 1914-1918 (Same as History 135T) (W)

(See under HIST 135 for full description.)

LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)*

(See under HIST 111 for full description.)

LEAD 205 Leaders in Contemporary Conservative Political Thought (Same as Political Science 205) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under PSCI 205 for full description.)

LEAD 212(S) Sister Revolutions in France and America (Same as French 212 and History 393)

In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. This course takes an interdisciplinary approach to the study of the overarching ideas and visions of the sister revolutions. Through works of literature, correspondence, political essays and speeches, we will seek to understand the fundamental goals and accomplishments of both revolutions. Who were their leaders and according to what principles did they govern? Did revolutionaries in France find a model in America for their Revolution? What is the meaning of the “Terror” in France and what light does it shed on modern revolutionary movements? Why was the American Revolution followed by decades of stability while the French Revolution bequeathed a turbulent succession of failed governments? Have America and France continued to conceive of themselves as revolutionary nations? We will read works by the following historians, novelists, and politicians: Rousseau, Robespierre, Saint-Just, Michelet, Tocqueville, Victor Hugo, Edmund Burke, Thomas Paine, James Madison, Alexander Hamilton, John Adams, Thomas Jefferson, David B. Davis, and Hannah Arendt.

Format: seminar. Requirements: two papers and active participation in class discussions.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students with backgrounds in American history, French history or Political Science.*

Satisfies one semester of the Division II requirement.

Hour: 1:10-3:50 R

DUNN

LEAD 218 The American Presidency (Same as Political Science 218) (Not offered 2007-2008; to be offered 2008-2009)

(See under PSCI 218 for full description.)

LEAD 255 Leadership in the Civil Rights Movement (Same as Africana Studies 255) (Not offered 2007-2008; to be offered 2008-2009)*

(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: 9:55-11:10 TR

ROVNER

LEAD 285(F) The Revolutionary Generation: Galaxy of Leaders (Same as History 354 and Political Science 285)

The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing

Leadership Studies, Legal Studies

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: two papers, two 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: 1:10-3:50 W

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 readings from 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

C. CHANDLER

LEAD 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (Not offered 2007-2008) (W)

(See under HIST 323 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 2007-2008) (W)

(See under ASTR 338 for full description.)

LEAD 355(F) Rise of America to World Power, 1776-1920 (Same as History 355)

(See under HIST 355 for full description.)

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

Permission of the chair of Leadership Studies required.

LEAD 402(S) The Art of Presidential Leadership

In this seminar, we will focus on the leadership of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, Franklin Roosevelt—as well as some of the most controversial—Lyndon Johnson 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 limit: 15 (expected: 15).*

Hour: 1:10-3:50 T

DUNN

LEAD 402 The Roosevelt Style of Leadership (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/lead/lead402.html)

DUNN

LEAD 468(S) Grand Strategy in the Second World War (Same as History 468)

(See under HIST 468 for full description.)

LEGAL STUDIES (Div. II)

Chair, Professor LAWRENCE KAPLAN

Advisory Committee: Professors: JACKALL, JUST, KAPLAN, KASSIN**, NOLAN**, SHANKS. Assistant Professor: SINIAWER**. 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.

Legal Studies

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

THE CONCENTRATION

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

STUDY ABROAD

Students who choose to study abroad should consult with the Program Chair to insure that they can complete the requirements. Studying abroad may provide exciting opportunities to learn about legal traditions and systems other than those of the United States. Students should check with the Chair to be sure that courses taken abroad will be counted toward completion of the Program.

REQUIRED COURSES

LGST 101(S) Processes of Adjudication

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: 1:10-3:50 W

A. HIRSCH

LGST 401(S) Senior Seminar: The Legal Palette

The great jurist Oliver Wendell Holmes claimed that people trained in law rarely appreciate art: works of genius would elude lawyers and judges because "their very novelty would make them repulsive." As Holmes implies, in crucial respects law and art are opposites. Most significantly, the legal system aims at stability and reinforcement of social norms whereas at least some art seeks to destabilize and challenge prevailing norms. What happens when these worlds collide? This course explores several legal battles involving art that raise profound questions. Are judges and juries equipped to determine the purpose or value of art? Do artists need the protection of society or does society need protection from artists? The most crucial question, from the standpoint of this course, concerns the capacity of our legal system to strike an appropriate balance between preserving the social fabric and accommodating change. Does the inherent conservatism of the law inevitably impede the kind of free expression necessary for a thriving democracy?

Format: seminar. Requirements: active class participation, several short papers, and a substantially longer final paper.

Prerequisites: Legal Studies 101 and at least two Legal Studies electives, or permission of the instructor. *Enrollment limit: 25 (expected: 20-25). Preference will be given, in order of seniority, to students for whom this course completes the Legal Studies concentration.*

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

A. HIRSCH

ELECTIVES

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments.

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 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 397(F), 398(S) Independent Study

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

LINGUISTICS (Div. I)

Coordinator, Assistant Professor: NATHAN SANDERS

Assistant Professor: SANDERS. Mellon Post-Doctoral Fellow: HAUGEN.

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.

Some departments and programs also count courses in linguistics towards credit for their majors or concentrations. In particular, Anthropology majors can receive major credit for Linguistics 100, Asian Studies majors may take linguistics courses to fulfill their three course qualification, German majors may receive major credit for a linguistics course with the special permission of the department chair, and Cognitive Science concentrators can take Linguistics 100 and 220 as electives.

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 provides a general introduction to the scientific study of language by means of systematic exploration of the inherent similarities and surprising differences across human languages. Using actual data from real languages, students will learn the basic methodology, important results, and major theoretical debates from various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, language change, and sociolinguistics. Additional topics may include sign languages, language acquisition, the politics of language, and animal communication.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, one or two midterm exams, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to students needing the course to satisfy prerequisites for future courses or to fulfill requirements for a major or concentration; such students should contact the instructor in advance to guarantee placement in the course.*

Hour: 1:10-2:25 MR

HAUGEN

LING 210(S) Articulatory and Acoustic Phonetics

In this course, students will learn to recognize, produce, describe, transcribe, and analyze speech sounds from languages all over the world. We will explore the basic physics behind the way we produce speech sounds, the acoustic properties of speech as a sound wave, and how these combine to create common patterns across languages. Throughout the course, students will learn the International Phonetic Alphabet (a standardized system for phonetic transcription) and mathematical and computer techniques for rigorous phonetic analysis.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, frequent quizzes, a midterm exam, and a final project.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to students needing the course to satisfy prerequisites for future courses or to fulfill requirements for a major or concentration; such students should contact the instructor in advance to guarantee placement in the course.*

Hour: 1:10-2:25 MR

SANDERS

LING 220 The Syntactic Structure of English (Same as English 224) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/ling/ling220.html)

SANDERS

LING 230(F) Introduction to Logic and Semantics (Same as Philosophy 131) (Q)

This course is an introduction to both formal logic and the study of linguistic meaning. Throughout the course, a formal system of logic will be developed, and its adequacy for describing linguistic meaning will be tested. Topics to be covered include the meaning of words and sentences, first-order predicate logic, logical deduction, interpretation and understanding, and pragmatics.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to students using the course to fulfill requirements for a major or concentration; such students should contact the instructor in advance to guarantee placement in the course.*

Hour: 2:35-3:50 MR

SANDERS

LING 254(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context

(Same as American Studies 240, Comparative Literature 210, and Latina/o Studies 240)*

(See under LATS 240 for full description.)

Linguistics, Maritime Studies

LING 270(F) Language in Culture and Society (Same as Anthropology 205)

(See under ANTH 205 for full description.)

LING 310(F) Phonology

Phonology is the study of sound patterns within and across languages. This course builds upon prior knowledge of phonetic description and requires familiarity with the International Phonetic Alphabet. In this course, we will develop, question, and improve upon formal descriptions for the internal structure of sounds and for the rules governing their systematic behavior. Specific topics to be covered include distinctive feature theory, phonemes, allophones, linear rules, rule ordering, opacity, morphology, autosegmental phonology, and current trends in phonological theory.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

Prerequisites: Linguistics 100 or Linguistics 210. *No enrollment limit (expected: 10).*

Hour: 1:10-2:25 TF

SANDERS

LING 340(S) Historical Linguistics

This course is an introduction to the study of how languages change over time. We will explore the regularity of sound change and how this can be exploited via the comparative method to build viable hypotheses that reconstruct the pronunciations of ancient languages. From these reconstructions, we will classify languages into related families and uncover the limits of our ability to peer into the linguistic past. Though the primary focus of this course is on sound change, syntactic and semantic change will also be covered.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

Prerequisites: Linguistics 100 or Linguistics 210. *No enrollment limit (expected: 15).*

Hour: 1:10-2:25 TF

SANDERS

LING 360(S) Morphology

This course provides an introduction to linguistic morphology, covering the major concepts of, theoretical approaches to, and current issues in the literature on word-formation in human languages. Issues to be addressed include the nature of wordhood; inflection and derivation; “piece”-based vs. “process”-based approaches to morphology; paradigms; productivity; and the locus of morphology with respect to phonology and syntax. In addition to discussion of the above theoretical issues, we will also be applying the principles of morphological analysis to actual linguistic data from English as well as various other languages from around the world.

Format: lecture/discussion. Requirements: participation in discussions, occasional homework, one or two midterm exams, an oral presentation, and a final project.

Prerequisites: Linguistics 100 or Linguistics 210. *No enrollment limit (expected: 5-10).*

Hour: 11:20-12:35 TR

HAUGEN

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

LING 403 Introduction to Chinese Linguistics (Same as Chinese 431) (Not offered 2007-2008; to be offered 2008-2009)*

(See under CHIN 431 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 I

(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*²

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 302 Sedimentology

HONORS PROGRAM IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and writeup of results. This could be either a one-semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104(S) Oceanography (Same as Geosciences 104 and Environmental Studies 104)

(See under GEOS 104 for full description)

Satisfies one semester of the Division III requirement.

MAST 211(F,S) Oceanographic Processes (Same as Geosciences 210) (Offered only at Mystic Seaport.)

This course is an introduction to the physical, chemical, geological, and biological processes that control the major features of the world's oceans. Topics include ocean circulation, waves and tides, plate tectonics, shoreline processes, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography.

Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam.

Satisfies one semester of the Division III requirement.

Hour: TBA

GILBERT

MAST 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

BERCAW EDWARDS

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

Maritime Studies, Materials Science Studies

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 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 maximum 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) Perspectives on Environmental Issues: Senior Seminar (Same as Environmental Studies 402)

(See under ENVI 402 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: S. BOLTON, KARABINOS, D. LYNCH**, L. PARK*, STRAIT***. Associate Professor: AALBERTS. Assistant Professor: GOH*.

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, LOEPP*, MORGAN, SILVA. Associate Professor: DEVADOSS. Assistant Professors: BOTTS, KLINGENBERG*, PACELLI, STOICIU. Visiting Assistant Professor: RAFALSKI.

MAJOR

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning.

Students are urged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (*nine courses plus colloquium*)

Calculus (two courses)

Mathematics 104 Calculus II *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) *or*

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.

Mathematics and Statistics

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, 331, 346, 442 and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors below).

TEACHING

Students interested in teaching mathematics at the elementary or secondary school level should consider Mathematics 285, 313, 325, 381, Statistics 201 and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended.

THE DEGREE WITH HONORS IN MATHEMATICS/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. By the time of registration during spring of the junior year, the student must have requested a faculty member to be honors advisor and must have obtained the department's approval of formal admission to the honors program. Such approval depends on both the record and the promise of the applicant. It is conditional on continuing progress.

The recommendation for honors is usually announced at the end of the spring term. Participation in the honors program does not guarantee a recommendation for honors. The decision is based not only on successful completion of the honors program but also on the merit of the student's overall record in mathematics. If the student completes the program during the fall or winter study, the decision may be announced at the beginning of the spring term, conditional on continuing merit.

ADVANCED PLACEMENT

The Mathematics and Statistics Department attempts to place each student who elects a mathematics course in that course best suited to the student's preparation and goals. The suggested placement in an appropriate calculus course is determined by the results of the Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 3, 4, or 5 on the BC examination 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 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.

Mathematics and Statistics

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 prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

MATHEMATICS COURSES

NOTE: STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.

MATH 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 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: 10).*

Hour: 9:00-9:50 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: 10:00-10:50 MWF

S. JOHNSON

MATH 103(FS) Calculus I (Q)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves “max-min” problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in Mathematics 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 102 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: 30).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

9:00-9:50 MWF

First Semester: PACELLI
Second Semester: S. JOHNSON

MATH 104(FS) 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 popula-

Mathematics and Statistics

tion growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 30).*

Hour: 12:00-12:50 MWF, 9:55-11:10 TR, 11:20-12:35 TR
10:00-10:50 MWF

First Semester: SILVA, RAFALSKI
Second Semester: S. JOHNSON

MATH 105(F,S) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. This course is the right starting point for students who have seen differentiation and integration before. Students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in Mathematics 105.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF
10:00-10:50 MWF 11:00-11:50 MWF

First Semester: STOICIU
Second Semester: RAFALSKI

MATH 106(F) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and Mathematics 105 is that Mathematics 105 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in Mathematics 106, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether or not Mathematics 105 or Mathematics 106 is appropriate, please consult a member of the math/stat department. Mathematics 106 satisfies any Mathematics 105 prerequisite. Credit will not be given for both Mathematics 105 and Mathematics 106.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: BC 3 or higher or integral calculus with infinite series. *No enrollment limit (expected: 45).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF 12:00-12:50 MWF

ADAMS

MATH 175 Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Not offered 2007-2008; to be offered 2008-2009) (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 2007-2008; to be offered 2008-2009) (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: 25). Students may not normally get credit for both Mathematics 209 and Mathematics/Physics 210.*

Hour: 11:20-12:35 TR

DEVADOSS

MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)

(See under PHYS 210 for full description.)

MATH 211(F,S) Linear Algebra (Q)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35).*

Hour: 9:55-11:10 TR, 11:20-12:35 TR
9:00-9:50 MWF, 10:00-10:50 MWF

First Semester: DEVADOSS
Second Semester: SILVA

MATH 211T Mathematical Reasoning and Linear Algebra (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math211.html)

SILVA

MATH 251(F,S) Discrete Mathematics (Q)

As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, infinity, graph theory, logic, counting, recursion, and functions. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof.

Format: lecture/discussion. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF
8:30-9:45 TR

First Semester: MORGAN
Second Semester: GARRITY

MATH 251T Introduction to Mathematical Proof and Argumentation (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math251.html)

PACELLI

MATH 285T Teaching Mathematics (Not offered 2007-2008; to be offered 2008-2009) (Q)

(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: 30).*

Hour: 10:00-10:50 MWF

O. BEAVER

MATH 302 Complex Analysis (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math302.html)

STOICIU

MATH 303 Analytic Number Theory (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math303.html)

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: 10:00-10:50 MWF

MORGAN

MATH 306(F) Chaos and Fractals (Q)

This course is an introduction to chaotic dynamical systems. The topics will include bifurcations, the quadratic family, symbolic dynamics, chaos, dynamics of linear systems, and some complex dynamics.

Format: lecture. Evaluation will be based on performance on homework and exams.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 15).*

Hour: 11:00-11:50 MWF

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: 9:00-9:50 MWF

BURGER

MATH 313(S) Introduction to Number Theory (Q)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Evaluation will be based primarily on performance on homework, projects, and exams.

Prerequisites: Mathematics 211 or 251, or permission of instructor. *No enrollment limit (expected: 20). Students cannot enroll in both Mathematics 313 and 313T.*

Hour: 12:00-12:50 MWF

PACELLI

MATH 313T Explorations in Number Theory and Geometry (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math313.html)

BURGER

Mathematics and Statistics

MATH 314 Polynomial Arithmetic (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(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: 30).*
Hour: 8:30-9:45 TR GARRITY

MATH 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math316.html) LOEPP and WOOTTERS

MATH 317 Applied Abstract Algebra (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math317.html) LOEPP

MATH 318T Numerical Problem Solving (Same as Computer Science 318T) (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math318.html) 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 BIOL 319 for full description.)
This course does not count towards the major in Mathematics.

MATH 321 Knot Theory (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math321.html) ADAMS

MATH 322(F) Differential Geometry (Q)

It is easy to convince oneself that the shortest distance from equatorial Africa to equatorial South America is along the equator. This illustrates the fact that “straight lines” on a sphere are described by so-called great circles. It is somewhat more difficult to describe the shortest path between two points on the surface of, for example, a doughnut, reflecting the fact that a doughnut curves in space in a more complicated way than the sphere. Differential geometry is the mathematical language describing these curvature properties. We will learn this language and use it to answer many interesting questions. For example, does it make sense to talk about a sphere with an “imaginary” radius (it does), and what might the “straight lines” on such an object look like? Along the way, we will develop all of the tools needed to begin the more advanced study of “Riemannian” geometry, which describes (among other things) Einstein’s Relativity Theory. Topics: Curves in space, the Frenet-Serret Theorem, (time permitting: the Fary-Milnor Theorem and the Isoperimetric Inequality), the first & second fundamental forms, geodesics, principal/Gaussian/mean/normal curvatures, the Theorema Egregium, the Gauss-Bonnet formula and Theorem, classification of closed and orientable surfaces, introduction to n-dimensional Riemannian manifolds/metrics/curvature, applications in hyperbolic 3-space.

Format: lecture. Evaluation will be based primarily on problem sets, midterms and a final exam.
Prerequisites: Mathematics 301 or Mathematics 305 or permission of the instructor. *No enrollment limit (expected: 10).*
Hour: 9:00-9:50 MWF RAFALSKI

MATH 323(S) Applied Topology (Q)

In topology, one studies properties of an object that are preserved under rubber-like deformations, where one is allowed to twist and pull, but one cannot tear or glue. Hence a sphere is considered the same as a cube, but distinct from the surface of a doughnut. In recent years, topology has found applications in chemistry (knotted DNA molecules), economics (stability theory), Geographic Information Systems, cosmology (the shape of the Universe), medicine (heart failure), robotics and electric circuit design, just to name some of the fields that have been impacted. In this course, we will learn the basics of topology, including point-set topology, geometric topology and algebraic topology, but all with the purpose of applying the theory to a broad array of fields.

Format: lecture. Evaluation will be based primarily on problem sets and exams.
Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 25). Not open to students who have taken Mathematics 324.*
Hour: 9:55-11:10 TR ADAMS

MATH 324T Topology (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math324.html) MORGAN

MATH 327 Computational Geometry (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math327.html) DEVADOSS

MATH 327T Tiling Theory (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math327.html) ADAMS

MATH 335T Biological Modeling with Differential Equations (Same as Biology 235T and Environmental Studies 235T) (*Not offered 2007-2008; to be offered 2008-2009*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math335.html) S. JOHNSON

MATH 341(S) Probability (Q)

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Format: lecture. Evaluation will be based primarily on class participation, performance on homework sets and exams.

Prerequisites: Mathematics 211 or 251 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

STOICIU

MATH 355(F) The Art of Creating Mathematics (Q)

Here we will face challenging questions, conundrums, and conjectures from all areas of mathematics that lead to imaginative and creative thinking. This course will bring together some of the seemingly disparate corners of students' mathematical backgrounds and offer mathematics as a unified suite of ideas that beautifully hang together. Students will discover problem-solving techniques, sharpen their abilities to prove theorems, and develop a greater appreciation for various corners of mathematics by exploring fundamental questions that illustrate key ideas. Students will not only be expected to produce original solutions to conundrums and proofs of theorems, but also to clearly articulate, both verbally and in written form, their ideas and analyses. The course will be driven by student presentations and discussions.

Format: seminar. Evaluation will be based primarily on class presentations, homework, and exams.

Prerequisites: Permission of the instructor. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

BURGER

MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)

(See under CSCI 361 for full description.)

MATH 373(S) Investment Mathematics (Q)

Over the years financial instruments have grown from stocks and bonds to numerous derivatives, such as options to buy and sell at future dates under certain conditions. The 1997 Nobel Prize in Economics was awarded to Robert Merton and Myron Scholes for their Black-Scholes model of the value of financial instruments. This course will study deterministic and random models, futures, options, the Black-Scholes Equation, and additional topics.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:00-11:50 MWF

MORGAN

MATH 375(F) Game Theory (Q)

Game theory is the study of interacting decision makers involved in a conflict of interest. We investigate outcomes, dynamics, and strategies as players rationally pursue objective goals and interact according to specific rules. Game theory has been used to illuminate political, economical, social, psychological, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.

Format: lecture. Evaluation will be based on problem sets and exams.

Prerequisites: Mathematics 211 and Mathematics 209, 251; or Statistics 201; or permission of the instructor. *No enrollment limit (expected: 30).*

Hour: 9:00-9:50 MWF

S. JOHNSON

MATH 397(F), 398(S), 497(F), 498(S) Independent Study

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

MATH 401 Functional Analysis with Applications to Mathematical Physics (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math401.html)

STOICIU

MATH 402 Measure Theory and Probability (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math402.html)

O. BEAVER

MATH 403 Irrationality and Transcendence (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math403.html)

BURGER

MATH 404T Ergodic Theory (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math404.html)

SILVA

MATH 411 Commutative Algebra (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math411.html)

LOEPP

MATH 413 An Introduction to p -Adic Analysis (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math413.html)

BURGER

Mathematics and Statistics

MATH 414 Galois Theory (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math414.html)

GARRITY

MATH 415(S) Geometric Group Theory (Q)

Groups were first invented to study the patterns in geometric shapes. Most notably were the symmetry groups of the Platonic solids, such as the cube and the dodecahedron. We extend and generalize these ideas to higher dimensional polytopes, leading to the beautiful world of reflection groups. By discovering elegant ways of moving between the worlds of (theoretical) algebra and (visual) geometry, problems in one world can be solved using techniques in another. Concrete geometric examples will continually motivate our ideas, as well as provide connections to topology, combinatorics, and physics.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 312 or 315 or 317. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

DEVADOSS

MATH 416T(F) Diophantine Analysis (Q)

In this tutorial students will work in pairs to discover and develop the basic theory of Diophantine analysis. Specifically, we will begin with a careful investigation of the real numbers and develop a theory as to how well we can approximate a real number by rational numbers that are, in some sense, not very complicated. This theory leads to many avenues of investigation including such areas as continued fractions, geometry of numbers, simultaneous approximation, and generalizations to p -adic fields. Both classical theorems and current results will be explored.

Format: tutorial. Evaluation based on oral and written presentations and examinations.

Prerequisites: permission of instructor, no number theory background is required. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

BURGER

MATH 417 Algebraic Error-Correcting Codes (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math417.html)

LOEPP

MATH 419(S) Algebraic Number Theory (Q)

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Format: lecture/seminar. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 312, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

PACELLI

MATH 421 Algebraic Geometry (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math421.html)

GARRITY

MATH 425 Riemannian Geometry (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math425.html)

MORGAN

MATH 426 Hyperbolic 3-Manifolds (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math426.html)

ADAMS

MATH 433 Mathematical Modeling and Control Theory (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math433.html)

S. JOHNSON

MATH 454 Graph Theory with Applications (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math454.html)

MATH 481(F) The Big Questions (Q)

A close look at some of the big questions of mathematics, from famous recent results such as the Poincaré Conjecture and Fermat's Last Theorem to open questions such as the Riemann hypothesis, P vs. NP , and the Navier-Stokes equation for fluid flow and turbulence. Most of these problems appear on the Clay Institute list of seven Millennium Problems with million-dollar prizes. Activities may include examining original and secondary sources, class presentations and discussions, outside talks, homework, quizzes, examinations, and papers. Designed for senior majors with any career destinations, including teaching, graduate school, and other professions.

Format: lecture/discussion/presentations. Evaluation will be based on scholarship, presentations, discussions, homework, quizzes, examinations, and papers.

Prerequisites: Mathematics 301 or 305 and 312 or 315. *No enrollment limit (expected: 18).*

Hour: 2:35-3:50 TF

MORGAN

MATH W30 Senior Project

Taken by candidates for honors in Mathematics other than by thesis route.

MATH 493(F)-W31-494(S) Senior Honors Thesis

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

MATH 499(F,S) Senior Colloquium

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.
Hour: 1:00-2:00 MW

Members of the Department

STATISTICS COURSES

STAT 101(F,S) Elementary Statistics and Data Analysis (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test; see Mathematics 100). Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead. *Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.*

Hour: 9:00-9:50 MWF
11:00-11:50 MWF

First Semester: BOTTS
Second Semester: BOTTS

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: 9:00-9:50 MWF, 10:00-10:50 MWF
9:00-9:50 MWF

First Semester: R. DEVEAUX
Second Semester: R. DEVEAUX

STAT 231T Statistical Design of Experiments (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat231.html)

R. DEVEAUX

STAT 313T Advanced Mathematical Methods in Statistical Inference (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat313.html)

BOTTS

STAT 331 Statistical Design of Experiments (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat331.html)

R. DEVEAUX

STAT 341(F) Bayesian Statistics (Q)

The probability of an event can be defined in two ways: (1) the long-run frequency of the event, or (2) the belief that the event will occur. Classical statistical inference is built on the first definition given above, while Bayesian statistical inference is built on the second. This course will introduce the student to methods in Bayesian statistics. Topics covered include: prior distributions, posterior distributions, conjugacy, and Bayesian inference in single-parameter, multi-parameter, and hierarchical models. The computational issues associated with each of these topics will also be discussed.

Format: lecture. Evaluation will be based on homework and exams.

Prerequisite: Statistics 201 and Mathematics 211, or permission of instructor. *No enrollment limit (expected: 10).*
Hour: 11:00-11:50 MWF

BOTTS

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: 15).*

Hour: 9:00-9:50 MWF

BOTTS

STAT 358T Introduction to Biostatistics (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat358.html)

KLINGENBERG

STAT 440T Categorical Data Analysis (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat440.html)

KLINGENBERG

Mathematics and Statistics, Music

STAT 442T(S) Computational Statistics and Data Mining (Q)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets using Silicon Graphics workstations.

Evaluation will be based primarily on homeworks and projects.

Prerequisites: Statistics 346 or permission of instructor. *Enrollment limit: 10. (expected:10).*

Tutorial meetings to be arranged.

R. DEVEAUX

MUSIC (Div. I)

Chair, Professor DAVID KECHLEY

Professors: BLOXAM, E. D. BROWN, KECHLEY, W. A. SHEPPARD*. Associate Professors: M. HIRSCH, PEREZ VELAZQUEZ**. Assistant Professor: E. GOLLIN. Visiting Assistant Professors: KIM and BOWERS. 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. Ensemble Directors: BODNER (Symphonic Winds, classical saxophone, Musicianship Skills Lab), GOLD (Percussion Ensemble, percussion), CAPRONI (Marching Band), HEBERT (Flute Choir), MARTULA (Clarinet Choir, clarinet), MENEGON (Jazz Combo, jazz bass), ATHERTON (Brass Ensemble), S. WALT (Woodwind Chamber Music, bassoon). Individual Instructors: staff (African drumming), ATHERTON, (trombone, low brass), R. ZIMMERMAN (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 106-134, 136, 138, 210T, 220, 230-234, 240, 241, and 246T courses. The department reserves the right to refuse registration in any course for which the student is determined to be over-prepared.

Group B: 203T, 204T, 211, 212, 213, 215, 216, 217, 221T, 223T, 245T, 301, 305, 306, 308, 325, 326, 407, 408, 427, 428.

Department strongly recommends that students elect at least one course from each group.

It is strongly recommended that prospective majors complete 103, 104, 201, 202 and 207 by the end of the sophomore year.

Performance and Concert Requirements

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at least four semesters. Under special circumstances the student may petition the music faculty to allow this requirement to be met in an alternative way.

Foreign Languages

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

Musicianship Skills

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight-singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

THE DEGREE WITH HONORS IN MUSIC

Three routes toward honors and highest honors are possible in the Music major:

- Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work or analysis of a major 20th Century work.
- Performance:* A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.

- 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 check the Music Department webpage and contact the Department of Music.

STUDY ABROAD

Music majors considering study abroad should meet with the department chair well in advance in order to determine whether it will be possible to complete the requirements for the major. Study abroad courses are not accepted as substitutes for the specific required major courses. However, they may qualify as electives toward the major if approved by the department.

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 concert 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 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

Music

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 (lecture); BODNER (labs)

MUS 103(F) Music Theory and Musicianship I

Music 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Although there is no prerequisite for Music 103, students are expected to have some knowledge of musical rudiments, reading proficiency in at least one clef, and ideally have some comfort reading both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of Music 103 to assess students' skills and background, and determine if a student requires any additional remedial work to complement and fortify course work during the early weeks of the semester. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. Music 103 and 104 are required for the music major.

Music 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825).

Music 103 explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of a dice game minuet.

Format: lecture two days a week; a conference meeting one day a week; ear training/musicianship skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

Enrollment limit: 15 lecture (expected: 30-32). Preference to most competent on day-one diagnostic exam.

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
E. GOLLIN (lectures); E. GOLLIN, BODNER and LAWRENCE (conference/labs)

MUS 104(S) Music Theory and Musicianship I

Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

Prerequisite: Music 103. *Enrollment limit: 24 (expected: 20). Preference based on competence in 103.*

Hour: 11:20-12:35 TR Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF
E. GOLLIN (lecture); E. GOLLIN, BODNER and LAWRENCE (conference/labs)

NOTE: Prerequisites for Music 106 through 141

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

MUS 106 Opera (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus106.html)

W. A. SHEPPARD

MUS 108(S) The Concerto

More than any other instrumental genre in music, the concerto by its nature tells stories. As in opera, the concerto focuses on a protagonist, usually a single soloist; the interest of the work lies in the dynamic interplay of that individual with members of the group with whom s/he engages. This course will explore the development of the concerto starting with its first appearance in 17th century Italy through the 20th century. We will focus on the musical means by which composers from a wide range of styles—Baroque, Classical, Romantic, and Modern—created compelling musical narratives. We will also dwell on the cultural context within which concerti are composed and performed, with particular attention to the persona of the virtuoso as exemplified by such figures as Bach, Mozart, Beethoven, Clara Schumann, Liszt, Paganini, Horowitz, and Marta Argerich. Works to be studied will include several concerti to be performed on campus by the Berkshire Symphony with professional and student soloists.

Format: lecture/discussion. Evaluation based on two papers (5-6 pages each), a midterm and a final, and on class participation.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to those with a demonstrated interest in music.*

Hour: 1:10-2:25 MR

BLOXAM

MUS 109 Symphony (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus109.html)

MUS 110 Chamber Music (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus110.html)

MUS 111 Popular Music: Revolutions in the History of Rock (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus111.html)

W. A. SHEPPARD

MUS 113(F) Free Music, Free Speech: Experimental Musics of the 1960s

This course examines the musical developments of the 1960s in relation to dominant social themes concerning freedom of expression, racial and gender equality, youth counterculture, and social activism. Composers and musicians of this decade aspired to greater expressive freedom by transgressing conventional genre distinctions and exploring new sonic, textual, and electronic sources, furthermore presenting these soundscapes theatrically in venues outside the traditional concert hall. What was the relationship of musical change to social change, and to what extent did musical artists assume a social responsibility that brought these activities into closer association? We will examine how composers and musicians in the United States and Europe talked about their music and how they transformed their ideas into meaningful sonic practices. Examples are drawn from experimental music (John Cage, Yoko Ono, Frank Zappa), free improvisation (Ornette Coleman, Scratch Orchestra, Sun Ra), psychedelia (The Doors, Brian Wilson, Pink Floyd), and minimalism (La Monte Young, Terry Riley). Format: lecture/discussion, two meetings per week. Evaluation based on two short papers and longer final paper. No prerequisites or musical experience necessary. *Enrollment limit: 12.*

Hour: 9:55-11:10 TR

KIM

MUS 114(F) American Music

This lecture and discussion course focuses on American music in its cultural context. Students will explore a range of issues concerning music's relation to national and ethnic identity, historical events, societal conflicts, and philosophical, literary, and artistic movements. The class will study works from a variety of musical traditions: e.g., Native American, religious, classical, patriotic, blues, jazz, folk, Broadway, rock, and rap. Evaluation will be based on class participation, two short papers, a midterm exam, and a final exam. No prerequisites. *Enrollment limit: 19 (expected: 15). Preference to students with demonstrated interest in American Studies or Music.*

Hour: 1:10-2:25 MR

M. HIRSCH

MUS 115 Introduction to Twentieth-Century Music (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus115.html)

W. A. SHEPPARD

MUS 116 Music in Modernism (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus116.html)

W. A. SHEPPARD

MUS 117 Mozart (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus117.html)

M. HIRSCH

MUS 118(S) Bach

Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. The course will conclude with a consideration of Bach's legacy in the 19th and 20th centuries.

Format: lecture/discussion. Evaluation will be based on 2 papers, a midterm, a final exam, and class participation. No prerequisites. *Enrollment limit: 25 (expected 20).*

Hour: 9:55-11:10 TR

BLOXAM

MUS 120 Beethoven (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus120.html)

M. HIRSCH

MUS 122(S) African-American Music (Same as Africana Studies 122)*

This course will survey the history of African-American music in the United States from its beginnings through the mid-twentieth century. Focus on the following themes: the survival of Africanisms in African-American music, the relationship of African-American music in the U.S. to the music of Africa and the African diaspora, the process of acculturation, and the sociological study of African-American music in the U.S.

There will be an emphasis on discussing music, listening to it, watching videotaped performances, and attending concerts of live music for which there will be additional costs. Evaluation: 2 hour exams, final exam, and 3 concert reviews.

No prerequisites, but students without musical backgrounds must learn a vocabulary of terms for describing musical sound. *Enrollment limit: 20. If more than 20 students enroll, priority will be given to Africana Studies majors, music majors, and seniors.*

Hour: 2:35-3:50 MR

E. D. BROWN

MUS 123(S) Music Technology I

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

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*

Music

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: 11:20-12:35 TR

PEREZ VELAZQUEZ

MUS 124(S) The Singing Voice: Mechanics, History and Meaning

Why does an opera singer sound different from a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the physiological and acoustical properties of singing and explores the varieties of singing style and function including Western classical, jazz, pop and gospel as well as less familiar approaches such as overtone singing, yodeling and belting. The historical development of singing styles will be considered as will the meaning making of specific vocal qualities. Students will learn the basics of several singing styles.

Format: lecture/discussion and one 50-minute vocal lab. Evaluation will be based on two tests, two papers, and a final project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to Music majors and ensemble participants.*

Hour: 1:10-2:25 MR

Lab: 1:10-2, 2:10-3 W

WELLS

MUS 125 Music Cultures of the World (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/mus/mus125.html)

E. D. BROWN

MUS 126(F) Musics of Asia*

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also briefly consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

Format: lecture/discussion. Evaluation will be based on four tests and two papers.

No prerequisites. No music experience necessary. *Enrollment limit: 35.*

Hour: 2:35-3:50 MR

KIM

MUS 130 History of Jazz (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/mus/mus130.html)

E. D. BROWN

MUS 131 Gender, Class, and Race in Western Musical Society (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus131.html)

BLOXAM

MUS 132 Women and Music (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus132.html)

M. HIRSCH

MUS 133 Men, Women, and Pianos (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus133.html)

BLOXAM

MUS 134(S) Myth in Music (Same as Comparative Literature 134) (W)

Orpheus, Prometheus, Faust, and Don Juan—these figures have captured the imagination of writers, artists, and composers throughout history. This course explores how prominent myths of western civilization have found expression in a broad variety of musical works, e.g., operas by Claudio Monteverdi, Wolfgang Amadeus Mozart, Hector Berlioz, Jacques Offenbach, and Carl Orff; songs by Johann Friedrich Reichardt, Franz Schubert, Robert Schumann, and Hugo Wolf; ballets by Ludwig van Beethoven and Igor Stravinsky; symphonic poems by Franz Liszt and Richard Strauss; Broadway musicals by Richard Adler (Damn Yankees, 1955), John Maxwell Taylor (Faustorama, 1993), and Randy Newman (Faust, 1993); and mixed-media projects by Libby Larsen (Frankenstein, or the Modern Prometheus, 1990), Manfred Stahnke (Orpheus Kristall, 2001), and Rinde Eckert (Orpheus X, 2006). In studying such works, we will probe an array of questions, including: Why have certain myths proven especially appealing to composers? What accounts for their musical longevity? How have myths been adapted to different musical genres and styles, and for what purpose(s)? How do the works reflect the historical cultures in which they originated? How have they engaged with different social, political, artistic, and intellectual concerns?

Format: lecture/discussion. Evaluation will be based on class participation, three 7- to 8-page papers (with revisions), and a final presentation.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to students with a demonstrated interest in literature or music.*

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

Hour: 11:20-12:35 TR

M. HIRSCH

MUS 135 Isn't it Good, Norwegian Wood?: Storytelling in Music (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus135.html)

BLOXAM and M. HIRSCH

MUS 136 Bach and Handel: Their Music in High Baroque Culture (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus136.html)

BLOXAM

Music

MUS 137 Cathedral, Court, and City Soundscapes: Introduction to Early Music (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus137.html)

BLOXAM

MUS 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen (Not offered 2007-2008; to be offered 2008-2009)

(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 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Format: 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. Preference to potential Music majors.*

Hour: 12:00-12:50 MWF Lab: 9:55-11:10, 11:20-12:35 TR

BOWERS (lecture); BOWERS (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 aleatoric, 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

KECHLEY (lecture); BODNER (labs)

MUS 203T(F), 204T(S) Composition I and II

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student.

Evaluation based on the quality and timeliness of composition projects, attendance and class participation.

Prerequisites: Music 202 (maybe taken concurrently) and permission of instructor. *Enrollment limit: 6.*

Hour: 2:35-3:50 TF

9:55-11:10 TR

First Semester: KECHLEY

Second Semester: PEREZ VELAZQUEZ

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: 11:00-11:50 MWF

BLOXAM

MUS 208(S) Music in History II: 1750-1900

A survey exploring the development of music in Western society from the Classical through the Romantic periods. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Strauss. Changing musical styles will be examined 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

Music

musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on class participation, two papers, a midterm, and a final exam.

Enrollment limit: 12 (expected: 8). Open to qualified non-majors with permission of instructor. Required of Music majors.

Hour: 1:10-2:25 MR

KIM

MUS 210T American Pop Orientalism (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus210.html)

W. A. SHEPPARD

MUS 211(F) Arranging for Voices

The elements of arranging music for vocal ensembles will be studied from numerous angles. In addition to regular assignments involving arranging in various styles, the class will study successful vocal arrangements. Analysis of the various components involved in good arranging—including voice leading, range balance and voicing, key relationships, and motivic and structural cohesiveness—will be addressed.

Evaluation will be based on weekly arranging assignments building toward the midterm, final exams, larger arranging projects, and a performance of selected works.

Prerequisites: permission of instructor.

Hour: 11:20-12:35 TR

WELLS

MUS 212(F) Jazz Theory and Improvisation I

The theory and application of basic techniques in jazz improvisation including blues forms, swing, bebop, modal based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet. Sight reading will be a regular part of our daily studies. Alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on pieces they arrange for a student group.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and exercises in transposition and transcription), a transcription project (e.g., of a recorded solo or a composition) and recital.

Evaluation will be based on weekly homework, a mid-term, a transcription project and the class performance, as well as improvement as measured in weekly class performance.

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 Jazz Theory and Improvisation II (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus213.html)

JAFFE

MUS 215 Choral Conducting (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus215.html)

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.

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

JAFFE

MUS 220(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Africana Studies 222 and Latina/o Studies 221)*

(See under AFR 222 for full description.)

MUS 221T(S) Advanced Ear Training for Jazz Musicians: The Study of Jazz Improvisation Traditions through the Art of Transcription

This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 and who seek further work in the area of aural development. The focus of the tutorial will be on the development of advanced

Music

aural skills specific to the disciplines of jazz performance and arranging/composition.

Its *format* will involve two weekly meetings. In the first, *tutorial pairs* will meet individually with the instructor to present transcriptions of approved improvised solos, which will be thoroughly notated and performed by the students. A critique of both the performance and notation of these transcription projects will be offered by the partnered students for one another, as well as by the instructor, with revisions and corrections incorporated into an edited performance the following week. In the other weekly meeting, *all* of the tutorial pairs will meet jointly with the instructor in order to do group assignments involving sight-singing (both rhythmic and melodic), and advanced harmonic and melodic dictation. During these sessions the instructor will offer a critique of the past week's performances as well, based on the following criteria: 1.) *notational technique*, 2.) observations relating to *performance practice*, 3.) how such factors contributed to the evolution of the given soloists' style, and, 4.) *historical significance* of the given performance and its relationship to the overall evolution of the given performer's personal voice.

Format: tutorial. Evaluation based on assessment of weekly assignments as described above.

Prerequisites: Music 212, functional jazz keyboard skills, and permission of the instructor. *Enrollment limit: 10 (expected: 8). Preference given to those students judged by the instructor to be best prepared.*

Hour: 9:55-11:10 TR

JAFFE

MUS 223T Music Technology II (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus223.html)

PEREZ VELAZQUEZ

MUS 230 Seminar in Caribbean Music (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/mus/mus230.html)

E. D. BROWN

MUS 231 Nothing But the Blues (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/mus/mus231.html)

E. D. BROWN

MUS 232T Latin Music USA (Same as Latina/o Studies 232T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(www.williams.edu/Registrar/catalog/depts/mus/mus232.html)

E. D. BROWN

MUS 233(F) African Music: Interdisciplinary Studies (Same as Africana Studies 250 and INTR 287)*

This course examines African music from an interdisciplinary perspective that may include musical, historical, religious, sociological, dance, or psychological studies. It also integrates music (or dance) performance with academic study. The goals of the course are to understand the synergy amongst music, dance, and religion in Africa and its diaspora and to integrate academic study with the performance of music and dance. Themes and geographical focus may change from year to year, and the course may be taken more than once.

In 2007-08 we will explore two case studies comparing and/or contrasting religious music and dance in Zimbabwe and Ghana. Students will meet for class discussions during academic class hours as well as participate in separate labs/rehearsals and concerts with the Zambezi Marimba Band. Concert dates TBA.

Students will participate in two kinds of performance activities: 1) the opportunity to sing, play mbira dza vadzimu (the mbira of the ancestor spirits), marimba, and hosho (rattle) with Cosmas Magaya and Beauler Shinto who are masters of Zimbabwean mbira music. The opportunity to dance Zimbabwean religious music may be possible; 2) The opportunity to learn to play gyil (Ghanaian xylophone) and drums. The opportunity to dance to gyil music may be possible.

Evaluation will be based on papers, participation, and the improvement of performance skills. No exams.

Prerequisites: This course is open to all students with an intermediate level of skill in music or dance.

Labs: Zambezi Marimba Band rehearsals (T, Th 4-6:30 PM) and some weekends to be arranged. Private lessons and production rehearsals required and arranged as needed. *Enrollment limit: 10 (expected: 10). If more apply, audition and writing sample may be required.*

Hour: 9:55-11:10 TR

Lab: 4-6:30 TR

E. D. BROWN

MUS 234 Afro-Pop: Urban African Dance Music (Same as Africana Studies 234) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/mus/mus234.html)

E. D. BROWN

MUS 240(S) Introduction to the Music of Duke Ellington (W)

This course will survey the career and compositional style of Edward Kennedy (Duke) Ellington (1899-1974). Students will learn to listen to and analyze music from throughout Ellington's five-decade career as a bandleader, composer, arranger, and writer. Particular emphasis will be placed on development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington's importance as a key figure in American cultural history, and the relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will also be discussed. Requirements: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class of one of Ellington's extended works; midterm and final exams will also be given.

Enrollment limit: 19.

Hour: 11:20-12:35 TR

JAFFE

MUS 241 Introduction to the Music of John Coltrane (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus241.html)

JAFFE

Music

MUS 245T Music Analysis: Music with Text (Not offered 2007-2008; to be offered 2008-2009)

(W)

(www.williams.edu/Registrar/catalog/depts/mus/mus245.html)

E. GOLLIN

MUS 246T(F) The Tale of Carmen, 1845-2007 (W)

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent and forbidden female who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera of 2004*. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque of 1915* through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen of 1970*. We will analyze re-castings of Bizet's famous score in instrumental music since 1875, and explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our ultimate purpose will be to probe the ways in which this powerful narrative and the music it inspired have lent themselves to multifaceted textual and musical constructions of individual and group identities, encompassing gender and sexuality, "Otherness," nationality, ethnicity, and class.

Format: tutorial. Requirements: After initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. Each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks. Evaluation will be based on the quality of written work, discussions, and oral presentation.

No prerequisites; ability to read music useful but not necessary. *Enrollment limit: 10 (expected: 10). Preference to sophomores and juniors.*

Hour: 1:10-3:50 W

BLOXAM

MUS 251-258 Individual Vocal and Instrumental Instruction

Individual lessons in voice, keyboard and most orchestral and jazz instruments offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Music Office. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following list. Students will be reassigned to course numbers 251-258 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 Workshop

Chamber Music and other small groups coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Chamber Music 261 concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented.

To register for the course, a student must first contact the Chamber Music Performance Coordinator, fill out registration/billing contract signed by both the 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 2007-2008; to be offered 2008-2009)

(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: This course will be offered in the same time slot as the 200-level composition tutorial (203 or 204) that is offered in that semester. KECHLEY, PEREZ VELAZQUEZ

MUS 308 Orchestration and Instrumentation (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/mus/mus308.html)

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 can be secured at the Music Department office and on the Music Department website. 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: The Music of Bela Bartok

Béla Bartók's activities-as a composer, a comparative musicologist, a performer, a music editor, an essayist-place him at the center of many intersecting trends and issues prevalent in the early twentieth century (e.g. the rise of nationalism, consciousness of tonality's decline, anxiety about musical 'progress' and the search for new means of musical organization). The course will consider Bartók's music in the light of his many activities, and as a lens through which we can explore both the music that shaped his development (music of Brahms, Strauss, Debussy, Ravel, Beethoven quartets, seventeenth-century Italian keyboard music) and the musical developments that he influenced (music of Messiaen, Lutoslawski, his influence on Jazz). We will employ a variety of means to gain insights into Bartók's work, including the exploration of Hungarian folk repertoire through transcription exercises, examination of manuscript drafts, consideration of Bartók's own writings about music, and so on.

Format: seminar. Evaluation based on papers, projects, presentations, and class participation.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Enrollment limit: all senior music majors.*

Hour: 1:10-3:50 W

E. GOLLIN

Music, Neuroscience

MUS 407, 408 Composition V and VI

(See under MUS 305 for full description).

MUS 427, 428 Musical Studies

(See under MUS 325 for full description).

MUS 493(F)-W31-494(S) Senior Thesis

Required for all students approved for thesis work in music. Please refer to “The Degree with Honors in Music” for deadlines and other requirements.

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

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. Visiting Assistant Professor: MARVIN§§.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, 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 in the sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Students take this course in the senior year.

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

REQUIRED COURSES

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 303 Sensory Biology

Biology 304 Neurobiology

Biology 316 Neuroethology

Neuroscience, Performance Studies

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
INTR 223 Image, Imaging and Imagining: The Brain and Visual Arts

NSCI 201(F) Neuroscience (Same as Biology 212 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, one lab report, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 120 (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

SANDSTROM and ZOTTOLI

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

NSCI 401(F,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 autism, depression, alcoholism, stress, neurogenesis, novel neuromodulators, retrograde messengers, and synaptic plasticity.

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: 12 (expected: 12).*

This course is required of all senior students in the Neuroscience program.

Hour: 1:10-3:50 W
1:10-3:50 W

First Semester: ZIMMERBERG
Second Semester: MARVIN

NSCI 493(F)-W31-494(S) Senior Thesis

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

PERFORMANCE STUDIES

Advisory Faculty: Professors: DARROW, D. EDWARDS***, EPPEL, HOPPIN***, OCKMAN*, W. A. SHEPPARD*. Associate Professors: KAGAYA*, L. JOHNSON, MLADENOVIC. Assistant Professors: BURTON, JOTTAR (*Coordinator*). Lecturers: BROTHERS, JAFFE.

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theatre. The central ideas which performance studies confronts—action, body, frame, representation, race, ethnicity, gender, politics, history and transcultural experience—circulate within and through the subjects and fields upon which the program draws.

Performance Studies strongly suggests that interested students take the introductory course (LATS 230) and one of several recommended upper level courses (LATS 330, LATS 375, AFR 400 or ARTH 408).

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 2007-08 is LATS 230, Approaching Performance Studies; 2) take an advanced course which utilizes critical theory in relation to performance, such as LATS 331, Sound and Movement in the Diaspora: Afro-Latin Identities; LATS 375, Performance and Its Traces; AFR 400, Race, Gender, Space; or ARTH 408, Contemporary Performance Art History: Space, Time, Action; 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.

Performance Studies, Philosophy

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self-reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

AFR 400(S) Race, Gender, Space (Same as Comparative Literature 369, English 365, and Women's and Gender Studies 400)*
(See under AFR 400 for full description.)

ARTH 408(S) (formerly 269) Contemporary Performance Art History: Space, Time, Action (W)
(See under ARTH 408 for full description.)

LATS 230(F) Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)*
(See under LATS 230 for full description.)

LATS 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Theatre 331, and Women and Gender Studies 331)*
(See under LATS 331 for full description.)

LATS 375(S) Performance and Its Traces (Same as Theatre 375)*
(See under LATS 375 for full description.)

PHILOSOPHY (Div. II)

Chair, Professor JANA SAWICKI

Professors: GERRARD*, SAWICKI, WHITE. Associate Professors: CRUZ*, DUDLEY, MLADENOV-IC. Assistant Professors: BARRY**, MCPARTLAND. Visiting Assistant Professor: J. PEDRONI, MCKEEN. Bolin Fellow: SCHRIEMPF.

To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice.

The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

MAJOR

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle's physics or biology, among philosophers there continue to be champions of Aristotle's metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches in philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

A total of nine courses is required for the major in Philosophy. Students should begin with Philosophy 101 and 102, in either order; both are required for the major. These courses provide introductions to historical figures and themes that continue to be influential in many contemporary discussions in the two major areas of philosophical inquiry, i.e., practical inquiry into issues of ethics and politics, and theoretical inquiry into issues of knowledge, belief, understanding, and reality. 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(F,S) Introduction to Moral and Political Philosophy (W)

Throughout the history of Western philosophy, there have been debates concerning how human beings should live: What should we do both with our lives as wholes and in specific problematic situations? The debates have addressed us both as individuals and as members of political communities. This course aims to aid us in responding to these debates, and in living our lives, on the basis of reasoned conclusions rather than from unrecognized presuppositions. The course concentrates on Plato's *Republic*, the most influential ethical and political text within Western philosophy, but we assess the *Republic* in light of elaborations and criticisms that have developed over the past 2500 years, in works by Aristotle, Kant, and Mill.

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: 11:00-11:50 MWF, 12:00-12:50 MWF
1:10-2:25 MR, 2:35-3:50 MR

First Semester: SAWICKI, MCKEEN
Second Semester: BARRY, J. PEDRONI

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: 9:55-11:10 TR, 10:00-10:50 MWF
1:10-2:25 MR, 1:10-2:25 TF, 10:00-10:50 MWF

First Semester: MCPARTLAND, WHITE

Second Semester: MLADENOVIC, MCPARTLAND, WHITE

PHIL 103 Logic and Language (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/phil/phil103.html)

GERRARD

PHIL 131(F) Introduction to Logic and Semantics (Same as Linguistics 230) (Q)

(See under LING 230 for full description.)

PHIL 201 Continental Philosophy Workshop: Reading the Critics of Reason (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil201.html)

DUDLEY

PHIL 202 Language and Mind (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil202.html)

CRUZ

PHIL 204(F) Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Religion 204) (W)

(See under REL 204 for full description.)

PHIL 209 Philosophy of Science (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil209.html)

MLADENOVIC

PHIL 210 Philosophy of Medicine (Not offered 2007-2008)

(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 2007-2008; to be offered 2008-2009) (W)

(See under WGST 212 for full description.)

PHIL 213 Biomedical Ethics (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil213.html)

J. PEDRONI

Philosophy

PHIL 221(F) Greek Philosophy (Same as Classics 221) (W)

Alfred North Whitehead famously remarked that “the European philosophical tradition...consists of a series of footnotes to Plato” (Process and Reality, 1929). To some extent, Whitehead was right. Contemporary discussions in philosophy owe a great debt not only to Plato, but to the Ancient Greek philosophers in general. Many of the central issues in Western philosophy have their origins in Ancient Greek philosophy—including issues about free will and determinism, the status of human knowledge, and the nature of reality. Studying the Ancient Greek philosophers thus allows us to better understand philosophy as an enterprise and to go deeper into the Western intellectual tradition. The Ancient Greek philosophers are also fascinating in their own right. Zeno tries to convince us that we cannot touch the wall that is five feet away from us. Anaxagoras proposes the existence of a material substance that “contains everything”. Plato argues that we never really learn, but only remember. Aristotle tries to make sense of how we are both material and sentient beings. And the Stoics argue that, even if fated, our actions can be effective. In this course, we will investigate what the Greeks were doing when they claimed to practice “philosophia”. We will start with the “Pre-Socratics” who were active in the Mediterranean world of 4th and 5th c. BCE. We will study some of Plato’s dialogues, which feature Socrates as philosophical protagonist. We will grapple with Aristotle’s views on reality and on the soul. And we will look at developments in Hellenistic philosophy (e.g. Stoicism, Skepticism, and Epicureanism). Our main focus will be on questions concerning reality, knowledge and the soul.

Format: lecture and discussion. Requirements: four short papers, attendance and active participation in class. No prerequisites. *Enrollment limit: 19 (expected: 10-15).*
Hour: 11:20-12:35 TR

MCKEEN

PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222 and Psychology 222)

(See under COGS 222 for full description.)

PHIL 225 Introduction to Feminist Thought (Same as Women’s and Gender Studies 225) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under WGST 225 for full description.)

SAWICKI

PHIL 226(F) Big Games: The Spiritual Significance of Sports (Same as Religion 279)

Sports matter beyond all apparent reason. They are children’s games, yet grip adults. They serve as entertainment, yet are taken most seriously. They demand physical excellence, yet drive athletes to injury and spectators to become obese. The significance of contemporary sports is thus unquestionable, but it is also unexplained. Diversion and fitness alone cannot begin to account for the extraordinary amounts of time, money, and emotion invested in the playing, watching, and analysis of sports.

This course will attempt to comprehend the significance of sports by attending to their role as a source of three distinctive forms of “spiritual” experience: patriotism, beauty, and divinity. We will consider the extent to which the fundamental elements of contemporary sports (games, athletes, equipment, arenas, fans, and media) can be interpreted as together comprising a complex phenomenon that provides opportunities for all participants to share in these experiences. Throughout we will investigate actual examples, taken from particular sports, chosen for their ability to illuminate different aspects of spiritual experience.

Format: lecture and discussion. Requirements: scheduled discussion groups once per week, quizzes, short writing assignments and a final exam.

No prerequisites. *Enrollment limit: 120 (expected: 120).*

Hour: 1:10-2:25 MR Conferences: 1:10-2, 2:10-3, 3:10-4 T; 2:10-3, 3:10-4 F

DUDLEY

PHIL 227(F) Death and Dying (W)

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and research efforts to extend the human life-span. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pages), and weekly short writing assignments (2 pages). Possible experiential learning component.

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

Hour: 2:35-3:50 MR

J. PEDRONI

PHIL 228 Feminist Bioethics (Same as Women’s and Gender Studies 228) (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil228.html)

J. PEDRONI

PHIL 229 Ethics and Genetics (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil229.html)

J. PEDRONI

PHIL 231(S) Ancient Political Theory (Same as Political Science 231)

(See under PSCI 231 for full description.)

PHIL 232(S) Modern Political Theory (Same as Political Science 232)

(See under PSCI 232 for full description.)

PHIL 236(S) Contemporary Ethical Theory (W)

Moral life is filled with difficult decisions. For instance, is it ever appropriate to sacrifice the welfare of an individual for the sake of the community, or does each individual have an inviolable status that must be respected?

Are some actions so morally objectionable that they must never be done, even to promote very good ends? And how centrally should moral considerations figure in our personal decision-making? Should they always take priority, even at the expense of our personal projects and intimate relationships, or are there some spheres in which we should be free to pursue our goals without concern for morality? Finally, should our moral regard extend only to our fellow rational beings, or should it reach to non-human animals and the environment as well? We will explore these and related questions by systematically comparing what the two dominant ethical theories of the twentieth century, consequentialism and deontology, have had to say about them. While both theories find their roots in earlier thinkers—consequentialism in Bentham and Mill, deontology in Kant—our focus will be on contemporary developments of these views. After examining these two approaches in depth, we will turn our attention to recently developed alternatives that attempt to transcend the dichotomies that continue to divide consequentialist and deontological approaches. Readings will include works by the following authors: Bentham, Mill, Nozick, Railton, Brink, Williams, Wolf, Taurek, Rawls, Smart, Scheffler, Nagel, Kant, Kamm, Quinn, Kagan, Ross, Scanlon. This is a writing intensive course.

Format: lecture/discussion. Requirements: several short response papers; two 8- to 10-page papers
Prerequisites: Philosophy 101, Philosophy 102, or permission of the instructor. *Enrollment limit: 19 (expected: 15).*

Hour: 11:20-12:35 TR

BARRY

PHIL 237 What Does a Work of Art Mean? (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil237.html)

GERRARD

PHIL 238 Controversial Art (Same as Arth 217) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil238.html)

GERRARD

PHIL 240 German Idealism: Kant to Hegel (Same as German 240) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil240.html)

DUDLEY

PHIL 241T Philosophy of Education: Why Are You Here? (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil241.html)

DUDLEY

PHIL 270 Arguing about God (Same as Religion 283) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil270.html)

GERRARD

PHIL 271T Woman as "Other" (Same as Women's and Gender Studies 271T) (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil271.html)

PHIL 272T Free Will and Responsibility (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil272.html)

BARRY

PHIL 273T(S) Hume's *Treatise of Human Nature* (W)

Hume's *A Treatise of Human Nature*, one of the greatest books in the history of philosophy, still exerts a considerable influence on contemporary epistemology, metaphysics, philosophy of science, philosophy of action, ethics and moral psychology. Unfortunately, the relevance of Hume's ideas and arguments for particular philosophical disciplines has too often led to a piece-meal reading of his work: the three books of *Treatise* ("Of the Understanding", "Of the Passions" and "Of Morals") are typically considered in isolation from one another. Epistemologists don't seem to think that Hume's account of human psychology, morality and taste can in any way illuminate his treatment of skepticism and natural belief, while moral philosophers often neglect Hume's conclusions about the limits of our knowledge in analyzing his conception of motivation, action, obligation and virtue. In contrast with this interpretive tendency, this tutorial will focus on Hume's "science of human nature"—his overall philosophical project in *Treatise*—and cultivate the discussion of different philosophical issues and arguments in light of this general aim of the work as a whole.

We will start by situating Hume's project within the historical tradition in which he thought and against which *Treatise* was directed; we will read Descartes, Locke, Berkeley and Newton, as well as some lesser known figures. For clarification and discussion of the points made in *Treatise*, we will read parts of Hume's later works, especially the two *Enquiries*. Throughout the course, our reading of Hume will be supplemented, on the one hand, by historical and interpretive essays on his work, and on the other hand, by the works of contemporary philosophers engaged in the problems and questions raised in *Treatise*. (For example, we will read some of the present-day discussions of skepticism, causation, inductive inference, the self, nature of emotions, motivation and action, virtues and moral obligation.) Throughout the course our focus will be on three broad issues: Hume's conception of theoretical rationality, his conception of practical rationality, and his views about the role and relevance of non-rational (on some readings, irrational) elements in a good life of a wise person.

Format: tutorial. Requirements: Each student will write a 5-page paper every second week, and comment on the tutorial partner's paper on alternate weeks. In the last week of classes, all students will write a paper and comment on the tutorial partner's paper.

Prerequisites: Philosophy 101 and 102; or permission of the instructor. *Enrollment limit: 10 (expected:10). Preference given to philosophy majors.*

Tutorial meetings to be arranged.

MLADENOVIC

PHIL 274T(F) Messing with People: The Ethics of Human Experimentation (W)

From the now infamous Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments, to lesser known but equally important landmarks in research ethics—such as the Willowbrook experiment, in which residents of a state home for mentally retarded children were intentionally infected with a virus that causes hepatitis,

Philosophy

and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new, inexpensive lead paint removal procedure by offering to low-income parents of young children reduced-rate housing in lead-abated units and testing those children for lead exposure—in this sophomore tutorial we will closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern human subjects research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. Specific issues will include the ethics of placebo research, deception in research, studies of illicit/illegal behavior, genetic research, experimentation with children, pregnant women and fetuses, and persons with diminished mental capacity, among other topics. Students will meet with the professor in pairs for approximately one hour per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on their partners' essays in alternate weeks. Format: tutorial. Evaluations will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to prospective philosophy majors and students committed to taking the tutorial.*

Tutorial meetings to be arranged.

J. PEDRONI

PHIL 280 Analytic Philosophy: Frege, Russell, and the Early Wittgenstein (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil280.html)

GERRARD

PHIL 281 Philosophy of Religion (Same as Religion 281) (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil281.html)

BARRY

PHIL 282 The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Religion 280) (Not offered 2007-2008; to be offered 2008-2009) (W)

(See under REL 280 for full description.)

PHIL 286T (formerly 215) Conceptions of Human Nature (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil286.html)

MLADENOVIC

PHIL 288(F) Embodied Mind: A Cross-Cultural Exploration (Same as Religion 288)

(See under REL 288 for full description.)

PHIL 290(S) The Philosophy and Economics of Higher Education (Same as INTR 290) (W)

Students compete ferociously for the opportunity to pay large sums of money for the privilege of attending Williams College. The value of the educational experience they receive is usually taken to be self-evident. Less obvious, however, are the nature of education, and the factors that determine how much it costs, who has access to it, and how successful it is.

This interdisciplinary seminar will explore both the philosophy and the economics of higher education. Which purposes can and should college serve? Which curricular and extra-curricular programs best accomplish those purposes? How can we measure and evaluate the effects of policies concerning college admission, pricing, and financial aid? How can we assess and enhance educational productivity?

Students will read and discuss texts in the philosophy of education, while also learning to apply economic theory and econometric techniques to the analysis of educational issues.

Format: lecture/discussion. Requirements: Evaluation will be based upon the writing and revision of three 8-page papers, as well as the quality of contributions to class discussion.

Prerequisites: Economics 110 and at least one philosophy course. *Enrollment limit: 19 (expected: 19). Preference given to sophomores intending to or juniors majoring in either philosophy or economics.*

Students will get credit for one philosophy course, which fulfills one-semester of the Division II requirement.

Hour: 11:00-12:15 MWF

SCHAPIRO and DUDLEY

PHIL 300(S) Mute Witness: Disability, Gender, and Testimony (Same as Women's and Gender Studies 300) (W)

Inspired by a 1994 film, *Mute Witness*, in which the lead character plays a mute makeup artist who witnesses a murder and is not believed when she reports it, this course is an introduction to the philosophy of disability through two critical approaches. One is through the concepts of gender and sexuality; the other is through an epistemology of testimony.

"Philosophy of disability" expresses at least a two-fold concept. One focuses on the meaning of disability: what does it mean to have a disability or to be disabled? The other focuses on the meaning of philosophy: what new problems and concepts are raised by the phenomenon of disability? In other words, what does the experience of disability reveal about traditional questions in philosophy such as What is the meaning of life (to be healthy)? What is a good life (can disabled people have meaningful lives)? Who can know (can mentally disabled people know legitimately)? Who can speak (are disabled people authoritative witnesses)?

Through this course you will be able to: 1) explain both the material and social construction of disability by identifying and locating the myriad forces that have shaped various understandings and experiences of disability; 2) explain and demonstrate the intersectionality of race, gender, sexuality, and disability; 3) understand the relationship between embodiment and disability; 4) explain the existence of a dominant model of testimony in the Western affluent world and its impact upon the disabled minority.

Format: seminar. Evaluation will be based on class presentations, three short response papers (4-5 pages), final paper (12-15 pages, with revisions).

Prerequisites: Philosophy 101, Philosophy 102, Women's and Gender Studies 101 or permission of instructor. *Enrollment limit: 19 (expected 10).*

Hour: 2:35-3:50 MR

SCHRIEMPF

PHIL 304T Authenticity: From Rousseau to Poststructuralism (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil304.html)

SAWICKI

PHIL 305(S) Existentialism and Phenomenology (W)

According to Jean-Paul Sartre, the only philosopher to ever refer to himself as an “existentialist,” existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau-Ponty, and Richard Wright, Ingmar Bergman and Jean-Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind-body relationship, freedom, authenticity, and absurdity.

Format: seminar. Requirements: short critical response papers, occasional short class presentations based on outlines of the text, and three 5- to 6-page papers. Students will be required to re-write one of the three papers in lieu of a final exam.

Prerequisites: Philosophy 101 or 102 or 240 or 271T or 304T or permission of instructor. *Enrollment limit: 19 (expected: 10-15). Preference given to majors and those considering a major in philosophy.*

Hour: 11:00-12:15 MWF

SAWICKI

PHIL 307T(S) Free Will (W)

According to the twelfth-century Persian poet Jalalu'ddin Rumi, “There is a disputation that will continue till mankind is raised from the dead, between the necessitarians and the partisans of free will.” Rumi’s prediction has not yet been disproved. This seminar will examine the “disputation” as it exists at present, made far more complex than for Rumi by developments within the physical sciences. We will consider the positions of those who affirm freedom and reject global determinism (“libertarians”), those who affirm determinism and reject freedom (not surprisingly, “determinists”), and those who attempt to affirm both freedom and determinism (“compatibilists”), but we will also seek alternative ways of framing the issues. The relevance of the free-will issue to ethics and perhaps to theology will also be considered. Students who took 272T in Fall 2005 require permission of the instructor to take this course for credit.

Format: tutorial. Requirements: attendance, preparation, participation; regular short writing assignments and/or class presentations; a term paper (10- to 15-pages).

Prerequisite: Philosophy 102 or permission of instructor. *Enrollment limit: 19 (expected: 10). Preference to current and prospective Philosophy majors.*

Tutorial meetings to be arranged.

WHITE

PHIL 308T Wittgenstein’s Philosophical Investigations (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil308.html)

MLADENOVIC

PHIL 309(S) Kant

This course will provide an intensive study of the philosophy of Immanuel Kant. Kant’s transcendental idealism is profoundly important: it constitutes a challenge to rationalist metaphysics, a response to Hume’s empiricist skepticism, and systematically integrates epistemology, ethics, and aesthetics in a way that has shaped modern Western thought. It is also profoundly difficult: more than 200 years after its development, there is still vehement disagreement not only over whether or not Kant was right, but over what Kant actually said. In this course our goal will be to understand Kant’s philosophy as a systematic whole, in terms of the tight-knit relationships that bind all his ideas into one comprehensive vision. We will attempt to understand what Kant said and why, how it is important, and the extent to which it is right. We will read significant portions of all three of Kant’s most important works (the *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment*), and may occasionally make use of secondary literature.

Requirements: several short assignments; final paper of 12-15 pages.

Prerequisites: Philosophy 102. *Expected enrollment: 5-15.*

Hour: 2:35-3:50 MR

DUDLEY

PHIL 311T(F) Body Politics: Power, Pain, and Pleasure (Same as Women’s and Gender Studies 311T) (W)

In this course we will juxtapose Western philosophical treatments of the body (e.g., Platonic, Aristotelian, Hobbesian, Cartesian, Freudian, Foucauldian) with cultural analyses of contemporary issues in body politics. How do we reconcile the body and its pleasures with the demand for social and political order? What sort of bodily training is necessary for entry into society? Is the body an inevitable source of resistance and rebellion? Is it instead a vehicle of power and social control? How do different bodies matter differently? If bodies and pleasures are historically and socially constituted within unequal power relationships, what can or should we do to transform them? Does the body really matter any more? We take up these and other questions with reference to particular practices concerning body image (dietary and fitness regimes, cosmetic surgery) as well as more general questions concerning consumerism and gender, sexual, and racial identities.

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, or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference will be given to students who are committed to taking the tutorial.* Tutorial meetings to be arranged.

SAWICKI

Philosophy

PHIL 317 The Philosophy of Hilary Putnam (*Not offered 2007-2008; to be offered 2008-2009*)
(www.williams.edu/Registrar/catalog/depts/phil/phil317.html) GERRARD

PHIL 323T The Origins of Totalitarianism (Same as Africana Studies 323T and Political Science 323T) (*Not offered 2007-2008; to be offered 2008-2009*) (W)*
(See under AFR 323 for full description.)

PHIL 327T Foucault: Power, Bodies, Pleasures (Same as Women's and Gender Studies 327T) (*Not offered 2007-2008; to be offered 2008-2009*) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil327.html) SAWICKI

PHIL 331 Contemporary Epistemology (*Not offered 2007-2008; to be offered 2008-2009*) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil331.html) CRUZ

PHIL 332(S) Aristotle (Same as Classics 332)

Aristotle's status as a central figure in Western philosophy is undisputed. For hundreds of years during the Middle Ages, Aristotle was simply referred to as "The Philosopher." Aristotle is also credited with the invention of logic, biology, physics, political science, linguistics, and aesthetics. His writings on metaphysics, epistemology, and ethics set the course for much of the subsequent philosophical discussion which continues to the present day. In this class, we will examine some of Aristotle's central metaphysical, epistemological and ethical views. There are two main objectives in this course: (1) We will work to sympathetically reconstruct Aristotle's views from translations of his primary texts; (2) We will investigate the extent to which these views are relevant to contemporary discussions in philosophy.

Format: lecture and discussion. Requirements: several short writing assignments, final paper, attendance and active participation in class.

Prerequisites: Philosophy 101 or 102 or 221. *Enrollment limit: 15 (expected: 12).*

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

MCPARTLAND

PHIL 333 Aristotle's Ethics (Same as Classics 333) (*Not offered 2007-2008*)
(www.williams.edu/Registrar/catalog/depts/phil/phil333.html)

PHIL 334 Philosophy of Biology (Same as History of Science 334) (*Not offered 2007-2008*)
(www.williams.edu/Registrar/catalog/depts/phil/phil334.html) MLADENOVIC

PHIL 335 Moral Objectivity (*Not offered 2007-2008*) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil335.html)

BARRY

PHIL 340(F) Contemporary Metaphysics (W)

In this course, we will examine a number of issues in contemporary metaphysics. Possible topics include: realism and anti-realism, the problem of universals, the nature of necessity, causation, material constitution, the nature of time, personal identity, and freedom of the will. While we will be concerned to place our discussions of these issues in historical context, almost all of the reading for the class will consist in articles written by contemporary philosophers working in what is sometimes called the "analytic" tradition.

Format: lecture and discussion. Evaluation: two long papers (at least one of which will be re-written), short response papers, and active participation in class.

Prerequisites: Philosophy 102 (familiarity with formal logic helpful but not required). *Enrollment limit: 15 (expected: 10).*

Hour: 1:10-2:25 TF

MCPARTLAND

PHIL 379 American Pragmatism (Same as American Studies 379) (*Not offered 2007-2008*)
(www.williams.edu/Registrar/catalog/depts/phil/phil379.html) GERRARD

PHIL 380 Relativism (*Not offered 2007-2008*) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil380.html) MLADENOVIC

PHIL 388T Consciousness (*Not offered 2007-2008*) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil388.html) CRUZ

PHIL 389(F) Everything

The history of theoretical inquiry since the seventeenth century is plausibly viewed as a process whereby philosophy, for the Greeks the home of virtually all inquiry, is increasing deprived of subject matters by the developments of the various natural and social sciences. At an extreme, it can appear—and does appear, to many philosophers—that philosophy as inquiry is (or ideally would be) left with no proper subject matter except perhaps those sciences themselves. On a different view, however, this process can appear instead as one that clarifies a proper subject matter for philosophy; that subject matter is the all-encompassing domain within which are found all of the restricted domains constituting the subject matters of the natural and social sciences. Comprehensive philosophical treatments of this all-encompassing domain may reasonably be termed "theories of everything." This seminar examines central components of such a theory that is currently under development; this is the structural-systematic philosophy presented in part in *Structure and Being* (Lorenz Puntel, translated by and in collaboration with Alan White) and *A Philosophical Theory of Everything* (Alan White). Among the topics to be examined, as systematically interconnected, are language, knowledge, ontology, truth, philosophical methodology, mindedness, ethics, aesthetics, being as a whole, and being as such.

Format: seminar. Requirements: attendance, preparation, participation; regular short writing assignments and/or class presentations; a term paper (10- to 15-pages).

Philosophy, Physical Education

Prerequisite: Philosophy 102 or permission of instructor. *Enrollment limit: 19 (expected: 10). Preference to current and prospective Philosophy majors.*
Hour: 9:55-11:10 TR

WHITE

PHIL 390T Truth (Not offered 2007-2008) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil390.html)

WHITE

PHIL 391 Issues in Systematic Philosophy (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil391.html)

WHITE

PHIL 392 Hegel and Systematic Philosophy (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil392.html)

DUDLEY

PHIL 393 Hegel: Freedom and History (Not offered 2007-2008)

(www.williams.edu/Registrar/catalog/depts/phil/phil393.html)

DUDLEY

PHIL 401(F) Senior Seminar: The Self (W)

This course is required of, and restricted to, senior philosophy majors. It will be conducted in two sections. Since the interests of the participants will help shape the syllabus in each section, the two sections might differ. The common theme for both sections will be philosophical issues that involve the idea of the self. The self is a subject of experiences, something that has thoughts and feelings, motivation and agency; it is thought of as continuous over time, and as related to, perhaps even constituted by, other selves. Thus, the concept of self plays a significant role in metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. It has been analyzed and discussed throughout the history of philosophy, in both "analytic" and "continental" traditions. Conceptions of self equally underlie scientific research programs (especially in psychology) and literature (especially plays and novels). Are the conceptions of self developed within different cultures, historical periods, philosophical traditions and disciplines radically different conceptions of self, or is there a common core to all of them? A philosophical inquiry may hope to isolate? To answer this question, we may try to first answer some of the following ones: What is the self? How do I know that I am one? What constitutes my knowledge of myself, and does that knowledge differ in any significant respect from my knowledge of physical objects and other people? Can one generalize about self-knowledge? The cognitive phenomenology of the self is deeply connected with our affective attitudes towards ourselves. Is that a philosophically desirable connection? Could we, and should we, influence it in the direction of minimizing the role of emotions in our self-understanding, or on the contrary, increase the mutual dependence of the two? What is the defensible interpretation and the desirable role of the ideal of authenticity, frequently expressed by quoting Polonius' "To thine own self be true" out of context?

Students are encouraged to think in advance about the specific issues they would like to pursue in this seminar, and to communicate to the instructor any interesting ideas that they may develop.

Format: seminar. Requirements: class participation, weekly short papers, class presentation and 12-15 pages long final paper.

Enrollment limited to senior philosophy majors.

Hour: 1:10-3:50 W, 7:00-9:40 p.m. M

MLADENOVIC

PHIL 491(F)-W30 Senior Essay

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

PHIL 493(F)-W31-494(S) Senior Thesis

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

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

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Chair and Director, HARRY C. SHEEHY III

Assistant Professors: W. BARRALE, S. BRYANT, S. BURTON, D. DICENZO, R. FARLEY, P. FARWELL, R. FISHER, E. GREES, K. HERMAN, W. KANGAS, S. KUSTER, Z. LEVY, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, D. PAULSEN, M. PINARD, A. RORKE, M. RUSSO, H. SILVA, A. SWAIN, F. VANDERMEER, P. WELLS, M. WHALEN, R. WHITE. Lecturer: R. VEGA. Instructors: M. CAMPANELLI, K. CALLAHAN-KOCH. Sports Medicine: M. FRAWLEY, L. WILK, R. LANOUE.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two *different* activities must be completed.

Physical Education, Physics

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.

Badminton	Rowing
Bicycling	Running
Broomball	Ski Patrol
Canoeing	Skiing (alpine and cross country)
Dance (African, Ballet, Modern)	Snowboarding
Diving	Soccer
Figure Skating	Squash
Fly Fishing	Swimming
Golf	Tae Kwon Do
Horseback Riding	Telemarking
Ice Climbing	Tennis
Ice Hockey	Trail Crew
Kayaking	Volleyball
Lifetime Fitness	Water Aerobics
Martial Arts	Weight Training
Method Matwork, Pilates based	Wellness
Mountain Biking	Wilderness Leadership
Outdoor Living Skills	Women's Self Defense
Rock Climbing	Yoga

PHYSICS (Div. III)

Chair, Professor SARAH BOLTON

Professors: S. BOLTON, K. JONES, MAJUMDER, STRAIT***, WOOTTERS. Associate Professors: AALBERTS. Assistant Professor: TUCKER-SMITH. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department (*see page 90*).

PHYSICS MAJOR

Introductory courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

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

Physics

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.
- 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

Physics

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 three such offerings: Physics 107, 108 and Physics 109.

PHYS 107(F) Newton, Einstein, and Beyond (Q)

This course follows a quest to understand the nature of space, time, matter, and energy, one that continues to this day. We will focus on two scientific theories that revolutionized our understanding of the physical world, Newtonian mechanics (developed in the late 17th century) and Einstein's special relativity (developed in the early 20th century). As we explore these theories, we will pay special attention to the very different stories they tell about space and time. We will conclude the semester by touching upon recent developments in cosmology, where observations have led to dramatic surprises about the make-up of our universe, and particle physics, where the Large Hadron Collider experiment is poised to extend our understanding of nature to higher energies and shorter distances.

This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry. Every student will have three meetings every week. Some weeks the three meetings will be lectures (MWF 10-10:50), other weeks there will be two lectures (MF 10-10:50), and one conference section.

Format: lecture, three hours per week; problem-solving conference section, one hour per week. Evaluation will be based on regular problem sets, very brief essays, occasional quizzes, a midterm, and a final exam, all with a significant quantitative component (see the description of the QFR requirement).

No prerequisites. *Enrollment limit: 100 (expected: 70). Preference given to students based on seniority.*

Hour: 10:00-10:50 MWF Conferences: 10-10:50 W; 1-1:50 T,R

TUCKER-SMITH

PHYS 108 Heat, Energy, and the Environment (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys108.html)

PHYS 109 Sound, Light, and Perception (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys109.html)

MAJUMDER

PHYS 131(F) Particles and Waves (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The 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

Physics

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,W

S. BOLTON

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

WOOTTERS

PHYS 151(F) Seminar in Modern Physics (Q)

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. 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 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

MAJUMDER

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

K. JONES

PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some

Physics

simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

AALBERTS

PHYS 301(F) Quantum Physics (Q)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

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)

You understand the interactions among fundamental particles (Newton's and Coulomb's laws, the Schrodinger equation, etc.) but how do these interactions determine the behavior of macroscopic objects, which are made up of huge numbers of such particles? This is a rather critical question for understanding the world around us. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gasses, heat engines, magnets, and electrons in solids.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210, Physics 301. *No enrollment limit (expected: 15).*

Hour: 11:20-12:35 TR

Lab: 1-4 W

S. BOLTON

PHYS 315(S) Computational Biology (Same as Computer Science 315 and INTR 315) (Q)

This course will provide an overview of Computational Biology, the application of computational, mathematical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, phylogeny reconstruction, RNA and protein structure prediction, microarray analysis, and genome assembly using techniques such as string matching, dynamic programming, suffix trees, hidden Markov models, and expectation-maximization.

Format: lecture, three hours per week; laboratory, 1.5 hours per week. Evaluation will be based on weekly problem sets, programming assignments, and a few quizzes.

Prerequisites: programming experience (e.g. CSCI 136), mathematics (PHYS 210 or MATH 105), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of the instructor. *Enrollment limit: 20 (expected: 15). Preference given to students based on seniority.*

Hour: 1:10-2:25 MR

Lab: 2:30-4 R

AALBERTS

PHYS 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (*Not offered 2007-2008; to be offered 2008-2009*) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys316.html)

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 BIOL 319 for full description.)

PHYS 332 (formerly 318) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (*Not offered 2007-2008; to be offered 2008-2009*) (Q)

(See under CHEM 332 for full description.)

PHYS 402T Applications of Quantum Mechanics (*Not offered 2007-2008; to be offered 2008-2009*) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys402.html)

K. JONES

PHYS 405T(F) Electromagnetic Theory (Q)

We will review Maxwell's equations and use them to study a range of topics—electric fields and matter, magnetic materials, light, radiation—exploring phenomena and seeking to gain an intuitive understanding. We will also learn some useful approximation techniques and some beautiful mathematical tools.

The class will meet as a whole once per week for an hour lecture on new material and to discuss questions on the readings. Each week a second tutorial meeting with the instructor will be scheduled; here, students will take turns working problems on the chalkboard. Written solutions to problems will be due a few days after the tutorial meeting.

Format: tutorial, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem

Physics, Political Economy

sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 10 per section (expected: 10).*

Hour: 1:10-2:25 F

WOOTTERS

PHYS 411T Classical Mechanics (Not offered 2007-2008; to be offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys411.html)

WOOTTERS

PHYS 418(S) Gravity (Q)

This course is an introduction to the currently accepted theory of gravity, Einstein's general theory of relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass, and the Friedmann-Robertson Walker geometries for an expanding universe. After these applications, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime, and finally, starting from a linearized version of this equation, we develop the theory of gravitational waves.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam, and a final exam, all with a substantial quantitative component.

Prerequisites: Physics 301 or Physics 405 or Physics 411 (students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites.) *No enrollment limit (expected: 19).*

Hour: 10:00-10:50 MWF

TUCKER-SMITH

PHYS 493(F)-W31, W31-494(S) Senior Research

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of the department. *Senior course.*

Hour: TBA

S. BOLTON

ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics

(See under ASPH 493 for full description.)

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

Hour: TBA

S. BOLTON

POLITICAL ECONOMY (Div. II)

Chair, Professor JAMES E. MAHON

Advisory Committee: Professors: BRADBURY***, C. JOHNSON, MAHON. Associate Professors: D. GOLLIN, PAUL.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in the shaping of public policy. The major includes substantial study of the central analytical approaches in both political science and economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken in the three required Political Economy courses. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 301 examines major writings in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines interactions of 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 and thus a requirement for the major.

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

Political Economy

- 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 America
 - 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
- 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 44.

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 LY

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

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

POEC 401(F) Contemporary Problems in Political Economy

This course examines contemporary problems in political economy at and across diverse spatial scales. Using both Economics and Political Science methods of analysis, we will study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with an historical and philosophical argument for the centrality of economic growth to liberal democracy. Then we move through three course sections organized around contemporary problems in US, global and comparative political economy. Finally, we end by taking issues usually studied at a single scale and explore their innate inter-connections through an integrated political-economic and public policy analysis of immigration. The goal of this course is both to build upon theoretical debates encountered in POEC 301 as well as to prepare students for the public policy analysis they will do in POEC 402.

Format: seminar. Requirements: three 8- to 10-page papers, one 16- to 20-page paper, paper revision..

Prerequisites: Economics 110 and 120; Political Science 202 or 204, or equivalent. *Enrollment limit: 20 (expected: 20). Preference given to Political Economy majors. Required in the Political Economy major but open to non-majors.*

Hour: 11:00-12:15 MWF

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

D. GOLLIN

POEC 493(F)-W31 Honors Thesis

POLITICAL SCIENCE (Div. II)

Chair, Professor CATHY M. JOHNSON

Professors: CRANE**, C. JOHNSON, MACDONALD, MAHON, MARCUS, M. REINHARDT*, SHANKS, A. WILLINGHAM. Associate Professors: M. DEVEAUX, MCALLISTER, PAUL. Assistant Professors: MARASCO, MELLOW**, MUNEMO. Visiting Assistant Professor: DOLGERT§§. Adjunct Professor: JAMES. 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

Political Science

the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan.

ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member at the designated time and places. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. 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 Asia and the World (Same as Asian Studies 201 and International Studies 101) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/psci/psci100.html)

CRANE

PSCI 101 Introduction to Moral and Political Reasoning: Global Justice (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci101.html)

M. DEVEAUX

PSCI 102(F) Religion and Capitalism (W)*

While most observers up through the 1960s expected the advance of modern capitalist social relations to usher in a lasting world-wide era of secularism, over the last forty years much of the world has instead experienced a dramatic revival of religion to social, economic and political importance. What is the relationship between these two signature forces of religion and capitalism—one ideal, one material—which have constructed and continue to define our cultures, economies and polities? This course is an investigation into this question, with its touchstone being the famous 'Weber thesis'—namely, that Protestant ideas and ethics gave rise to capitalist society. Using Max Weber as well as his critics as a foundation, the course emphasizes recent historical and contemporary questions, such as: why are welfare states in Catholic countries different from those in Protestant countries? Does Confucianism make Asian capitalism different from Western forms? Does consumerism function as a 'secular religion'? Why is Pentecostalism increasingly prevalent in third world slums? Is the rise of contemporary religious 'fundamentalism' a response to globalization? For reasons of history and analytic focus, the course

Political Science

emphasizes the interaction between capitalism and Christianity, although non-Christian religions—particularly Confucianism—will also be discussed.

Format: seminar. Requirements: one medium-length paper, two short papers, one long research paper incorporating the prior three papers.

No prerequisites. *Enrollment limit: 16 (expected 16). Open to first-year students and sophomores only. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 1:10-2:25 MR

PAUL

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: 1:10-2:25 TF

ROVNER

PSCI 125(F,S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)

(See under LEAD 125 for full description.)

C. CHANDLER, MCALLISTER

PSCI 201(F,S) Power, Politics, and Democracy in America

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Format: lecture/discussion. Requirements: two 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: 9:55-11:10 TR

11:00-12:15 MWF, 8:30-9:45 TR

First Semester: A. WILLINGHAM

Second Semester: C. JOHNSON, MARCUS

PSCI 202(F,S) World Politics: An Introduction to International Relations

International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Format: lecture. Requirements: first semester—two medium length papers, a final exam, and class participation; second semester—two midterm exams, a final exam, and class participation.

No prerequisites. This is an introductory course, open to all, including first-year students. *Enrollment limit: 40 per section first semester (expected: 40 per section); 30 per section second semester (expected: 30 per section). Preference given to first-year students.*

International Relations Subfield

Hour: 11:20-12:35 TR

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

First Semester: MCALLISTER

Second Semester: SHANKS

PSCI 203(F,S) Introduction to Political Theory

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured?

Political Science

What are the powers and obligations of citizenship? Who should rule? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how we can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Hegel, Mill, Marx, Nietzsche, Arendt, Rawls, and Foucault. Themes may include authority, obligation, power, war, violence, freedom, justice, equality, democracy, liberalism, capitalism, community, and pluralism, though the emphasis will vary from semester to semester.

Format: lecture/discussion. Requirements: two or three papers; some sections also have a final exam.

No prerequisites. *This is an introductory course, open to all, including first-year students. Enrollment limit: 25 per section (expected 25). Preference given to first- and second-year students.*

Political Theory Subfield

Hour: 11:00-12:15 MWF

2:35-3:50 TF

First Semester: MARASCO

Second Semester: M. DEVEAUX

PSCI 204(S) Introduction to Comparative Politics

To the lay person comparative politics might be described as the study of the centralized, legitimate institutions of domestic governance in countries around the world. In practice, this sub-discipline is motivated by attempts to uncover the social, economic, political and cultural forces that in fact produce marked differences in both the degree and form taken by institutions of domestic governance. For this reason, comparativists tend to ask: What are states and how did they emerge as the dominant political unit? Why are some states weak while others are strong? Why do some states become democratic while others remain authoritarian or totalitarian? Why have some democracies endured yet others have collapsed or seem on the brink of collapse? By addressing each of these questions, this course covers some of the issues central to the study of the politics of countries around the world.

Format: lecture/discussion. Requirements: readings/discussion, take-home midterm exam, and final exam.

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

Enrollment limit: 35 per section (expected 35). Preference given to first- and second-year students.

Comparative Politics Subfield

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

MUNEMO

PSCI 205 Leaders in Contemporary Conservative Thought (Same as Leadership Studies 205) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci205.html)

MACDONALD

PSCI 207 Political Elections (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci207.html)

MARCUS

PSCI 209 Poverty in America (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci209.html)

C. JOHNSON

PSCI 211(F) Public Opinion and Political Behavior

The focus of this course is the role of public opinion in democratic regimes. The influence of public opinion on public affairs and popular governments is a relatively new phenomenon in the history of governments (largely subsequent to the American and French revolutions). We can see from recent events the impact of public opinion: In the early 1990s the American public quickly became interested in drought and starvation in Somalia pressing the American government to intervene, if briefly and unsuccessfully. Some have claimed that American journalists successfully provoked the American public to go to war (the Spanish-American War, creating the slogan, "Remember the Maine"), and to withdraw from war (Viet Nam). More recently, public support to commence the Iraq war was generated in the United States while at the same time democratic publics in other nations strongly opposed the war. We see political leaders make use of the "bully pulpit" to rally support for their agendas, efforts that sometimes succeed and other times fail. We shall explore public opinion in American politics. There are many interesting questions awaiting us this semester. How do events and crises influence public opinion? Which psychological, sociological, and political factors impact public opinion formation? When and under what circumstances do pressure groups influence public opinion? Do mass beliefs alter individual voters' choices? When and how do political leaders influence public opinion and when does public opinion influence political leaders?

Format: lecture/discussion. In addition, we will have direct access to the holdings of the Roper Center, using iPOLL, which enables direct exploration of the thousands of polls on American public opinion from 1937 to today. Requirements: 8- to 12-page research paper, a midterm and final examination.

No prerequisites. *Enrollment limit: 35 (Expected 20).*

American Politics Subfield

Hour: 11:20-12:35 TR

MARCUS

PSCI 213(S) Theory and Practice of Civil Rights Protest*

Analysis of the ideas, leadership, tactics, and pivotal episodes of the American Civil Rights Movement. The course will focus on the period from World War II through the 1960s with attention to primary writings about race segregation, civil disobedience, mass political movements, and the conditions that promote or hinder the effective exercise of citizenship rights by racial minorities.

Requirements: a midterm, a paper, and a final exam.

No prerequisites. *Enrollment limit: 39. Open to first-year students with Advanced Placement credit in American Politics.*

American Politics Subfield

Hour: 1:10-2:25 MR

A. WILLINGHAM

PSCI 216 Constitutional Law I: Structures of Power (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci216.html)

PSCI 217(F) 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: 8:30-9:45 TR

A. HIRSCH

PSCI 218 The American Presidency (Same as Leadership Studies 218) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci218.html)

MELLOW

PSCI 222(S) The United States and Latin America*

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of US-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about US foreign relations and about international relations generally. We also compare historical US foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the embargo on Cuba, economic integration, the war on drugs, immigration, and border security. At the end we reconsider current US policies, in view of the economic and political evolution of Latin America, in historical perspective.

Format: lecture/ discussion, with more lecture in the first half, more discussion and several in-class debates in the second. Requirements: a map quiz; a 6-page midterm paper; one 4-page policy paper; and either a second policy paper and the regular final exam, or a medium-length (12-page) research paper and an abbreviated final exam. No prerequisites. Enrollment limit: 39 (expected 35). Preference given to political science majors.

Comparative Politics Subfield

Hour: 1:10-2:25 MR

MAHON

PSCI 223 International Law (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci223.html)

SHANKS

PSCI 225 International Security (Not offered 2007-2008; to be offered 2008-2009)

PSCI 229 Global Political Economy (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci229.html)

PAUL

PSCI 230(S) American Political Thought

What makes political thought "American"? Is there something distinct about the American political imagination that shapes how we think about liberty, equality, and government? And who exactly is the "we"? This course examines these questions and others by exploring the evolving relationship between conceptions of "the frontier" and the idea of representation throughout American history. We shall see that debates over how to represent the community lead almost inescapably to the question of the proper boundary of the community - of who gets included or excluded from membership in the polity. We will explore the Founding period in detail, and then move on to examine several expansions of the public sphere in the 19th and 20th centuries, including those related to race, gender, class, and nationality. How do these openings in the political realm reflect differing notions of freedom, justice, and property? In conclusion we will ask how the meaning of "America" may be affected by recent debates over immigration and "la frontera" to the south.

Format: lecture/discussion. Requirements: class participation, presentation, three 5- to 7-page papers.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.

American Politics and Political Theory Subfields.

Hour: 2:35-3:50 MR

DOGERT

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 Homer, Aeschylus, Plato and Aristotle, and will also include secondary readings by Arendt, Wolin, Nussbaum, and Weil. 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? Finally, how does our contemporary view of politics look when refracted through the Greek experience of the political?

Format: lecture/discussion. Requirements: participation, presentation, three 6- to 8-page papers.

Political Science

No prerequisites. *Enrollment limit: 35 (expected: 18). Preference given to Political Science majors.*

Political Theory Subfield

Hour: 1:10-3:50 W

DOGERT

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: 11:00-12:15 MWF

MARASCO

PSCI 235(S) Multiculturalism and Political Theory*

Liberal democracies today face demands for greater recognition and accommodation by ethnic, racial, religious, and linguistic minorities. Political theory has had much to say about these claims in recent years, especially where they intersect with liberal and democratic principles and practices. This course explores key justice claims made by minority groups in liberal democracies, ranging from demands for greater political representation by particular communities to calls for special group rights and arrangements, and even forms of self-government and self-determination. We will also assess the justifications typically offered by groups to back up their claims - justifications that appeal to the value of culture identity and cultural membership, the importance of community self-preservation, the benefits of diversity, and so forth. Special attention will be paid to areas of tension between the demands made by cultural minorities and particular liberal-democratic values and institutions. We will also explore those critical of policies of multiculturalism and special group cultural rights, such as thinkers that appeal to "cosmopolitanism" and those that call for a politics of redistribution over one of cultural recognition.

Format: lecture/discussion. Requirements: 2 or 3 papers (4-8 pages each), class participation, final exam.

No prerequisites. *Enrollment limit: 35 (expected 25).*

Political Theory Subfield

Hour: 9:55-11:10 TR

DEVEAUX

PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/psci/psci239.html)

A. WILLINGHAM

PSCI 242(F) America and the Vietnam War

Every American president from Franklin Roosevelt to John F. Kennedy did not want to commit American ground forces to fight in Vietnam. Lyndon Johnson felt the same way, but he nevertheless eventually sent hundreds of thousands of Americans to fight in Vietnam. Richard Nixon wanted to end America's involvement in Vietnam when he became president, but our commitment lasted another five years. This course examines the complex political process that marked America's involvement in Vietnam. Working heavily with declassified documents, we will examine the factors that lead successive presidential administrations to wage a war that none of them particularly wanted to fight. In addition, we will also examine the South and North Vietnamese perspective on the war, as well as the tremendous impact that Vietnam continues to have in American politics and society.

Format: Lecture/discussion. Requirements: Three short papers, one medium length paper, and class participation

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to sophomores and juniors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

International Relations Subfield

Hour: 11:00-12:15 MWF

MCALLISTER

PSCI 245 Nationalism in East Asia (Same as Asian Studies 245 and History 318) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/psci/psci245.html)

CRANE

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.

Political Science

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: 2:35-3:50 MR

CRANE

PSCI 252 Terrorism in Comparative Perspective (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci252.html)

MACDONALD

PSCI 254(S) Democracy in Comparative Perspective

This course deals with what democracy means and how it is achieved. It begins by weighing competing definitions of democracy. Democracy increasingly is being viewed in procedural terms: democratic societies are societies that make decisions in particular kinds of ways, regardless of the substance of decisions. While this view has deep roots in democratic theory and practice, it has competed historically with more substantive definitions of democracy, which emphasize outcomes and, particularly, progress towards equality of outcomes. This course will examine this debate and consider the reasons why procedural definitions currently are ascendant. Then the course considers what it means to understand democracy to be universally available. What does it mean to ditch the "preconditions" that formerly were considered to be necessary prior to the making of democratic government and to conceive of democracy as a global force? Does that mean that democracy is available to all societies or does that mean that the expansion of capital globally is being called "democracy?" To get at the stakes in this question, the course will consider 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? Finally, the course will address the role of identities, especially ethno-cultural ones, in democracies: what weight do identities play in representation and what impact does representation via identity have on equality in democratic government?

Format: seminar and lecture. Requirements: one 3-page paper, one 5- to 7-page paper, and one 15-page project.

No prerequisites. *Enrollment limit: 20 (expected 20). Preference given to Political Science majors.*

Comparative Politics Subfield

Hour: 9:55-11:10 TR

MACDONALD

PSCI 256(F) Politics of Africa (Same as Africana Studies 256)*

There is a widespread of image of Africa as lawless, violent, and anarchic; it is an image that pervades western commentary and media. And it is not entirely unfounded: it has been difficult to instill political order in some parts of Africa. This course will examine why government is weak in some contemporary African countries and why it is stronger in others. Why are some African countries prone to political violence while others are not? What are the forces that have shaped African politics, violent or peaceful? How do race, ethnicity, and civil society operate in different societies? Do they produce different political outcomes and, if so, how? And finally, how are these forces influencing policy choices, ethnic relations, and democracy in contemporary Africa? To address these questions, we will review Africa's rich political history.

Format: lecture/discussion. Requirements: discussion, 3 short papers and 1 research paper.

Prerequisites: one course in political science or the permission of the instructor. *Enrollment Limit: 25 (expected 25). Preference given to political science majors with a concentration in comparative politics.*

Comparative Politics Subfield

Hour: 8:30-9:45 MWF

MUNEMO

PSCI 258(S) Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as International Studies 101 and Interdisciplinary Studies 110)*

(See under INST 101 for full description.)

PSCI 260T Realism in Politics (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci260.html)

MACDONALD

PSCI 261(F) American Foreign Policy (Same as Leadership Studies 261)

(See under LEAD 261 for full description.)

PSCI 262 America and the Cold War (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci262.html)

MCALLISTER

PSCI 264(F) Politics of Global Tourism

A decade ago, tourism passed oil to become the world's most valuable export. This arguably frivolous activity accounts for more than 10 percent of global GNP, and employs an enormous number of people. Tourism accounts for most of the revenue that the poorest countries receive; meanwhile, presidents and prime ministers of nuclear-capable countries beg on TV for visitors. Where are the politics in this vast, complicated industry and why is no one paying attention? This class explores types of tourism, asking what happens in a tourist encounter, who benefits, who loses, and what changes. We will examine cases-Antigua vs. Auschwitz, Angkor Wat vs. Alaska-to help us understand the process from the points of view of the tourists, the toured-upon, and the governments and international organizations that oversee this industry. Our readings range from academic sociology (MacCannell, Veblen) to magazine accounts (Kincaid, Krakauer).

Format: lecture/discussion. Requirements: two essays, one major presentation, active and constructive class participation.

No prerequisites. *Enrollment limit: 25 (expected 25). Preference given to political science majors.*

International Relations Subfield

Hour: 1:10-2:25 TF

SHANKS

Political Science

PSCI 269(F) International Movements and Human Rights

The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy (what are rights), history (who exactly signed what petition) and international politics (how does one affect politics elsewhere), but as a political science class we emphasize politics. Who benefits from the idea of human rights? Who loses?

Format: lecture/discussion. Requirements: two take-home midterm exams and a final research paper; active and constructive participation in class.

Prerequisites: One (or more) of the following: Political Science 201, 202, 203, or 204, no exceptions. *Enrollment limit: 25 (expected 25). Preference given to political science majors.*

International Relations Subfield.

Hour: 2:35-3:50 TF

SHANKS

PSCI 277 Political Islam (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/psci/psci277.html)

PSCI 285(F) The Revolutionary Generation: Galaxy of Leaders (Same as History 354 and Leadership Studies 285)

(See under LEAD 285 for full description.)

PSCI 300 Research Design and Methods (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci300.html)

SHANKS

PSCI 302 Race, Culture, and Incarceration (Same as Africana Studies 410) (Not offered 2007-2008; to be offered 2008-2009)*

(See under AFR 410 for full description.)

PSCI 303(F) Malcolm X: A Life Reinvention Seminar (Same as Africana Studies 405 and History 405)

(See under AFR 405 for full description.)

PSCI 310(F) Political Psychology (Same as Psychology 345)

Political psychology studies human nature to better understand the possibilities and limitations of politics. For example, many political philosophers begin their political programs by asserting some foundational claims about "human nature." These claims are then used to support their vision of politics. Claims about progress often presume that human nature will be improved by implementing a liberal political agenda. For example, the enlightenment held that rationality would be strengthened by progress, thereby making democracy more viable. Those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of self-rule and must accept rule by their betters. Many of these arguments turn on how rational people are and on their capacity for and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and as leaders. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics. Central to politics is the general issue of judgment, and its more important variants, moral and political judgment. If we are to trust ourselves to rule ourselves, how well will we secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). The issue of citizen competence for self and collective rule, then as now, was at the center of their attention. So, it shall be in this course.

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

Prerequisites: a Political Science elective at the 200 or 300 level OR Psychology 101, 212, 221, 232, 242, 251, or 300 level course. *Enrollment limit: 25 (expected 13).*

American Politics Subfield

Hour: 8:30-9:45 TR

MARCUS

PSCI 312 Southern Politics (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/psci/psci312.html)

A. WILLINGHAM

PSCI 314T(S) American Political Development (W)

From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet has also proven to be remarkably enduring. How can this be? Where and how has the country's political history been stable? What accounts for the timing of upheavals? Who or what causes them? What sorts of transformations have been possible? Finally, what are the costs of change (and of continuity)-and who pays them? The goal of this tutorial is to gain an understanding of the country's continuity, along with the impulses behind its transformative episodes, especially in the state's relation to society and to the economy. When does the state protect property and liberty? When does it prioritize equality? We look at what led to the civil rights movement, how women won the right to vote, and why rights-denying and discriminatory legislation and practices persist. We also read about the social and economic decisions of particular leaders, such as Franklin D. Roosevelt, who, some argue, succeeded in building the modern welfare state at the cost of a vibrant democratic party politics. Last, we look at arguments that America as a whole, and throughout its history, has been "exceptional" and unlike other countries, as well as critiques of these arguments, to help us gain an understanding of future possibilities for political change.

Format: tutorial. Requirements: five lead essays and five critiques, one final paper.

Political Science

Prerequisites: previous course in American politics. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors.*

American Politics Subfield

Hour: 8:30-9:45 TR

MELLOW

PSCI 315(S) Parties in American Politics

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between “tweedledee and tweedledum.” This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? And, in the age of technology and mass communications, are parties still relevant?

Format: lecture/discussion. Requirements: two 6- to 8-page papers, one 10- to 12-page paper, class presentation, and class participation.

Prerequisites: Political Science course at the 200 or 300 level or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Political Science majors.*

American Politics Subfield

Hour: 2:35-3:50 MR

MELLOW

PSCI 317(F) Environmental Law (Same as Environmental Studies 307)

(See under ENVI 307 for full description.)

PSCI 318(F) Voting Rights and Voting Movements

This course is about the effort to establish and secure voting rights in the United States. It involves inquiry into parallel activities: the legal status of voting as sought in court rulings through litigation, and community level activism organized to protest restrictive practices often at state and local levels where pivotal decisions about voting policy originate. This course is an overview of this process and the pivotal convergences between the legal and organizing aspects. We seek to better understand the main pillar in popular participation by study focused on distinctive moments in national development in an advanced democratic state looking at the content of suffrage policy, the struggle to democratize, and the uneven results.

Format: discussion. Requirements: 5 short papers.

Prerequisites: Political Science 201 or permission of instructor. *Enrollment limit: 19 (expected 19). Preference given to political science majors*

American Politics Subfield

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

A. WILLINGHAM

PSCI 323T The Origins of Totalitarianism (Same as Africana Studies 323T and Philosophy 323T)

*(Not offered 2007-2008; to be offered 2008-2009) (W)**

(See under AFR 323 for full description.)

PSCI 324 Genocide, Exile and Famine (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci324.html)

SHANKS

PSCI 325 Culture and Identity in World Politics (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci325.html)

PSCI 326(S) Imperialism (W)

This course is an exploration of modern (post-1870) imperialism, both formal and informal. Our approach is historical as well as contemporary with a particular emphasis on the imperial powers themselves. We will trace the evolution of imperialist policies from the late nineteenth century to the present, the political-economic effects of such policies, and the evolving efforts of scholars to understand and explain them. We will also spend time investigating the post-9/11 vogue on both the left and the right of referring to the United States as an ‘empire’. Both marxist and non-marxist analyses are offered from a variety of explanatory angles: political economy, macrosociology, psychology, culture. Along the way we will read classic texts from Marx, Lenin, Wallerstein, Gramsci, Hobson, Schumpeter, Arendt, Kipling and Said, as well as wrestle with contemporary arguments over American power and influence today.

Animating questions include: Why do states expand? Who benefits from imperialism? Can there be imperialism without colonies? What are the domestic effects of being an empire? Are empires doomed to collapse? Is there a positive side to imperialism? Are Iraq and Afghanistan part of an expanding American ‘empire’?

Format: discussion. Requirements: daily discussion questions, three short papers, final research paper, class participation.

No prerequisites. *Enrollment limit: 19 (expected 19). Preference given to Political Science and Political Economy majors.*

International Relations Subfield

Hour: 9:55-11:10 TR

PAUL

Political Science

PSCI 327 The Global Politics of Development and Underdevelopment (Same as Environmental Studies 329) (Not offered 2007-2008; to be offered 2008-2009)*
(www.williams.edu/Registrar/catalog/depts/psci/psci327.html)

PAUL

PSCI 331T(S) 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.

Format: tutorial. Requirements: five 3-page papers and a final paper of 15 pages.

Prerequisites: an interest in and experience with community-based organizations involved in advocacy work with adult citizens on race, economics, equity, or other issues. *Enrollment limit: 10 (expected 10). Preference given to political science majors.*

American Politics Subfield

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 POEC 301 for full description.)

PSCI 334(S) Political Theory and the Environment: How Deep is Your Green?

Do animals have rights? Does nature possess intrinsic value? Can the free market clean up global pollution? Should we even want it to? Environmental political theory is at the center of key policy debates in this era of "inconvenient truths," but at its heart is a fundamental rethinking of the human relationship to the natural world. This course will explore the theoretical underpinnings of modern environmental political thought, including deep ecology, liberal environmentalism, socialist ecology, and eco-feminism, but will also include environmental skeptics on the reading list as well. While we may reach no final conclusions, students will leave the course well-versed in the foundations of environmental theory, and will be able to connect seemingly abstruse philosophical issues to the very real challenges posed by contemporary politics.

Format: lecture/discussion. Requirements: participation, presentation, one long paper and regular very short reflection papers.

Prerequisites: a course in theory or environmental studies or permission of instructor.

Hour: 8:30-9:45 TR

DOLGERT

PSCI 336(F) Sex, Gender, and Political Theory (Same as Women's and Gender Studies 336)

In this course, we will explore the contemporary contours of what nineteenth-century thinkers called "the woman question". We will take up a range of perspectives on the "gendered" nature of political concepts and categories, on what constitutes women's oppression, and on what would free women from this condition. Some of the questions we address include: How should we explain differences and inequalities between men and women, by invoking biological factors or by pointing to social and historical factors? Is there a unified concept of "woman" which can ground an emancipatory project and secure a common basis for political solidarity? Can we make general claims about women's and men's lives without negating important differences in terms of race, nation, class, and sexuality? What are the contemporary uses and abuses of classical theories of women's emancipation? Our readings will be drawn from such authors as John Stuart Mill, Friedrich Engels, Alexandra Kollantai, Emma Goldman, Charlotte Perkins Gilman, Simone de Beauvoir, Audre Lorde, Adrienne Rich, Donna Haraway, Gloria Anzaldúa, bell hooks, Luce Irigaray, Catherine MacKinnon, Gail Rubin, Judith Butler, Iris Young, Nancy Fraser, Gayatri Spivak, Wendy Brown, and Chandra Mohanty. In addition to tracing the development of different contemporary feminist perspectives—including liberal, Marxist, psychoanalytic, poststructuralist, and postcolonial views—we will examine these arguments in relation to particular issues in theory and practice, including prostitution, pornography, and marriage.

Format: lecture/discussion. Requirements: class participation and three papers (6- to 8-pages).

Prerequisites: one previous course in political theory or philosophy, or Women's and Gender Studies 101. *Enrollment limit: 25 (expected 19). Preference given to majors in Political Science and Women's and Gender Studies.*

Political Theory Subfield

Hour: 8:30-9:45 MWF

MARASCO

PSCI 337T(S) Nietzsche and the Critique of Modern Life (W)

Friedrich Nietzsche is among the most important and controversial figures in the western philosophical tradition. Recently, political thinkers have turned to Nietzsche's writings for insight into power, subjectivity, and the limits of conventional philosophical discourse in capturing the complexity of contemporary political life. However, Nietzsche's return to contemporary political theory is not without its difficulties, vexations, and controversies. Can it be that this resolutely anti-democratic thinker speaks to contemporary political life and, if so, how? This tutorial aims to provide a rigorous introduction to this very challenging thinker through a survey of his major works. We will undertake a careful consideration of the development of his thought from the late 1860s until his collapse in 1889. We will examine Nietzsche's critique of modern western civilization, with a specific emphasis on his notions of tragedy, nihilism, eternal recurrence and amor fati, the death of God, the last man and the overman, resentment, genealogical critique, and the revaluation of values. We will conclude our study with some

Political Science

consideration of Nietzsche's enduring significance for contemporary political theory and philosophy by examining the critical interventions of Heidegger, Ricoeur, Foucault, Deleuze, Blanchot, and others.

Format: tutorial. Requirements: 5 papers and 5 critiques, one paper revised for final essay.

Prerequisites: one course in political theory or philosophy. *Enrollment limit: 10 (expected: 10). Preference given to Political Science and/or Philosophy majors.*

Political Theory Subfield

Hour: 8:30-9:45 MWF

MARASCO

PSCI 338 Critical Theory and the Frankfurt School (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci338.html)

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

Tutorial meetings to be arranged.

CRANE

PSCI 346(S) Mexican Politics*

The futures of Mexico and the United States are now bound up more closely than ever. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the US. This course has four parts that differ both in content and in format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, enrollment permitting, the class breaks into tutorial groups to consider four general themes that link historical and cultural themes with contemporary problems: the politics of Mexican national identity; the impact of migration and the rapid development of the northern border region; urbanization; and political corruption. In the third section of the course, we have standard lecture-and-discussion classes on contemporary economic and political issues. At the end, we turn to a seminar-style discussion of student research projects.

Format: varied (see above). Requirements: a map quiz; one 4-page paper; two 4-page tutorial essays, two 1- to 2-page tutorial responses; a medium-length research paper (12- to 15-pages), with a corresponding class presentation in one of the last classes. No final exam.

Prerequisites: Political Science 204 or any course on Latin America. *Enrollment limit: 19 (expected 15). Preference given to political science majors.*

Comparative Politics Subfield

Hour: 1:10-2:25 TF

MAHON

PSCI 349T(F) Cuba and the United States (W)*

With the passing of Fidel Castro on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include the significance of Martí, sovereignty and the Platt Amendment, as well as various aspects of the communist regime: mobilizational politics; cultural expression; race and national identity; policies on gender and sexual orientation; social programs; political institutions; and the evolution of the Cuban exile community in the US. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Format: tutorial. A lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week.

Requirements: Five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class.

Prerequisites: Any course on Latin America or permission of the instructor. *Enrollment limit: 10 (expected 10).*

Preference given to political science majors.

Comparative Politics Subfield

Hour: 8:30-9:45 TR

MAHON

PSCI 382(S) The Art of Political and Historical Inquiry: The Vietnam War

How do political scientists and historians effectively carry out original research projects? This course seeks to introduce students to the practical methods of political and historical inquiry. Working almost exclusively with primary sources and recently declassified documents, this class will examine selected aspects of the Vietnam War. Rather than simply learning about existing scholarly sources on the war, the goal of this class is to enable the members of the class to produce original scholarship based on an examination of primary documents instead of a reliance on secondary sources. In consultation with the professor, students will have the option of pursuing either individual or collective research projects.

Format: Research seminar. Evaluation will be based on weekly research assignments, class participation and a final research paper.

Prerequisites: Any of the following courses: Political Science 262, Political Science 242, History 358 or permis-

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sion of instructor. *Preference given to upper level political science and history majors, as well as students with a serious interest in either the Vietnam War or American foreign policy.*

Enrollment limit: 14 (expected: 10-14).

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

MCALLISTER

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

Open to junior majors with permission of the department chair.

SENIOR COURSES

PSCI 410(F) Senior Seminar in American Politics: Interpretations of American Politics

Current assessments of the state of American politics vary widely. Though recent polls show that as many as 60 percent of Americans think that the country is headed down the wrong-track, it is not clear what that means. Critics on the left worry that the United States is on an imperial quest, extorting resources from the global many for the advantage of an elite few. Critics on the right worry that the U.S. has abandoned the traditions that made it strong and has entered a period of moral decay. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then leverage our investigation of how different authors, and different traditions, understand the nation, as a whole, to help us assess contemporary politics and come to our own conclusions about what animates it. Format: seminar. Requirements: brief weekly writing assignments; two short essays; a 15-page research paper; and oral presentation.

Prerequisites: at least one class in American politics. *Enrollment limit: 15 (expected 12). Preference given to senior political science majors.*

American Politics Subfield

Hour: 2:35-3:50 TF

C. JOHNSON

PSCI 420T Law and Rights in International Politics (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci420.html)

SHANKS

PSCI 420 Senior Seminar in International Relations: Globalization and War (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci420.html)

CRANE

PSCI 420 Senior Seminar in International Relations: American Hegemony and the Future of the International System (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci420.html)

M. LYNCH

PSCI 420(F) Senior Seminar in International Relations: The War in Iraq

This senior seminar will consider rival explanations for why the United States went to war in Iraq and why the venture has gone wrong. Why did the U.S. government opt for war in Iraq: was it fear of weapons of mass destruction and ties to al-Qaeda or the appeal of oil or the pursuit of geopolitical advantage or the influence of domestic lobbies, moral appeals, or imperialist impulses? And are the problems with the invasion the result of American mismanagement or the predictable effect of the invasion itself?

Format: seminar. Requirements: readings, class presentation, and research paper.

Prerequisites: Political Science 202. *Enrollment limited: 15 (expected 15). Preference given to senior political science majors with concentration in international relations.*

International Relations Subfield

Hour: 2:35-3:50 TF

MACDONALD

PSCI 420(S) Senior Seminar in International Relations: Power and Inequality

This course is a theoretical investigation of power—state power certainly, but moreso power beyond the formal boundaries of the state—and an application of that understanding to explanations of contemporary forms of political-economic inequality. The first half of the course wrestles with the legacies of Karl Marx, Max Weber and Thorstein Veblen in their and their followers' studies of political and economic power. The second half of the course is empirical, studying in turn: inequality at the global scale; inequality within Africa, the world's most unequal continent; and rising inequality within the United States over the last thirty years.

Along the way we will query some of the foundational premises of our globalizing society. How should we define and measure inequality? How important is inequality when compared to absolute poverty? Is globalization reducing or increasing the gap between rich and poor? To what degree is power exercised through the market? Do the wealthy have more because of the poverty of others, or despite it? Do the rich have an interest in fostering poverty, or in ending it? Must the poor exert power over the rich to reduce inequality—or would the poor do better to imitate the rich instead?

Format: seminar. Requirements: daily discussion questions, three short papers, long final research paper, class participation.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 15 (expected 15). Preference given to senior political science majors concentrating in international relations.*

International Relations Subfield

Hour: 1:10-2:25 MR

PAUL

PSCI 430(F) Senior Seminar in Political Theory: Global Justice

One of the most important issues in normative political theory today is the problem of global justice. As the gap between rich and poor nations increases and the changes associated with globalization render states' borders increasingly ineffectual, moral and political philosophers can arguably no longer confine their theories of justice to the safe space of single liberal democratic entities, such as the United States. Looming human and environmental crises underscore the need to look beyond one's borders when thinking about the goals of equality and well-being or flourishing, and the duties we owe to others. This course takes up the main works in normative theorizing about global justice, and also looks at the possibility of transnational institutions for justice, starting with Immanuel Kant and David Hume and moving on to such contemporary authors as John Rawls, Thomas Pogge, Amartya Sen, Martha Nussbaum, Onora O'Neill, Antonio Negri, Richard Rorty, Anthony Appiah, Ronald Dworkin, G.A. Cohen, Peter Singer, and Michael Walzer.

Format: discussion. Requirements: class participation and oral presentation, one mid-term paper, and one final paper.

Prerequisites: open to juniors and seniors with a background in political theory or philosophy (or permission of instructor). *Enrollment limit: 15 (expected 12).*

Political Theory Subfield

Hour: 1:10-3:50 T

M. DEVEAUX

PSCI 430 What Should Political Theory Be Now? (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psci/psci430.html)

M. REINHARDT

PSCI 440(F) Senior Seminar in Comparative Politics: The State

Everybody talks about "The State," but what do they mean? What is the state? Where do states get their authority and power? Where do they come from and why do some states collapse while others survive? Why are some states strong and others weak? And, really, what does it mean to call a state "strong" or "weak"? Should political science in general and comparative politics in particular even use states as the central unit of analysis? What do political scientists see and, perhaps more important, what do they miss by this focus on states? This senior seminar examines a variety of definitions and perspectives on the state.

Format: seminar. Requirements: readings, 2 literature reviews presented in class, and 1 research paper.

Prerequisites: Political Science 201 or 202 or 203 or 204 or permission of the instructor. *Enrollment limit: 15 (expected 13). Preference will be given to senior political science majors with concentration in comparative politics.*

Comparative Politics Subfield

Hour: 1:10-2:25 MR

MUNEMO

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: 1:10-2:25 TF

MACDONALD

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

Professors: CRAMER***, FEIN, HEATHERINGTON, KASSIN**, KAVANAUGH, KIRBY, P. SOL-OMON***, ZIMMERBERG. Associate Professors: M. SANDSTROM, SAVITSKY***, ZAKI. Assistant Professors: EIBACH, HANE, N. SANDSTROM, A. SOLOMON. Senior Lecturer: ENGEL. Visiting Assistant Professor: SUNDERMEIER.

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(F,S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

No enrollment limit (expected: 160).

Hour: 10:00-10:50 MWF

Members of the Department

PSYC 201(F,S) Experimentation and Statistics (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) 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: 11:20-12:35 TR, 11:00-12:15 MWF Lab: 1:10-3:50 T,R

First Semester: HANE, SAVITSKY

Second Semester: M. SANDSTROM, ZAKI

9:55-11:10 TR, 1:10-2:25 TF

Lab: 1:10-3:50 W,R

PSYC 212(F) Neuroscience (Same as Biology 212 and Neuroscience 201)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, one lab report, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 120 (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

N. SANDSTROM and ZOTTOLI

PSYC 221(F) Cognitive Psychology

This course is a survey of the experimental study of normal human mental processes. Topics include perception, pattern recognition, attention, memory, visual imagery, language, reasoning, decision making, and problem solving.

Format: lecture. Requirements: two in-class exams and a final exam.

Prerequisites: Psychology 101 or permission of instructor. *Enrollment limit: 55 (expected: 50). Preference given to senior psychology majors who need the course to fulfill the major. Satisfies one semester of the Division II requirement.*

Hour: 2:35-3:50 TF

SUNDERMEIER

PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

(Same as Cognitive Science 222 and Philosophy 222)

(See under COGS 222 for full description.)

Satisfies one semester of the Division II requirement.

PSYC 232(S) Developmental Psychology

An introduction to the study of human growth and development from infancy through adulthood. Topics for discussion include perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic and cognitive-developmental models.

Format: lecture/discussion. Requirements: two hour exams, a final exam, and a short (5- page) paper based on an observation at the Children's Center.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Preference given to sophomores and junior psychology majors. Open to first-year students.*

Hour: 9:55-11:10 TR

KAVANAUGH

PSYC 242(F) 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: 1:10-2:25 MR

FEIN

Psychology

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: 2:35-3:50 MR
11:20-12:35 TR

First Semester: A. SOLOMON
Second Semester: HEATHERINGTON

PSYC 272(S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychology processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

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

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 45). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 11:00-12:15 MWF

ENGEL

PSYC 315(S) 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: 1:10-3:50 W

N. SANDSTROM

PSYC 316(F) 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 317T Nature via Nurture: Explorations in Developmental Psychobiology (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc317.html)

ZIMMERBERG

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.*

Hour: 11:20-12:35 TR

Lab: 1:10-3:50 T

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) Choice and Decision Making

One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

Format: seminar, with scheduled lab. Requirements: lab attendance, an empirical research project, a written report of the research project, short essays, and class participation.

Prerequisites: Psychology 221 or 222 or permission of instructor. Permission is typically given to students who have successfully completed Economics 110. *Enrollment limit: 19 (expected: 15). Preference given to senior psychology majors who need the course to fulfill the major. Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 TF

Lab: 1:10-3:50 R

KIRBY

PSYC 332(F) Cognitive Development

In this course we consider how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and 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 TF

Lab: 1:10-3:50 W

KAVANAUGH

PSYC 333(F) Children's Lives: Thinking, Feeling and Doing

How do we know what children know, what they feel, and what they do? This course provides students with direct experience with children and the approaches used to investigate the world of childhood. Through observation and interaction with children, we discover how they develop social skills, sex roles, emotions and emotion control, and self-knowledge. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: two hour tests and a report of research project.

Prerequisites: Psychology 232 and Psychology 201. *Enrollment limit: 19 (expected:15). Preference given to Psychology majors.*

Hour: 1:10-2:25 MR

Lab: 8-8:50 M, 2:35-3:50 M

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 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc336.html)

ENGEL

PSYC 340(F) Ideologies, Values, Worldviews

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, liberal, reactionary, and progressive ideologies from a social psychological perspective. How do ordinary people

Psychology

become political extremists? Why do people sometimes vote against their own material self-interest? How do ideologies bias our interpretations of events and how do psychological biases influence the appeal of competing ideologies? 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, sociology, and political science to address these and many other relevant questions.

Format: seminar. Requirements: brief reaction papers and a final integrative paper.

Prerequisites: Psychology 201 and 242 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 8:30-9:45 MWF

EIBACH

PSYC 341(S) Stereotypes, Prejudice, and Discrimination (W)

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Format: Empirical Lab Course. Requirements: weekly brief papers, oral reports, two longer papers.

Prerequisites: Psychology 201 and 242. *Enrollment limit: 19 (expected: 19). Preference given to senior; then junior Psychology majors.*

Hour: 1:10-3:50 W

Lab: 1:10-2:25 M, 8:30-9:45 T

FEIN

PSYC 343 The Self (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc343.html)

SAVITSKY

PSYC 344 Advanced Research in Social Psychology (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc344.html)

FEIN

PSYC 345(F) Political Psychology (Same as Political Science 310)

(See under PSCI 310 for full description.)

PSYC 347(S) Psychology and the Law

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, 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(F) Childhood Peer Relations and Clinical Issues

An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. As a culminating project, all students will develop a grant proposal outlining a research program of personal interest.

Format: seminar. Requirements: weekly response papers, midterm exam, written and oral presentation of final term paper.

Prerequisites: Psychology 232 or 252 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 8:30-9:45 TR

M. SANDSTROM

PSYC 352(F) Clinical and Community Psychology

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to 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: 2:35-3:50 MR

HEATHERINGTON

PSYC 355 Psychotherapy: Theory and Research (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc355.html)

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: 1:10-2:25 MR

Lab: 1:10-2:25, 2:35-3:50 T

A. SOLOMON

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, 1 essay and 1 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 2007 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: 9:55-11:10 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: BUELL, DARROW, DREYFUS**. Assistant Professors: HAMMERSCHLAG, JOSEPHSON, SHUCK. Visiting Assistant Professor: GUTSCHOW**.

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

Religion

advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

REL 101(F,S) Introduction to Religion

As an examination of the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry—the course offers a general exposure to basic methodological issues in the study of religion, and includes consideration of several cross-cultural types of religious expression in non-literate and literate societies.

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

Enrollment limit: 25 (expected: 15-25).

Hour: 11:20-12:35 TR

9:55-11:10 TR

First Semester: SHUCK

Second Semester: BUELL

REL 200 Religion and the Modern World (*Not offered 2007-2008; to be offered 2008-2009*)

THE JEWISH TRADITION

REL 201(F) The Hebrew Bible (Same as Comparative Literature 201 and Jewish Studies 201)

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Format: lecture/discussion. Evaluation will be based on class participation, short written assignments, and two longer papers.

No prerequisites. No enrollment limit (expected: 25). Open to all.

Hour: 9:55-11:10 TR

DEKEL

REL 203 Judaism: Innovation and Tradition (Same as Jewish Studies 101) (*Not offered 2007-2008; to be offered 2008-2009*)

(www.williams.edu/Registrar/catalog/depts/rel/rel203.html)

HAMMERSCHLAG

REL 204(F) Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Philosophy 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: 1:10-2:25 MR

HAMMERSCHLAG

REL 205 Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Jewish Studies 205) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rel/rel205.html)

DEKEL

REL 206 The Book of Job and Joban Literature (Same as Comparative Literature 206 and Jewish Studies 206) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel206.html)

DEKEL

REL 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Comparative Literature 250 and Jewish Studies 207) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rel/rel207.html)

DEKEL

REL 209(S) The Legend of the Wandering Jew (Same as Comparative Literature 209 and Jewish Studies 209)

The story of the Jewish man who drove Christ away when he stopped to rest for a moment on his way to the Crucifixion and was doomed to roam the earth until the Advent is one of the most enduring and productive tales of the Middle Ages. Alternately a shoemaker, carpenter, or even doorkeeper to Pontius Pilate, the Wandering Jew appears in the folklore, literature, and visual arts of every region and era in European history. This course will explore the rich and varied traditions associated with this legend from its pre-history in the Hebrew Bible and the Gospels up through its early modern and Romantic heyday. In readings ranging from medieval chronicles and Reformation pamphlets to works by Chaucer, Schiller, Shelley, and Hans Christian Andersen, we will trace the evolution of this mysterious wanderer from reviled figure of anti-Jewish polemic, to righteous convert and missionary, to learned sage. Along the way we will also examine the intersection of the tale with such legendary figures as Cain, Prester John, and the Wild Huntsman. We will then turn to several modern literary reflections and contemporary artistic renderings of the story. *All readings are in translation.*

Format: discussion. Evaluation will be based on class participation and several writing assignments.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to students who have already taken a course in Biblical literature.*

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 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel210.html)

BUELL

REL 211(S) The New Testament

This course examines the twenty-seven writings that constitute the distinctively Christian portion of Christian scriptures, known as the New or Christian Testament (see Religion 201 for a course on the Hebrew Bible, the portion of the Christian Bible whose writings are scripture for both Jews and Christians). This course introduces students to a range of methods of biblical interpretation, to cultivate an understanding of the texts in the ancient historical and literary contexts of the Roman Empire, Judaism, and emerging Christian communities in which individual New Testament writings were composed and interpreted. The course also explores the process by which this collection of writings became authoritative for Christians.

Format: lecture and discussion. Evaluation will be based on class participation, brief weekly writing exercises, 5- to 7-page historical exegesis paper, and a final exam.

No prerequisites, open to all classes. No enrollment limit (expected: 25).

Hour: 2:35-3:50 MR

BUELL

Religion

REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2007-2008; to be offered 2008-2009) (W)
(www.williams.edu/Registrar/catalog/depts/rel/rel212.html) BUELL

REL 214 The Christianization of Europe (Same as History 329) (Not offered 2007-2008; to be offered 2008-2009) (W)
(See under HIST 329 for full description.)

REL 215 The First Crusade (Same as History 425) (Not offered 2007-2008; to be offered 2008-2009) (W)*
(See under HIST 425 for full description.)

REL 216(F) The Middle Ages (Same as History 225)
(See under HIST 225 for full description.)

REL 217 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476) (Not offered 2007-2008; to be offered 2008-2009)*
(See under HIST 476 for full description.)

REL 219 The World of Charlemagne (Same as History 325) (Not offered 2007-2008; to be offered 2008-2009) (W)
(See under HIST 325 for full description.)

REL 220 Reformation and its Results (Same as History 330) (Not offered 2007-2008; to be offered 2008-2009)
(www.williams.edu/Registrar/catalog/depts/rel/rel220.html) SHUCK

REL 221(S) Post-Enlightenment Christian Thought
Christianity in the Western world has undergone numerous challenges since the early eighteenth century. Many thinkers have turned inward, developing pietistic theologies compatible with the modern world, while others have searched for an adequate expression of Christianity after the "Death of God." Another, remarkably resilient strand has actively turned against the Enlightenment in ironic ways, appropriating modern technologies, for example, while repudiating scientific discoveries that undermine their belief. This course will examine these issues, along with a careful consideration of the way gender, identity, and community have come to play a powerful role in contemporary expressions of Christian belief.
Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a mid-term, and a 10-page final paper.
No prerequisites. *Enrollment limit: 25 (expected: 15).*
Hour: 1:10-2:25 MR SHUCK

NORTH AMERICAN RELIGIONS

REL 225 Religions of North America (Same as American Studies 225) (Not offered 2007-2008; to be offered 2008-2009)
(www.williams.edu/Registrar/catalog/depts/rel/rel225.html) 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 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 (formerly 222) North American Apocalyptic Thought (Same as American Studies 228T) (Not offered 2007-2008; to be offered 2008-2009)
(www.williams.edu/Registrar/catalog/depts/rel/rel228.html) SHUCK

REL 229(S) Religion in Black Film and Literature (Same as Africana Studies 285, Comparative Literature 285 and English 285)*
(See under AFR 285 for full description.)

Religion

THE ISLAMIC TRADITION

REL 230 Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (*Not offered 2007-2008; to be offered 2008-2009*) (W)*

(www.williams.edu/Registrar/catalog/depts/rel/rel230.html)

DARROW

REL 231(S) 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 study approach focusing on one textual, artistic, or architectural artifact.

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

Hour: 9:00-9:50 MWF

DARROW

REL 234(F) Shi'ism Ascendant?*

One consequence, intended or not, of recent U.S. actions in the Middle East has been to inflame the Sunni/Shi'ite division and raise fears of Shi'ite ascendancy. Sectarian conflict is, in fact, the exception rather than the rule in Islamic history because Sunnis and Shi'a have in most places been separate and lived relatively peacefully together where they intermixed. This is the fourth time in Islamic history when the specter of an ascendant Shi'ism has occupied the Muslim community. Shi'ism has always been an alliance of the dispossessed and the intellectuals (assuming the latter are not among the former) and functioned in Islam to provide a vocabulary of revolution, a highly developed philosophy of religion, and a pietistic fervor in contrast to which Sunnism emerged. This course will compare the three earlier putative episodes of Shi'ite ascendancy in the eighth, tenth and sixteenth centuries C.E. and set these in conversation with contemporary developments. We will focus on the role of early Shi'ism as the vocabulary of an alternative vision of the legitimacy of the Islamic state, the ideas of the imamate and martyrdom, the emergence of Isma'ili and Twelver versions of Shi'ism, the conversion of Safavid Iran to Shi'ism, the Iranian revolution of 1979 and the scene in the post-Saddam Islamic world.

Format: lecture/discussion. Evaluation based upon class participation and two short (4-6 page) essays and a final research paper (12-15 pages).

No prerequisites, open to all classes. *Enrollment limit: 30 (expected: 15).*

Hour: 2:35-3:50 MR

DARROW

REL 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216) (*Not offered 2007-2008; to be offered 2008-2009*)*

(www.williams.edu/Registrar/catalog/depts/rel/rel236.html)

DARROW

THE SOUTH-ASIAN TRADITIONS

REL 241 Hinduism: Construction of a Tradition (*Not offered 2007-2008; to be offered 2008-2009*)*

(www.williams.edu/Registrar/catalog/depts/rel/rel241.html)

DREYFUS

REL 242 Buddhism: Concepts and Practice (*Not offered 2007-2008; to be offered 2008-2009*)*

(www.williams.edu/Registrar/catalog/depts/rel/rel242.html)

DREYFUS

REL 245(F) Tibetan Civilization*

Often depicted as Shangrila, a mythical and ideal country, Tibet has had the dubious privilege of being a focus of Western orientalism. 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 became 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, consider the more recent tragic events and examine the profound transformations that they have brought to this culture. Throughout the course we focus on the unusually central role that the complex interaction that religion and politics has had in Tibetan history. In this way, we get a footing in the Tibetan world, and 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, three 4- to 6-page essays.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Religion majors.*

Hour: 8:30-9:45 MW

DREYFUS

Religion

REL 246 The Gendering of Religion and Politics in South Asia (Same as Women's and Gender Studies 246) (Not offered 2007-2008; to be offered 2008-2009))*
(www.williams.edu/Registrar/catalog/depts/rel/rel246.html)

GUTSCHOW

REL 249(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233)*
(See under ANTH 233 for full description.)

EAST ASIAN TRADITIONS

REL 251(F) Zen Buddhism: History and Historiography*

Because mystifying references to Zen are strewn throughout American popular culture—from episodes of the Simpsons to names of perfumes and snack foods—most Americans have an image of Zen Buddhism that is disconnected from anything actually practiced in East Asia. This course offers a corrective to this image by familiarizing students with both the history of Zen and the historiographical roots of these popular perceptions. This course will examine the origins of Zen (Ch'an) in China, trace its transmission to Japan, and cover its development in both cultural contexts. It will conclude with an examination of Zen's unique role in American popular culture. The course will enrich the conventional image of Zen by addressing its involvement with power and governance, gods and demons, mummies and sacred sites, sex and violence, nationalism and scholarship. Texts will include selections from primary works in translation (*The Platform Sutra of the Sixth Patriarch*, *The Gateless Barrier*, *The Lancet of Seated Meditation*) as well as selections from secondary literature including Suzuki, *Zen and Japanese Culture*, Victoria, *Zen at War*, and Faure, *The Rhetoric of Immediacy*.

Format: lecture/discussion. Assignments will include participation in class discussion, short response papers (2-3 pages), a mid term exam, and a take-home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Religion and Asian Studies majors.*
Hour: 11:00-12:15 MW

JOSEPHSON

REL 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Women's and Gender Studies 256) (W)*

This course will address the dual question of how gender has shaped Buddhism as well as how Buddhism has produced a discourse on gender. We will use the Buddha's own life and his first disciples as a lens to consider the issue of gender in both early and later formulations of Buddhist soteriology, society, and practice. We explore the varying lives women and men live in Buddhist literatures and societies across both time and space. Throughout, we will remain focused on the specific ways in which Buddhism produces individual and social gender hierarchies despite its putative goal of gender egalitarianism. Our analysis revolves around several interdependent themes. (1) Is it possible to gain enlightenment in the female body? How do female and male bodies become the subject of a specific set of Buddhist gazes in various Buddhist societies? (2) How do biological bodies reflect social divisions in Buddhist discourse? How and why can sex serve as a means for constructing as much as transcending difference in Buddhist theory and practice? (3) How do Buddhism and feminism reflect each other in contemporary theory and practice? Here we turn to contemporary critiques and deconstructions of Buddhism in America and Asia that focus on radical reinventions of Buddhism and its traditions that seek to re-envision social and economic difference. Readings may include: Susan Murcott, Liz Wilson, Anne Klein, Miranda Shaw, Ellison Findly, Caroline Bynum, Mary Douglas, Pierre Bourdieu, Luce Irigaray, Rita Gross, and Don Lopez. Format: seminar. Course requirements: 2 midterm papers, weekly blackboard participation, final research papers, and class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to religion majors and Women's and Gender Studies majors.*

Hour: 1:10-2:25 TF

GUTSCHOW

REL 257(F) Gods and Demons in East Asian Religion*

Scholars usually distinguish between three different religious traditions in East Asia: Buddhism, Confucianism, and Daoism (with Shinto standing in for Daoism in the Japanese case). Yet, this tradition-based approach ignores the rich landscape of East Asian religion, which encompasses another world of gods and demons only loosely connected with established institutions. Even today, at popular sites all over China, Taiwan, Japan and Korea, people offer incense to a heterogeneous collection of supernatural entities—sometimes called gods, goddesses, demons, immortals, ancestors or even buddhas. The “same” entity can be simultaneously a beneficent god to one group and a malevolent demon to another. Rather than being static, this rich tapestry is constantly in evolution, elevating historical heroes (or philosophers) to godhood, while other once popular deities are demoted and dismissed as monsters. This course will address this stratum of “popular” religion in East Asia. Focusing on contemporary scholarship on China and Japan, we will take a multi-disciplinary approach to this material to provide a very different picture of East Asian religion as a lived tradition.

Format: seminar. Requirements: active participation, class presentations, one 15-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion and Asian Studies majors.*
Hour: 1:10-3:50 W

JOSEPHSON

REL 259(S) Japanese Religions and the State (Same as History 214) (W)*

For most of Japanese history religion and government have been closely intertwined. This course will examine the parallel evolution of political structures and religious institutions in Japan, beginning with the articulation of the mythological narrative of divine sovereignty in the Kojiki (712) and ending with the separation of Shinto from the state after World War Two. It will situate concepts such as law, punishment, emperor and nation within the context of wider politico-religious discourse. We will address issues of religion and violence, nationalism and utopian imagery, and will raise larger questions about the relationship between human religiosity and power. Texts to be considered will include selections from law codes and primary works in translation (the *Kojiki*, *The*

Religion

Constitution of Prince Shotoku, The Tale of the Heike, The Propagation of Zen for the Protection of the State, and The Constitution of the Empire of Japan) as well as secondary works (*Botsman, Punishment and Power in the Making of Modern Japan, Hardacre, Shinto and the State, Victoria, Zen at War*).

Format: lecture/discussion. Requirements: active participation, three short writing assignments of 3-5 pages, one 15-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion, Political Science and Asian Studies majors.*

Hour: 11:00-12:15 MW

JOSEPHSON

COMPARATIVE INQUIRY

REL 270T Father Abraham: The First Patriarch (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel270.html)

DARROW

REL 271(S) Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and English 271) (W)

In this course we will examine themes of religious life such as ritual, sin, redemption, evil, magic, heresy, prophecy, faith and devotion as they appear as sources of conflict and reflection in novels, poems and short stories from the nineteenth and twentieth centuries. Our task will be to consider first, how literary form can be used as a tool to conceptualize religious experience, but second the ways in which literature, in its expressions of wonder and despair, converges or conflicts with the aims of worship and religious performance, producing either modern sacrament or idol. Of the novels, stories and poems that we will read, some will arise directly out of the Christian, Jewish and Islamic traditions, while others will have more explicitly tangential, or even heretical relations with these traditions. We will consider a range of novelists from Dostoevsky to Cynthia Ozick and Orhan Pamuk and a range of poets from Gerard Manley Hopkins to Wallace Stevens and Paul Celan. Assignments will be both critical and creative. You will be asked to think like a writer and a critic and thus to try your hand at writing a sestina as well as a personal essay.

Format: seminar. Assignments will include bi-weekly response papers of 1-2 pages, a short essay of 5-7 pages and a final writing assignment of 8-10 pages.

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

Hour: 11:20-12:35 TR

HAMMERSCHLAG

REL 279(F) Big Games: The Spiritual Significance of Sports (Same as Philosophy 226)

(See under PHIL 226 for full description.)

CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

REL 280 The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Philosophy 282) (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel280.html)

HAMMERSCHLAG

REL 281 Philosophy of Religion (Same as Philosophy 281) (*Not offered 2007-2008; to be offered 2008-2009*)

(See under PHIL 281 for full description.)

REL 283 Arguing about God (Same as Philosophy 270) (*Not offered 2007-2008; to be offered 2008-2009*)

(See under PHIL 270 for full description.)

REL 284(F) Foucault (W)

Michel Foucault was first and foremost a scholar of power. His ironic “genealogies” of how the Enlightenment promised freedom but instead delivered intricate and perilous technologies of control have inspired philosophers, intellectual historians, and even novelists. Yet for all of this Foucault is often thought of as having posited a helpless subject trapped in an inescapable web. Worse, scholars such as Rosie Braidotti have seen this subject as a uniquely masculine maneuver-ignoring women’s struggles. This course will consider Foucault and his own “mentors,” Heidegger, Nietzsche, and Kant, among others, as well as exploring such central questions as Foucault’s views on gender and sexuality. We will also examine whether Foucault was able—as he intended—to move beyond “resistance” in his later writings and help post-Enlightenment individuals engender a more empowered sense of subjectivity.

Format: seminar.

Prerequisites: none, although some work in Continental Philosophy will be helpful. *Enrollment limit: 19 (expected: 10). Preference given to Religion majors.*

Hour: 1:10-2:25 TF

SHUCK

REL 287(F) The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287)

This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of indi-

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viduals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamicism. Reading list: Harvey, *The Condition of Postmodernity*; Castells, *The Rise of the Network Society*; Bauman, *Globalization*; Kivisto, *Multiculturalism in a Global Society*; Casanova, *Public Religions in the Modern World*; Ortner, *Life and Death on Mt. Everest*; Matthews, *Global Cultural Individual Identity*; Shuck, *Mark of the Beast*; Roy, *Globalized Islam*. This course satisfies "Humans in the Landscape" Environmental Studies requirement for concentration.

Format: seminar. Requirements: a class presentation and a research paper (15 pages).

No prerequisites. Enrollment limit: 22 (expected 22). Preference given to Religion majors.

Hour: 1:10-3:50 T

DREYFUS

REL 288(F) 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 place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope 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 a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between 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.

Format: seminar. Requirements: attendance to a day-long introduction to the practice of meditation, regular practice of meditation, a class presentation and a research paper (15 pages).

No prerequisites. Enrollment limit: 22 (expected: 15). Preference given to students with relevant background

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

DREYFUS

REL 301(S) Word Virus: Cultural Theory after the Linguistic Turn (Same as Comparative Literature 301)

"My general theory since 1971 has been that the Word is literally a virus, and that it has not been recognized as such because it has achieved a state of relatively stable symbiosis with its human host." (William S. Burroughs 1986, 47). Parallel movements in continental European and Anglo-American philosophy (known popularly as "the linguistic turn") led to an interdisciplinary emphasis on the way in which language constitutes reality. Language could no longer be thought of as simply a mechanism for the transmission of "facts." Increasingly, theorists recognized that differences in language created incommensurable worlds of meaning; that specialized forms of linguistic discourse are both determined by and constitutive of their putative objects. Accordingly, linguistic phenomena have taken center stage not only in philosophy, but also in the study of culture and society. The influx of these new theories of language has also dramatically reshaped the discipline of religious studies. By examining the linguistic turn and its implications for the study of cultural phenomena, this course will introduce advanced students to some of the most important theoretical approaches to come out of this movement. Authors whose work will be considered include: Ludwig Wittgenstein, Ferdinand de Saussure, Benjamin Whorf, George Lakoff, Claude Lévi-Strauss, Jacques Derrida, Roland Barthes, Paul Ricoeur, Mikhail Bakhtin, Luce Irigaray, Richard Dawkins, and Dan Sperber.

Format: seminar. Requirements: active participation, class presentations, short writing assignments, and a take-home final exam.

Prerequisites: Religion 101 or Comparative Literature 117 or permission of instructor. Enrollment limit: 15 (expected: 15). Preference given to Religion and Comparative Literature majors.

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

JOSEPHSON

REL 302(S) Religion and Reproduction (Same as Anthropology 392 and Women's and Gender Studies 325)

This course will consider the ongoing conversation between the ideas of religion and reproduction. Both religion and reproduction are intertwined social and cultural constructions that have profoundly shaped each other. Indeed, the reproduction of religion itself has depended on policing the reproductive body in ideological and often contradictory ways. By naturalizing culture and socializing biology, religious discourses have sought to legitimize the endless variety of human practices surrounding reproduction including sexuality, fertility, procreation, birth, and abortion. We are interested in how conflicting ideologies of reproduction have led to a spate of recent cultural confrontations over several key issues including sexuality, abortion, the new reproductive technologies, and motherhood. We will venture afield by culling readings from a range of cultures and disciplines including religious studies, anthropology, sociology, women's studies, and medicine. Readings may include Emile Durk-

Religion

heim, Sigmund Freud, Stanley Tambiah, Emily Martin, Rayna Rapp, Faye Ginsburg, William LaFleur, Karen McCarthy Brown, Carol Delaney, Judith Plaskow, Janice Boddy, Judith Brown.

Requirements: active discussion, midterm, oral presentations, final paper.

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

Hour: 1:10-3:50 W

GUTSCHOW

REL 304 From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/rel/rel304.html)

DREYFUS

REL 305T Haunted: Ghosts in the Study of Religion (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel305.html)

BUELL

REL 306(F) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W)

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced. *Satisfies the Women's and Gender Studies theory requirement for the major.*

Format: seminar. Requirements: Assignments will include: one "position paper" for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final papers, one 15-page final paper.

No prerequisites. *Enrollment limit: 19 (expected: 15). Open to all. Preference given to majors in Religion and Women's and Gender Studies. Satisfies the Women's and Gender Studies theory requirement for the major.*

Hour: 9:55-11:10 TR

BUELL

REL 308 (formerly 275) Shopping: Desire, Compulsion and Consumption (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rel/rel308.html)

DARROW

REL 309T(F) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Jewish Studies 491T) (W)

In terms of vocabulary and metaphor, the Jewish experience of exile pervades modern, western discourse on the experience of being alienated, severed, and separated from one's national and natural homeland. Thus in this course we will take the Jewish experience of exile (*galut*) as our point of departure for a broader discussion of these themes as they relate to other diasporic communities. As a consequence of increased mobility, political instabilities, economic insecurity and the proliferation of means of communication, the state of Diaspora increasingly characterizes populations across the globe, from Africa, Asia, South America, and Europe. While we will not focus specifically on these communities, one of our tasks will be to discover how the Jewish experience shapes the discourse on exile and Diaspora that pervades modern discussions of displacement and emigration. We must further consider what is at stake politically and philosophically in privileging the Jewish experience, especially given the post-1948 community of Palestinian refugees. To illuminate this discussion we will draw on the literature of the Jewish tradition from the Hebrew Bible and rabbis to Twentieth Century accounts and reflections of Franz Kafka, Walter Benjamin and Emmanuel Levinas, as well as materials that reflect the voices of other refugee communities. We will then move to examine the relationship of the notion of the homeland to that of the promised land. We will consider the ambivalence in the nineteenth and twentieth century concerning discourse of blood and soil, and the consequent possibility that exile and rootlessness could signal positively.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present a 5-page paper on alternating weeks. On the weeks in which the student is not presenting, she will be expected to write a 1- to 2-page critique/response to her classmate's paper. The final assignment will be an 8- to 10-page paper that expands on an issue or question raised in class.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religion majors. This course will also serve as the capstone course for senior Jewish Studies Concentrators.*

Tutorial meetings to be arranged.

HAMMERSCHLAG

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 2007-2008 is *Genealogies of Religion*.

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

HAMMERSCHLAG

REL 493(F)-W31; W31-494(S) Senior Thesis

ROMANCE LANGUAGES (Div. I)

Chair, Professor LEYLA ROUHI

Professors: BELL-VILLADA, NORTON*, ROUHI. Associate Professor: S. FOX. Assistant Professors: FRENCH, MARTIN*, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Assistant Professors: HATTON, LEWIS. Lecturers: DESROSIERS, GLOVER. Bolin Fellow: TANAKA. Teaching Associates: FERNÁNDEZ, LEROY, MANDRI, RENEDO\$, SANCHEZ\$, VANEL.

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).

Romance Languages

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 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: LEWIS
Second Semester: PIEPRZAK

Romance Languages

RLFR 103(F) Intermediate French I: Intermediate Studies in French Language and Francophone Cultures

A first-semester intermediate-level course in French designed to strengthen your skills in each of the four domains: reading, writing, listening and speaking. We will revisit and expand upon fundamental grammatical structures encountered in 101-2 while also delving into French and Francophone cultures through discussion of literature, film, music and current social and political trends. We will work actively on vocabulary enrichment with the goal of preparing you both to meet the conversational challenges of daily life in a French-speaking environment and to pursue further study of literary texts. An up-to-the-minute textbook will guide our progress, ensuring that you receive that which is most essential to language learning at this stage: consistent, daily practice. Authentic literary and journalistic documents will enhance and add dimension to your studies as will the movies we will watch and discuss. The course will culminate in a two-fold literary/cinematic experience: we will read Eric-Emmanuel Schmitt's much loved *Monsieur Ibrahim et les Fleurs du Coran*, which we will then compare to its cinematic adaptation; you will write your own *scènes dramatiques*, which will then be filmed and screened. *Conducted in French.*

Format: lecture. Requirements: active class participation, workbook exercises, weekly journal, 2 short papers, chapter tests, a midterm, two oral tests by appointment and a final exam.

Prerequisites: French 101-102 or examination placement. Note: Students should seriously consider taking French 103 AND 105 if they intend to enroll in more advanced French courses at the level of French 106 or above, or if they anticipate studying in France or in a Francophone country during their junior year. *Enrollment limit: 20 (expected: 20). Preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conference: 1:10-2, 2:10-3 W

HATTON

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: 1:10-2 W

LEWIS

RLFR 105(F) Advanced French I

What mysterious set of connections brings together a young Québécoise graduate student, an 18th-century French manuscript by the author of *Dangerous Liaisons*, a chameleon-like Parisian bent on tracking the young student, a sinister French police inspector, and a suave Caribbean book collector with roots in two continents? Where is the kaleidoscope of cultural signs leading us: the Zydeco culture of Louisiana and New Orleans, enigmatic Creole proverbs such as "The green beans are not salted" and "Okra is not eaten with one finger," the dizzying shift of international locales, and the autumnal radiance of Paris? We set out with Claire Plouffe and her young, somewhat sinister admirer, Jean-Louis Royer, through a deepening international mystery set in a Francophone environment and embracing the rich variety of cultural and linguistic experience that has helped shape the role of France in the world. Against this backdrop, the course seeks to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (especially those of French 103). It will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. *Conducted in French.*

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: 11:00-11:50 MWF

Conference: 2:10-3 W

LEWIS

RLFR 106(S) Advanced French II

An advanced language course designed to help you refine both your spoken and written expression in French and to allow you to develop the linguistic independence necessary for future literary studies in French and for spending time in a Francophone country. Review of the more complicated French grammatical structures will thus be largely personal. Armed with a thorough reference grammar and a collection of pointed exercises, you will work on mechanics primarily on your own time. Class time will be devoted principally to developing fluency and freedom of expression through discussions, debates, dramatizations and presentations. A diverse array of carefully selected, linguistically rich and thought-provoking stories, poems, article, films and songs will enable you to observe the grammatical constructions we will study in context and will serve as fodder for diverse in-class activities. Vocabulary drawn from these texts and chosen to tap into the larger literary, cultural and political issues posed by the texts will help you express your ideas and opinions in increasingly idiomatic and sophisticated ways. Copious and varied writing assignments including reader responses, pastiches, short papers and editorials will further the link between grammatical mastery and active self-expression.

Format: lecture. Requirements: active class participation; 5 short papers, which will then be revised; weekly writing assignments; numerous short presentations and structured interventions in controlled rhetorical activities;

Romance Languages

four hour-long tests, one oral test by appointment and a final exam. *Conducted in French.*

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.*

Hour: 11:00-11:50 MWF

Conference: 2:10-3 W

HATTON

LITERATURE COURSES

RLFR 109(F) Introduction to French Literature: Objects of Desire

Desire, though its object(s) may change, is a fundamental part of the human experience. Not surprisingly, authors throughout the ages have examined desire through various lenses and to various ends, raising such questions as: does self-consciousness provoke or prevent desire? Is desire tantamount to objectification? How are property and desire related? Does desire inspire or destroy? Is it possible to free oneself of desire? Is writing itself a manifestation of desire? In exploring the ways in which authors have addressed these and other questions, this course will introduce students to a diverse range of works of the French literary tradition, from bawdy medieval tales that pair erotic desire and rhetorical ability to the noble desire for poetic immortality of the Renaissance to the equation of desire with *démésure* in the seventeenth century to the philosophical rumination on the possibilities of freeing oneself from desire of the Enlightenment to the eclectic array of tangible and ephemeral objects of desire that characterize the modern period. *Conducted in French.*

Format: lecture/seminar. Requirements: four short papers, one oral test by appointment, active participation, which may include one or more short exposés, to be assigned over the course of the semester.

Prerequisites: French 104 or 105 or by placement test or by permission of instructor. *Enrollment limit: 20 (expected: 20). Preference will be given to French majors and those with compelling justification for admission.*

Hour: 1:10-2:25 MR

HATTON

RLFR 110(S) Révolution(s) Française(s): Literature and Change in France in the 19th and 20th Centuries

After the French Revolution at the end of the eighteenth century, France entered a period of ongoing cultural upheaval unlike any other. In the realms of literature, the arts and culture, as well as in society, government and politics, the nineteenth and twentieth centuries were characterized by change. From Romanticism to the nouveau roman, literary movements succeeded those that preceded them in the same revolutionary spirit that manifested itself in the (first) French Revolution—that of replacing the old with the new, of consciously rejecting what came before in favor of a new and often opposing ideas. This course will examine these two turbulent centuries in French literature. We will explore literary and artistic movements including romanticism, realism, symbolism, surrealism, the absurd and the nouveau roman. We will also see the ways in which cultural phenomena and historical events such as the revolutions and regime changes of the nineteenth century, the World Wars in the twentieth, the censorship and control of the Second Empire, and movements such as feminism and *négritude*, are manifested in literature. Readings to include works by Lamartine, Hugo, Sand, Flaubert, Baudelaire, Rimbaud, Apollinaire, Eluard, Senghor, Césaire, Sartre, Beauvoir, Ionesco, Duras and others. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or permission of instructor or results of the Williams College Placement Test.

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: 12-12:50 MWF

LEWIS

RLFR 111 Introduction to Francophone Literature (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr111.html)

RLFR 204 The Spirit of the Renaissance: Rediscovery and Invention (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr204.html)

NORTON

RLFR 208 Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as Comparative Literature 208) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr208.html)

NORTON

RLFR 212(S) Sister Revolutions in France and America (Same as Leadership Studies 212 and History 393)

(See under LEAD 212 for full description.)

RLFR 214 Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr214.html)

MARTIN

RLFR 226 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr226.html)

PIEPZAK

RLFR 228(S) The Invention of the Self

Today we take our Self for granted. That is, we consider each person to be a unique individual with a distinct view of the world, set of experiences, and private, inner thoughts that may or may not match the image s/he projects at any given moment. So “Selfish” are we, so to speak, that it may be hard to imagine a time when the Self, for all intents and purposes, did not exist. Yet it was not until the major sociocultural transformations of the Renaissance of the Twelfth Century that our modern vision of the Self was invented, for invention it was. By

Romance Languages

exploring a diverse range of literary works spanning the French High Middle Ages in their historical contexts, this class will trace the process of Self-invention. Our exploration will begin with two of the very earliest surviving literary works in French, *La Vie de Saint Alexis* and *La Chanson de Roland*. In these poems we will see what has long been held to be the “degree zero” of individuality. We will move on to consider texts by some of the most enduringly influential theologians: Guibert de Nogent, whose autobiographical writings may have been inspired by Augustine, but whose tone is much more personal; Pierre Abelard, who gave us the idea of intention and of the intrinsic worth of individuality; Saint Bernard of Clairvaux, who redefined the concept of monasticism as a both collective and highly personal route to redemption; the Abbé Suger, who designed the first Gothic Cathedral, setting developing notions of perspective, relativism and nationalism quite literally in stone. We will then turn back to contemporary fiction to see how these major cultural changes played out on parchment, most notably in the flourishing of the poetic voice and first-person narration. We will see, at last, how the rise of the city contributed to the invention of the Self in satirical works and a mystery play of the late High Middle Ages.

Conducted in French.

Format: lecture/seminar. Requirements: active participation, two short papers, one final paper, a presentation. Prerequisites: French 109, 110, 111 or permission of instructor. *Enrollment limit: 20 (expected: 15). Preference given to French and Comparative Literature majors and those with compelling justification for admission.* Hour: 2:35-3:50 TF

HATTON

RLFR 232(S) Battling for Legitimacy: The Rise of the French Novel in the Eighteenth Century

Widely spread and securely established as a canonical genre today, the novel struggled to gain legitimacy in the eighteenth century. In this course we will examine how French novelists grapple with the novel's clandestine origins, standing up against moralist criticism to create the genre's modern foundations. We will follow the evolution of the French novel from its surreptitious beginnings in the seventeenth century to its early Romantic expressions in the nineteenth century by focusing on the genre's most popular forms, the memoir- and the epistolary novels. Our primary readings will be *Lettres portugaises*, Abbé Prévost's *Manon Lescaut*, Crébillon fils' *Les Egaréments du cœur et de l'esprit*, Graffigny's *Lettres d'une péruvienne*, Laclos' *Les Liaisons dangereuses*, Bernardin de Saint-Pierre's *Paul et Virginie*, and Constant's *Adolphe*. Secondary readings will be assigned as well.

Conducted in French.

Format: seminar. Requirements: active participation in class discussions, several short response papers, two oral presentations, and a final paper.

Prerequisites: French 109, 110, 111 or permission of instructor. *Enrollment limit: 20 (expected: 15). Preference given to French and Comparative Literature majors and those with compelling justification for admission.* Hour: 1:10-2:25 MR

TANAKA

RLFR 234(S) The World of Les Misérables, Then and Now

From its immediate success at the time of its publication in 1862 to the legendary status of its characters, and from the episodes known to every French schoolchild to its countless partial and full adaptations for theater and film, evidence abounds of the lasting impact of Victor Hugo's novel *Les Misérables*. It is a book which captured in detail many of the social, political, historical, and cultural movements of the first half of the nineteenth century and yet has remained relevant to readers through the present day. In this course, we will examine this monumental work in order to gain an understanding of the era that it represents through the point of view of its author and of the influence that it has since exerted on the cultural imagination. We will discuss the myriad of nineteenth-century social, cultural, and political issues that the novel incorporates and will thereby gain a more complete understanding of the period. We will also examine this vast novel by one of the century's most renowned writers as an aesthetic object, discussing issues particular to the genre of the novel. In addition, we will discuss the ways in which the novel has been re-worked into various more modern contexts through adaptations in other media (theater and film) and will analyze the ways in which artists in these media undertake the telling of this classic story. Reading will consist primarily of Hugo's *Les Misérables*; film viewings (including adaptations by Le Chanois and Lelouch) will be required and other optional readings will be suggested. *Conducted in French.*

Format: seminar. Requirements: consistent and active class participation, one oral presentation, one short paper, and a longer final paper.

Prerequisites: French 110 or permission of instructor or results of the Williams College Placement Test. *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 TF

LEWIS

RLFR 310 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as Women's and Gender Studies 310) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr310.html)

MARTIN

RLFR 311 Francophone Cinema (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr311.html)

RLFR 312T(F) (formerly COMP 312) Francographic Islands (W)*

Utopia, paradise, shipwreck, abandonment, exile, death. From Shakespeare's *The Tempest* to CBS's *Survivor*, Western fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in French. What happens when the island starts writing back? How do writers respond to reifications of their world? What does the island symbolize in personal and national imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Jules Verne, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé and Édouard Glissant.

Format: tutorial conducted in French—a challenging but deeply satisfying and rewarding linguistic experience.

Romance Languages

Requirements: weekly tutorial papers and oral responses.

Prerequisites: open to anyone who has taken a literature class at Williams in French. *Enrollment limit: 10 (expected: 10). Preference given to French Majors and those working towards a certificate in French.*

Tutorial meetings to be arranged.

PIEPRZAK

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 410(S) Senior Seminar: Landscapes of Movement and Migration in French*

How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Diome, Condé, Mernissi, Poulain, Pineau, Sembene, and Binebine among others. *Conducted in French.*

Format: seminar. Requirements: weekly 1-page response papers, short mid-term paper and a final research paper.

Prerequisites: one literature course in French beyond the 100 level or by permission of instructor. Qualified students in first, second, or third years of their career at Williams can enroll in the Senior Seminar with the permission of the instructor. However, this will not replace the senior seminar requirement in the senior year of French majors. *Enrollment limit: 15 (expected: 10). Preference given to seniors who are French majors or completing the Certificate in French, but open to advanced students of French.*

Hour: 11:20-12:35 TR

PIEPRZAK

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.

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 MTWRF

NICASTRO

Romance Languages

RLIT 103(F) Intermediate Italian

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of 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. Spanish majors should note that RLSP 301 is only offered in alternate years, and they are therefore required to plan their courses accordingly. 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 (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: ROUHI

RLSP 103(F) Intermediate Spanish

This course is a continuation of Spanish 101-102. It focuses on the review of grammar and stresses the spoken as well as the written tongue. Films and reading selections will explore the cultures and current issues of Spain and Latin America.

Format: class meets four hours a week. Requirements: weekly written exercises of 1 to 2 pages, regularity of class participation, workbook exercises, 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: 9:00-9:50 MWF

Conferences: 2:10-3, 3:10-4 W

GLOVER

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, 12:00-12:50 MWF Conferences: 2:10-3, 3:10-4 W

GLOVER, ROUHI

Romance Languages

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 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: 2:35-3:50 MR

BELL-VILLADA

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 The Generation of 1898 (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp202.html)

ROUHI

RLSP 203(F) From Modernismo to El Boom de la Novela (W)*

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, and García Márquez. *Conducted in Spanish.*

Prerequisites: Spanish 105 or higher. *Enrollment limit: 22.*

Hour: 2:35-3:50 MR

BELL-VILLADA

RLSP 205 The Latin-American Novel in Translation (Same as Comparative Literature 205) (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp205.html)

BELL-VILLADA

RLSP 208(S) The Spanish Civil War in Literature and Film

The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries—including Germany, Italy, the United States, and Russia—vis-a-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernán-Gómez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.*

Evaluations will be based on lively class participation, an oral report, short written assignments, and two papers. Prerequisites: Spanish 111, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20.*

Hour: 9:55-11:10 TR, 1:10-2:25 MR

S. FOX

RLSP 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
(Same as *Latina/o Studies 209*)*
(See under LATS 209 for full description.)

RLSP 211 Survey of Medieval and Golden Age Spanish Literature (*Not offered 2007-2008; to be offered 2008-2009*)
(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html)

RLSP 217 Love in the Spanish Golden Age (*Not offered 2007-2008; to be offered 2008-2009*)
(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp217.html) ROUHI

RLSP 219(S) Humor in Spanish-American Literature

From the sixteenth century to the twenty-first, humor has been an essential element of Spanish-American cultural discourse, frequently mixing entertainment with sharp criticism of repressive political regimes and social institutions. This course will examine the role of humor in Spanish-American literature with emphasis on the colonial period and the nineteenth century, considering the use of satire, parody and farce to diagnose social ills ranging from the oppression of indigenous and African Americans to administrative corruption, promiscuity and sexual hypocrisy, and sadism among medical practitioners. Drawing on theorists including Erasmus, Henri Bergson and Mikhail Bakhtin, we will discuss various categories of literary comedy and their functions as subversive or transgression discourses. Spanish-American authors to be read may include Juan Rodríguez Freile, Sir Juana Inés de la Cruz, Catalina de Erauso, Juan del Valle Caviedes, Alonso Carrió de la Vándera, and Ricardo Palma. For students with little or no background in early Spanish-American literature, we will also read selected works of "serious," canonical literature. We will conclude by considering colonial and nineteenth-century satire as precursors of the anti-authoritarian discourse in contemporary texts such as Gabriel García Márquez's *Los funerales de la Mamá Grande*.

Format: lecture. Evaluation will be based on contribution to class discussions, three short papers, and mid-term and final exams.

Prerequisites: Spanish 105 or above, or permission of instructor, or results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 11:00-12:15 MW

FRENCH

RLSP 220 Women in Twentieth-Century Spain (Same as *Women's and Gender Studies 222*) (*Not offered 2007-2008; to be offered 2008-2009*)
(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp220.html) S. FOX

RLSP 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America (Same as *Comparative Literature 230T*) (*Not offered 2007-2008; to be offered 2008-2009*) (W)*
(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp230.html) FRENCH

RLSP 271(F) The Interaction of Three Religions and Cultures in Early Modern Spain (Same as *Comparative Literature 265*)*

In this course we will study a number of key literary texts produced in the Medieval period and the Golden Age of Spain (approximately the 11th to the 17th centuries). Throughout, our special focus will be on a feature that is often highlighted as unique to Spain: the co-existence of three religions and cultures on the Iberian Peninsula over a period of at least eight-hundred years. We will analyze and critique the idea of the influence of one culture over another, the meaning of co-existence, and the boundaries between hostility and entente, all as seen through the lens of literature. We will supplement our primary readings with theoretical and historical analyses. Texts will include selections from Hebrew and Arabic literature produced in Spain, *El Cid*, *El libro de buen amor*, *La Celestina*, popular and learned poetry, drama by Golden Age artists, short stories by Cervantes, writings by San Juan de la Cruz and Fray Luis de León. *Conducted in Spanish.*

Format: seminar. Requirements: frequent short assignments, a final paper, and active and meaningful class participation.

Prerequisites: one literature course at the 200-level in Spanish or permission of instructor. *Enrollment limit: 22 (expected: 15). Preference given to Spanish majors or those completing a certificate in Spanish, but open to all advanced students of literature with competent knowledge of Spanish.*

Hour: 8:30-9:45 MW

ROUHI

RLSP 301 Cervantes' *Don Quijote* (*Not offered 2007-2008; to be offered 2008-2009*) (W)
(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp301.html) ROUHI

RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as *Comparative Literature 302T*) (W)*

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Edward Rivera, Oscar Hijuelos, Cristina Garcia, and historical texts by Carey McWilliams, and Rodolfo Acuna. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommo-

Romance Languages, Russian

date both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together. Requirements: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes).

Prerequisites: some previous course work in any literature beyond the 100 level is helpful. Students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level Spanish course or seek permission of the tutor.

Tutorial meetings to be arranged.

BELL-VILLADA

RLSP 403(F) Literature and the Body Politic: Space, Power and Performance in Latin America*

For the last decade or so, scholars have discussed Latin American cultural production through a range of metaphors that descend from two distinct but closely related tropes: place and performance. Power, for contemporary theorists, is both exercised in and resisted by gendered bodies that move through the structures of public and private spaces. Identity is understood primarily in terms of performance; history and meaning are embodied, not just encoded in texts, while political, economic, and cultural discourses are all dominated by a rhetoric of flow, movement, and migration. This seminar proposes to examine these spatial metaphors in contemporary Latin American literature and cultural theory. Where do figures like "mapping," "marginality" and "embodiment" come from, and what does their emergence in the 1990s signify? How are they prefigured in earlier periods of Latin American cultural discourse, and how does their widespread circulation (to use another trope from the same series) influence the ways that we think and act politically today? More specifically, is the nation still a viable model for constructing identity and struggling for political change in the age of globalization and mass migration? To get to the bottom of these issues, we will explore representations of space, place, and the body in recent narrative, poetry and performance, with a particular focus on the postdictatorial literatures of the Southern Cone of South America. Literary readings may include work by: Diamela Eltit, Ricardo Piglia, Luisa Valenzuela, Tomás Eloy Martínez, Juan José Saer, Julio Ortega, Juan Gelman, and others. Theoretical readings may include the work of: Michel Foucault, Judith Butler, Diana Taylor, Walter Dignolo, Nelly Richard, Néstor García Canclini, José Joaquín Brunner, Mary Louise Pratt and Homi Bhaba. As a capstone experience, the seminar will require participants to take an active role in shaping discussion.

Format: seminar. Requirements: regular participation, two oral presentations, 7-page paper, 15-page term paper and 2-page proposal with bibliography.

Prerequisites: RLSP 200, 203, 219T or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to Spanish and Comparative Literature majors and seniors with sufficient competency in Spanish.*

Hour: 1:10-3:50 W

FRENCH

RLSP 403 Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp403.html)

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 JULIE CASSIDAY

Professors: CASSIDAY, GOLDSTEIN*. Assistant Professor: VAN DE STADT. Visiting Assistant Professor: FISHER. Teaching Associate: TCEFRANOVA.

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.

Russian

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: CASSIDAY
Second Semester: FISHER

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: FISHER

Russian

RUSS 201(F), 202(S) Advanced Russian

This course focuses on vocabulary building and intensive development of reading, spoken, and written skills. Conversation is not so much emphasized as is the ability to present and defend a point of view. A wide variety of literary and journalistic texts will be read and discussed. Russian television news and films will also be viewed. Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, several short essays, and a final exam.

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

First Semester: FISHER

11:00-11:50 MWF

Second Semester: VAN DE STADT

RUSS 203(F) Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203)

Literature provided the primary medium for political, philosophical, and religious debate in nineteenth-century Russia. It was also one of the major fora through which "Russia" could begin to define itself as a nation, tied to, but distinct from, Western Europe. For a long time, Russian authors had relied quite heavily on foreign literary models for inspiration and direction, and it was only in the early part of the nineteenth century that a specifically "Russian" tradition could be seen to emerge. In addition to its task of introducing major Russian authors and their creative ideas, this course will seek to examine the rise of Russian literature as such, its key movements and their proponents, and the recurring theme of "Russianness" and national identity. We will read works by the major literary figures of the century, including Karamzin, Chaadaev, Pushkin, Gogol, Goncharov, Turgenev, Dostoevsky, Tolstoy, Chekhov. *All readings will be in English.* This course will focus on developing students' ability to analyze literature objectively and to interpret literature in both written and oral arguments.

Format: lecture/discussion. Requirements: active class participation, papers, one oral presentation, and a final research project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to majors in Russian and Comparative Literature.*

Hour: 1:10-2:25 TF

FISHER

RUSS 204 Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/russ/russ204.html)

CASSIDAY

RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/russ/russ206.html)

GOLDSTEIN

RUSS 222 The Russian Short Story (Same as Comparative Literature 222) (Not offered 2007-2008; to be offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/russ/russ222.html)

VAN DE STADT

RUSS 301 Russian and Soviet Film (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/russ/russ301.html)

CASSIDAY

RUSS 303(F) Russia in Revolution

Revolution has provided one of the key impulses behind literary and cultural movements of the twentieth century around the world, and nowhere more so than in Russia. This course will examine the emergence and development of revolutionary culture in Russia during the early twentieth century. We will study a variety of materials, including history, literature, journalism, theater, and film, in an attempt to understand the many revolutions that shaped Russia's destiny from approximately 1900-1930. We will begin the semester with the Revolution of 1905 ("Bloody Sunday") and devote significant attention to the two revolutions of 1917 (in February and October). In addition, we will examine the so-called Stalin revolution of the late 1920s and end the semester with a historical reassessment of these revolutions after the fall of the Soviet Union. Primary course readings will be in Russian; some background reading will be in English. *Class sessions will be conducted entirely in Russian.*

Requirements: active class participation, regular short written assignments, regular class presentations, a final research project.

Prerequisites: Russian 202 or the permission of the instructor.

Hour: 11:00-12:15 MWF

CASSIDAY

RUSS 305 Dostoevsky and His Age (Same as Comparative Literature 305) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/russ/russ305.html)

CASSIDAY

RUSS 306(S) Tolstoy and His Age (Same as Comparative Literature 306)

This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Cossacks* and *The Death of Ivan Ilych*. We will also examine some of Tolstoy's aesthetic and didactic works. *All readings will be in English.*

Format: lecture/discussion. Requirements: timely completion of all reading assignments, active class participa-

Russian, Science and Technology Studies

tion, three short papers, an oral presentation, and a final research project.

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

Hour: 8:30-9:45 MWF

VAN DE STADT

RUSS 307 Music and Nineteenth-Century Russian Literature (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/russ/russ307.html)

VAN DE STADT

RUSS 402(S) Senior Seminar: Soviet Satire

Satire is a tricky genre. Satirists must remain politically, artistically, and socially viable while critiquing the political, artistic, and social formations which legitimize them. Is satire a real tool of change, wielding laughter as its weapon, or is it simply a way to let off steam, to channel dissatisfaction toward acceptable targets? How reliably can satire be wielded or channeled? Perhaps nowhere is the inherent tension of satire more taut than in Soviet satire; in fact, parts of the early Soviet literary establishment were so conflicted about satire's ambiguous power that they proposed eliminating satire completely, nervously claiming that satire "wasn't necessary" in the victorious Soviet state. The defenders of a particularly Soviet satire eventually won out, but—what was this satire? How did it survive the massive upheavals of subsequent Soviet history? This course will focus on the theory and practice of Soviet satire, beginning with an introduction to the pre-Revolutionary Russian satire which informed Soviet practices and attitudes. Readings will include classics of Soviet satirical drama, poetry, and prose, as well as contemporary theory and debates. *All course readings will be in the original language. 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, all in Russian.

Prerequisites: Russian 202 or permission of the instructor. *No enrollment limit (expected: 3-5).*

Hour: 1:10-2:25 MR

FISHER

RUSS 493(F)-W31-494(S) Senior Thesis

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

SCIENCE AND TECHNOLOGY STUDIES (Div. II)

Chair, Professor DONALD deB. BEAVER

Advisory Committee: Professors: ALTSCHULER, D. BEAVER***, DETHIER, KAPLAN, THOMAN. Associate Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College's three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

SCST 101(F) Science, Technology, and Human Values (Same as History of Science 101)

(See under HSCI 101 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.

Format: seminar. Requirements: research paper or project.

Enrollment limit: 5. Satisfies one semester of the Division II requirement.

Hour: TBA

D. BEAVER

Science and Technology Studies, Williams Program in Teaching

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.

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, DEBORAH BROTHERS

Professors: BAKER-WHITE*, EPPEL. Assistant Professors: LIEBERMAN, SANGARE, HOLZAPFEL. Lecturers: BROTHERS, CATALANO**. Visiting Lecturers: CHIA, DANKMEYER, ERICKSON, MORRIS, WEST. William Dwight Whitney Professor of Arts and Theatre: BUCKY.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

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 and Shakespeare.*)

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 four department productions in addition to the laboratory requirement for Theatre 102. Participation in at least two of the four 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.

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,

Theatre

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(S) 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(E,S) Acting I

This course deals with the development of intellectual and emotional resources required for the actor and will explore an acting technique based on the work of Russian actor and director Constantin Stanislavsky. Students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination.

Format: studio. Evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments.

No prerequisites. *Enrollment limit: 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

First Semester: SANGARE

Second Semester: SANGARE

THEA 104(F) World Theatre History I: Performance in Oral, Written and Print Cultures (Same as Comparative Literature 104)

Theatre, like all art, is a form of communication that varies across time and geography. How have different cultures used performance to communicate and for what purposes-social, political, spiritual? This introductory seminar will employ a historiographic approach to answer questions like these. Mapping our way through the dawn of human culture to circa 1900, we'll explore many unique theatre and performance traditions, such as Korean Shamanistic performance, Greek and Roman civic theatre, Islamic mourning dramas, Carnival traditions, Commedia dell'arte, French Neoclassical theatre, Kathakali dance-drama, and nationalist theatres in Ireland and Russia. Some interpretive approaches, such as gender and queer theory, ethnography, and linguistics, will be applied. As a way of exploring how the work of the theatre historian informs our work as theatre artists, the course will also include a "workshop" meeting time, during which we'll experiment with material covered in class.

Format: seminar. Requirements/Methods of Evaluation: Students will complete case-studies and two short research papers based on their individual interests. A final, collaborative project will require students to perform short adaptations of select historical theatre traditions.

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

Hour: 1:10-2:25 MR

Lab: 1:10-3:50 W

HOLZAPFEL

Theatre

THEA 201(F) 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 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 TF

MORRIS

THEA 204(S) Acting II

Building on the foundation of Theatre 103, students will develop advanced performance skills through various acting techniques defined by Stanislavsky, Brecht, Strasberg, Adler, Meisner, Grotowski, and Suzuki. Improvisation may be used to explore clarity of expression, listening, and specificity in the actor's task. Focus will be on the imagination and creation of character, and will be emphasized through scene work. The dramatic literature employed will range from classical through contemporary playwriting. Students will present diverse acting forms in a final theatre performance.

Format: studio. Prerequisites: Theatre 103 and sophomore standing. *Enrollment limit: 14.*

This course is a prerequisite for Theatre 306.

Hour: 1:10-3:50 MR

SANGARE

THEA 205 The Culture of Carnival (Not offered 2007-2008; to be offered 2008-2009)*

(www.williams.edu/Registrar/catalog/depts/thea/thea205.html)

BROTHERS

THEA 214 Writing for the Theatre (Same as English 214) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea214.html)

KREITZER

THEA 215 Reading Contemporary Drama, or Turn of This Century Drama (Same as Comparative Literature 215) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea215.html)

KREITZER

THEA 226 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and English 206) (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea226.html)

BAKER-WHITE

THEA 228 Theatrical Self-Production (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea228.html)

BROTHERS and LIEBERMAN

THEA 229 (formerly 312) Modern Drama (Same as Comparative Literature 202 and English 202) (Not offered 2007-2008; to be offered 2008-2009)

(See under ENGL 202 for full description.)

THEA 230(F) Approaching Performance Studies (Same as Latina/o Studies 230 and Women and Gender Studies 231)*

(See under LATS 230 for full description.)

THEA 235(S) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Latina/or Studies 235, and Women's and Gender Studies 235)*

(See under LATS 235 for full description.)

THEA 236(F) Political Theatre Making

Placing twentieth-century theatricality in the context of its historical roots in Western theatre, this course will examine a broad range of types of protest movements. From the biting observations of the British class system by playwrights such as Oscar Wilde, Noel Coward, and John Osborne, to mid-century American political writers such as Clifford Odets and Edward Albee, and Italy's Dario Fo, to the relentless satire of contemporary South African performers such as Pieter Dirk-Uys, we will investigate dramatic writing and performance style as aspects of social and political resistance. Other groups studied may include the protest theatre of Johannesburg's Market Theatre, Luiz Valdez's Teatro Campesino, and a younger generation of post-apartheid experimentation in multi-ethnic South African theatre.

Format: seminar. Evaluation: A semester-length research project, including a substantial paper, based on the hypothetical creation of a theatre company within specific historical, social, and political contexts.

No prerequisites. *Enrollment limit: 15. First-year students must get permission of instructor.*

Hour: 11:20-12:35 TR

EPPEL

THEA 239(S) World Theatre History II: Performance in Modern Media Cultures (Same as Comparative Literature 239)

The modern period saw the rapid development of new forms of communication or media, such as cameras, X-rays, electrical lighting, radios, telephones, cinema, and computers. Alongside technological innovation came massive world warfare, political revolutions across the globe, and the downfall of many longstanding cultural regimes. Considering theatre as both a form of media and a form of resistance, this introductory seminar course will explore forms of theatre and performance throughout the modern and postmodern periods, such as popular

Theatre

performance, avant-garde movements, anti-imperialist theatre, revolutionary theatre, post-colonial theatre, intercultural theatre, and virtual performance. Some consideration will also be given to interpretive theories, such as cultural materialism, deconstruction, and media theory. As a way of exploring how the work of the theatre historian informs our work as theatre artists, the course will also include a “workshop” meeting time, during which we’ll experiment with material covered in class.

Format: seminar. Requirements/Methods of Evaluation: Students will complete case-studies and two short research papers based on their individual interests. A final, collaborative project will require students to create a short performance piece that explores the relationship between theatre and another form of contemporary media, such as blogs, digital video, or the Jennycam.

Prerequisites: Theatre 104 *World Theatre History I*. Enrollment limit: 20 (expected: 15). Preference given to first year students and sophomores who are considering the Theatre major.

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 W

HOLZAPFEL

THEA 240(F) Solo Performance

In this interdisciplinary course, students will examine the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform his or her own piece at the end of the semester in a final show. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing set/costumes/music/publicity, and combining all aspects of theatrical craft to create a successful solo piece. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome. Solo works produced in the course may be invited to participate in a departmentally sponsored solo performance festival.

Format: studio. Evaluation will be based on committed participation in the preparation and performance of production exercises, performance of the final project, and some modest written assignments.

Prerequisite: permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to theatre majors.

Hour: 11:00-12:15 MWF

SANGARE

THEA 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Comparative Literature 241)*

This cross-historical survey considers plays, film, and performance art and the capacity of these artistic forms to reinforce racial stereotypes and, equally, to question them. The course begins in the Renaissance by approaching theatre as a visual (as well as literary) medium and asking: What do we see? How is race constructed on stage? With these conditions of performance in mind, we will examine the significance of race and racial iconographies in such works as Shakespeare’s *Titus Andronicus* and *Othello* and Ben Jonson’s *Masques of Blackness and Beauty*. With Spike Lee’s film *Bamboozled* as a transition, the focus will turn to the contemporary field encompassing drama by Djanet Sears, August Wilson, and Anna Deavere Smith, and video work by black British artist Isaac Julien, among others. Specific topics to be discussed include blackface performance; studio photographs of black actor Paul Robeson as Othello; and colorblind casting. In its application of a comprehensive definition of race, the course will address racial whiteness.

Format: lecture. Evaluation based on participation in class discussion; short papers; final exam.

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

Hour: 8:30-9:45 TR

P. ERICKSON

THEA 242(S) Body of Knowledge (Same as ArtS 242)

This is a movement course designed for actors, musicians, and visual artists. The body is the site where all creative work resides, so as artists we must integrate movement as a source and resource in our work. We will engage the body as an expressive tool in support of artistic craft and technique and build confidence in our ability to translate creative impulses through physical action. We will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. We will also examine how movement informs creative work across disciplines.

Format: studio and seminar. Requirements: Students will be assessed individually based on active class participation, journals, and final project.

Prerequisites: experience in acting, music, or the visual arts. Enrollment limit: 12 (expected: 12). Preference to Theatre Majors.

Hour: 11:20-12:25 TR

DANKMEYER

THEA 243T(S) Strategies of Political Theatre (W)

“Change the world; it needs it,” is the German playwright Bertolt Brecht’s famous clarion cry. In this tutorial, we will take a critical look at the strategies employed in the twentieth century by several dramatists who have attempted to heed Brecht’s exhortation. After a brief glance at Aristophanes and Shakespeare to correct any possible mistaken impression that political theatre is a twentieth-century invention, the class will proceed, of course, to the plays and essays of Brecht himself (and his predecessor Erwin Piscator). Students will read Brecht’s *Mother Courage* on war; *The Measures Taken* on political morality; Peter Weiss’ *Marat/Sade* on revolution and *The Investigation* on the Holocaust; Marc Blitzstein’s *The Cradle Will Rock* on corruption and corporate greed; Arthur Miller’s *The Crucible* on modern “witchhunts;” Harold Pinter’s *The Birthday Party*, *Mountain Language*, *The New World Order*, and *One for the Road* on torture; Athol Fugard’s *Statements After an Arrest Under the Immorality Act on Apartheid*; Barbara Garson’s *MacBird on Vietnam*; Caryl Churchill’s *Cloud Nine* on gender and sexuality; and Anna Deavere Smith’s *Twilight: Los Angeles, 1992* on race in America. With these plays and associated essays, the tutorial will focus on a critical appraisal of the works in their dramatic design, as artful political commentary, and as calls to political action.

Format: tutorial. Requirements: In the first two weeks of the tutorial the class will meet together as a group to establish its bearings. Thereafter students will meet in pairs once a week. Each student will write a 4- to 6-page

Theatre

paper every other week, and be prepared to mount a detailed comment/response in the alternate weeks. The focus will be both on interpretative skills in reading dramatic texts, and on the ability to construct critical arguments and respond to them. A final project that can take the form of a performance piece, a playtext, or a paper on a major American performance ensemble devoted to political drama is required.

No prerequisites. *Enrollment limit: 10 (expected 10). Open to sophomores and upperclassmen.*

Tutorial meetings to be arranged

BUCKY

THEA 301 Junior Seminar: Theories of Theatre (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea301.html)

BAKER-WHITE

THEA 302 Scenic Design (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea302.html)

LIEBERMAN

THEA 303(S) Stage Lighting

A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues.

Texts for the course will be the texts and scores of the plays, operas and other dramatic works that we will examine from the lighting designer's perspective, supplemented with readings that address the technical aspects of stage lighting. The class format will be a combination of lecture/discussion sessions and practical labs.

Every effort will be made to provide students with lighting design opportunities on departmental productions as a part of their coursework, in accordance with students' abilities and interests and in consultation with directors and other faculty. Students are encouraged to seek out lighting design opportunities outside the department as well, and may incorporate these projects into their coursework.

Evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final exam.

Enrollment limit: 12.

Hour: 1:10-3:50 TF

WEST

THEA 305(F) Costume Design (Same as ArtS 200)

This course is an introductory and intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs. Evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance. Students are required to attend at least one rehearsal and one department theatre performance during the semester. Students will also be expected to partake in intelligent critiques of fellow classmates' design work.

Prerequisite: successful completion of any 200 level course in any of the fine or performing arts or permission of the instructor.

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 MR

EPPEL

THEA 307(S) Stage Direction

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, will be studied in detail.

Format: studio. Although there will be some written assignments, including the assembly of directing production books and critiques of several productions, evaluation in the course will be based principally on committed participation in the preparation and performance of production exercises.

Prerequisites: Theatre 203 or permission of instructor. *Enrollment limit: 12. Preference given to those who have also taken Theatre 201.*

Hour: 1:10-3:50 TF

EPPEL

THEA 308 Directing Workshop (Not offered 2007-2008; to be offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/thea/thea308.html)

B. SHEPARD

THEA 311(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Comparative Literature 109)

(See under CLAS 103 for full description.)

THEA 315(S) Renaissance Drama (Same as English 314)

(See under ENGL 314 for full description.)

Theatre

THEA 330 Aesthetics of Resistance: Contemporary Latin American Theatre and Performance
(Same as American Studies 330, Comparative Literature 330 and Latina/o Studies 330) (Not offered 2007-2008; to be offered 2008-2009)*
(See under LATS 330 for full description.)

THEA 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Latina/o Studies 331, and Women and Gender Studies 331)*
(See under LATS 331 for full description.)

THEA 338(F) Facing the Music

Music has accompanied theatrical performance since the birth of drama. Over time music on stage has served many dramatic functions: sometimes it merely serves to embellish the emotive temperature but, more consequentially, music can also constitute the major source of dramatic articulation. In this course we will study the specific dramatic function of music in such works as D.W. Griffith's film *Orphans of the Storm*, Mozart's *Così fan tutte*, Wagner's *Die Meistersinger*, Verdi's *Otello*, Brecht's *Mahagonny* and *The Measures Taken*, (music by Weill and Eisler), Rogers and Hammerstein's *Oklahoma* and *Carousel*, Sondheim's *Sweeney Todd*, and Glass and Wilson's postmodern opera *Einstein on the Beach*. The course will also study the variety of working relationships that musicians have enjoyed with their collaborators in theatrical production.

Format: Discussion/seminar. Requirements: Energetic and committed participation is required. Written exercises will include short weekly responses, a midterm report on the role of music in a live performance, and a final paper on a dramatic work to be chosen in consultation with the instructor.

No prerequisites. Enrollment limit: 20 (expected: 10).

Hour: 1:10-2:25 TF

BUCKY

THEA 339(F) Introduction to Dramaturgy: The Art of Classical Adaptation

The dramaturg is an important collaborator in the theatrical production process, playing the multi-faceted role of historian, cultural critic, audience educator, and overall supporter of the production team. Working closely with the director, the dramaturg helps to shape a production and facilitate the demanding process of creating a world on stage. This course will introduce students to the fundamentals of production dramaturgy, applying our study of the practice to the topic of classical adaptation and translation. Sophocles' *Antigone* and Euripides' *Hippolytus* will serve as two of our foundational texts, from which we'll consider adaptations by Racine, Anouilh, Brecht, Gambaro, and LeCompte. We'll also view how modern directors have interpreted the classics through unique productions, such as Breuer's *The Gospel at Colonus*, Brook's *Mahabharata*, Mnouchkine's *Les Atrides*, and Ninagawa's *Medea*.

Format: seminar. Requirements/Method of evaluation: Assignments will be project-based and will range from making image boards to writing program notes. As a final assignment, students will research and write their own mini-adaptations of classical works and present their material to one another through informal, staged readings. Prerequisites: This course will serve as the Junior Seminar for majors in the Department of Theatre. Enrollment for non-majors is possible with permission of instructor. Enrollment limit: 10 (expected: 10). Preference if over-enrolled: Required for majors and preference of instructor for non-majors

Hour: 9:55-11:10 TR

HOLZAPFEL

THEA 375(S) Performance and Its Traces (Same as Latina/o Studies 375)*

(See under LATS 375 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 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

Theatre, Women's and Gender Studies

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, Associate Professor KATHRYN R. KENT

Advisory Committee: Professors: BUELL, BUNDTZEN, DRUXES**, C. JOHNSON, SAWICKI. Associate Professors: BANTA**, CASE, M. DEVEAUX. Visiting Associate Professors: HONDER-ICH***. Assistant Professors: CEPEDA, MARASCO, MARTIN*, SCHMIDT, SOLUM. Librarian: OHM. Health Educator: DENELLI-HESS. Director of the Academic Resource Center: FOSTER. Student Life: ANSELL.

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's and Gender Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's and Gender Studies major encourages exposure to the interdisciplinary character of feminist scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender, to gain exposure to feminist theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Kent, x2549).

[] Courses not offered in 2007-2008 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/Philosophy 300 Witness: Disability, Gender and Testimony]
- [Women's and Gender Studies/Religion 307 Feminist Approaches to Religion]
- [Women's and Gender Studies/Philosophy 311T Body Politics: Power, Pain, and Pleasure]
- [Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory]
- [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 Race, Gender, Space

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 231/Latina/o Studies 230/Theatre 230 Approaching Performance Studies*]
- [Women's and Gender Studies/Religion 232/History 309 Women and Islam]
- [Women's and Gender Studies 235/American Studies 235/Comparative Literature 268/Latina/o Studies 235 Latina/o Theatre and Performance, 1950-2000*]
- [Women's and Gender Studies/Religion 246 The Gendering of Religion and Politics in South Asia]
- [Women's and Gender Studies/Religion 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (W)*]
- Women's and Gender Studies/Philosophy 300 Witness: Disability, Gender and Testimony
- Women's and Gender Studies/History 308 Gender and Society in Modern Africa
- Women's and Gender Studies/English 309 Anger, Violence, and Voice in Black Women's Studies

Women's and Gender Studies

Women's and Gender Studies/Asian Studies/History 319 Gender and the Family in Chinese History*
 Women's and Gender Studies/English 342 Representing Sexualities: U.S. Traditions
 Women's and Gender Studies/History 356 Race, Gender, and Sexuality in U.S. History
 Women's and Gender Studies/364/Africana Studies 403/Comparative Literature 361/English 364 Women Writing Africa (W)*
 Women's and Gender Studies/Anthropology 370 Gender and Social Change in Modern Africa*
 [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 400/Africana Studies 400/Comparative Literature 369/English 365 Race, Gender, Space*
 [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.

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

Women's and Gender Studies

Elective Courses

- [ArH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]
- [ArtS 313T Art of the Public]
- [Classics/ArH 216 Body of Evidence: Greek Sculpture and the Human Figure]
- Comparative Literature 340 Literature and Psychoanalysis
- [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.

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: 9:55-11:10 TR, 2:35-3:50 TF
1:10-2:25 TF

First Semester: HONDERICH, KENT
Second Semester: SOLUM

WGST 203(F) Gender and Economics (Same as Economics 203)

(See under ECON 203 for full description.)

WGST 211 Gender in the Global Economy (Same as Economics 211) (*Not offered 2007-2008; to be offered 2008-2009*)

(See under ECON 211 for full description.)

WGST 212 Ethics and Reproductive Technologies (Same as Philosophy 212) (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(www.williams.edu/Registrar/catalog/depts/wgst/wgst212.html)

J. PEDRONI

WGST 222 Women in Twentieth-Century Spain (Same as Spanish 220) (*Not offered 2007-2008; to be offered 2008-2009*) (*Not offered 2007-2008; to be offered 2008-2009*)

(See under RLSP 220 for full description.)

WGST 224 Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (*Not offered 2007-2008*) (W)

(See under CLAS 224 for full description.)

WGST 225 Introduction to Feminist Thought (Same as Philosophy 225) (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(www.williams.edu/Registrar/catalog/depts/wgst/wgst225.html)

SAWICKI

WGST 228 Feminist Bioethics (Same as Philosophy 228) (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(See under PHIL 228 for full description.)

WGST 231(F) Approaching Performance Studies (Same as Latina/o Studies 230 and Theatre 230)*

(See under LATS 230 for full description.)

WGST 235(S) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Latina/o Studies 235, and Theatre 235)*

(See under LATS 235 for full description.)

WGST 237 Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (*Not offered 2007-2008; to be offered 2008-2009*) (W)

(See under ENGL 237 for full description.)

WGST 239 The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and History 322) (*Not offered 2007-2008*)

(See under CLAS 239 for full description.)

WGST 246 The Gendering of Religion and Politics in South Asia (Same as Religion 246) (*Not offered 2007-2008; to be offered 2008-2009*)*

(See under REL 246 for full description.)

Women's and Gender Studies

WGST 253 Art in the Age of the Revolution, 1760-1860 (Same as ArtH 253) (Not offered 2007-2008; to be offered 2008-2009)
(See under ARTH 253 for full description.)

WGST 254 Manet to Matisse (Same as ArtH 254) (Not offered 2007-2008; to be offered 2008-2009)
(See under ARTH 254 for full description.)

WGST 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Religion 256) (W)*
(See under REL 256 for full description.)

WGST 262(F) (formerly 356) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as English 262) (W) (Gateway)
(See under ENGL 262 for full description.)

WGST 271T Woman as "Other" (Same as Philosophy 271T) (Not offered 2007-2008; to be offered 2008-2009) (W)
(See under PHIL 271 for full description.)
Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 300(S) Mute Witness: Disability, Gender, and Testimony (Same as Philosophy 300) (W)
(See under PHIL 300 for full description.)
Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 307(F) Feminist Approaches to Religion (Same as Religion 306) (W)
(See under REL 306 for full description.)

WGST 308 Gender and Society in Modern Africa (Same as History 308) (Not offered 2007-2008; to be offered 2008-2009)*
(See under HIST 308 for full description.)

WGST 309(F) Anger, Voice and Violence in Black Women's Stories (Same as Africana Studies 309 and English 309)*
(See under ENGL 309 for full description.)

WGST 310 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as French 310) (Not offered 2007-2008; to be offered 2008-2009)
(See under RLFR 310 for full description.)

WGST 311T(F) Body Politics: Power, Pain, and Pleasure (Same as Philosophy 311T) (W)
(See under PHIL 311 for full description.)
Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 316(S) The Art of Courtship (Same as English 316)
(See under ENGL 316 for full description.)

WGST 317(F) Narrating Other Minds: Austen, Eliot, Woolf (Same as English 317)
(See under ENGL 317 for full description.)

WGST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and History 319)*
(See under HIST 319 for full description.)

WGST 325(S) Religion and Reproduction (Same as Anthropology 392 and Religion 302)
(See under REL 302 for full description.)

WGST 327T Foucault: Power, Bodies, Pleasures (Same as Philosophy 327T) (Not offered 2007-2008; to be offered 2008-2009) (W)
(See under PHIL 327 for full description.)

WGST 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Latina/o Studies 331, and Theatre 331)*
(See under LATS 331 for full description.)

WGST 336(F) Sex, Gender, and Political Theory (Same as Political Science 336)
(See under PSCI 336 for full description.)
Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 341 American Genders, American Sexualities (Same as English 341) (Not offered 2007-2008; to be offered 2008-2009)
(See under ENGL 341 for full description.)
Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 342(F) Representing Sexualities: U.S. Traditions (Same as English 342) (W)
(See under ENGL 342 for full description.)

Women's and Gender Studies

WGST 356(F) Race, Gender, and Sexuality in U.S. History (Same as History 356)

(See under HIST 356 for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 357(S) Gender, Law, and Politics in U.S. History (Same as History 357)

(See under HIST 357 for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 364(F) Women Writing Africa (Same as Africana Studies 403, Comparative Literature 361, and English 364) (W)*

(See under AFR 403 for full description.)

WGST 370(S) Gender and Social Change in Modern Africa (Same as Anthropology 370)*

(See under ANTH 370 for full description.)

WGST 386(S) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Latina/o Studies 386)*

(See under HIST 386 for full description.)

WGST 387 Community Building and Social Movements in Latina/o History (Same as History 387 and Latina/o Studies 387) (Not offered 2007-2008; to be offered 2008-2009)*

(See under HIST 387 for full description.)

WGST 388 Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and English 386) (Not offered 2007-2008; to be offered 2008-2009)

(See under ENGL 386 for full description.)

WGST 400(S) Race, Gender, Space (Same as Africana Studies 400, Comparative Literature 369 and English 365)*

(See under AFR 400 for full description.)

WGST 402(S) Romantic Love (W)

This course is designed to enable advanced Women's and Gender Studies students to engage in vital research on interdisciplinary topics. Both sexuality, in all its permutations, and "marriage" as a social and economic institution have been the subject of widespread and intensive scholarship, analysis and theorizing within women's studies, gender studies, and queer studies. Less strenuously examined is the category we often turn to to resolve and redeem our ambivalences about both: romantic love. This course will focus on the concept of romantic love from a variety of disciplinary and interdisciplinary perspectives, including history, literature, philosophy, anthropology, and psychology. We will look at the development of the concept from its supposed "invention" in twelfth-century France, through its establishment as the only "proper" foundation of marriage in nineteenth-century Britain and America, to the present-day emphasis on same-sex romantic love as the most compelling reason homosexual couples both need and deserve the right to marry. Key questions we will consider include: Is romantic love a fundamentally Western concept? How have our ideas about it been shaped by gender ideology and gender roles? Should we view it as a genuine ideal? a concept in need of "revisioning"? a dangerous mystification? Students will have wide latitude in designing individual research projects.

Format: seminar. Requirements for the course include weekly 1-to 2-page critical response essays and one substantial research paper (15-20) pages.

Prerequisites: Women's and Gender Studies 101 and two electives (one of which may be taken during the spring term in which the seminar is held). *Enrollment limit: 15 (expected: 10).*

Required course for the Women's and gender Studies major.

Hour: 1:10-3:50 W

CASE

WGST 406T Coming of Age in the Polis (Same as Greek 406T) (Not offered 2007-2008) (W)

(See under CLGR 406 for full description.)

WGST 415T Racial-Sexual Politics and Cultural Memory (Same as Africana Studies 300T) (Not offered 2007-2008; to be offered 2008-2009) (W)*

(See under AFR 300 for full description.)

WGST 432 Domestic Visual Culture in Renaissance Florence (Same as Arth 432) (Not offered 2007-2008; to be offered 2008-2009)

(See under ARTH 432 for full description.)

WGST 451 Ideal Bodies: The Modern Nude and Its Dilemmas (Same as Arth 451) (Not offered 2007-2008; to be offered 2008-2009)

(See under ARTH 451 for full description.)

WGST 452(F) Antebellum American Women's History (Same as History 452)*

(See under HIST 452 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 2007-2008:

- AFR 404(S) Imagining Africa: The Politics of Representation (Same as Comparative Literature 347 and English 348) (W)*
- ARTS 107(F) Strategy, Interaction, and Design in Board and Video Games (Same as Computer Science 107)
- ASST 327(F) Violence, Terrorism, and Collective Healing (Same as Sociology 327)*
- COMP 134(S) Myth in Music (Same as Music 134) (W)
- COMP 347(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and English 348) (W)*
- CSCI 107(F) Strategy, Interaction, and Design in Board and Video Games (Same as ArtS 107)
- ENGL 135(S) Vengeance (W)
- ENGL 223(S) Sensational Poetry (Gateway) (W)
- ENGL 348(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and Comparative Literature 347) (W)*
- ENGL 384(S) Advanced Workshop in Fiction
- HIST 103(F) The City in Africa: Accra, Nairobi, and Johannesburg (W)*
- HIST 307(S) Islam and Modernity*
- MUS 134(S) Myth in Music (Same as Comparative Literature 134) (W)
- PSCI 102(F) Religion and Capitalism (W)*
- PSCI 242(F) America and the Vietnam War
- SOC 327(F) Violence, Terrorism, and Collective Healing (Same as Asian Studies 327)*

EXPERIENTIAL EDUCATION COURSES

The following courses involve some form of experiential learning. 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 222/LATS221/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 213/ENVI 211(S) North American Dwellings
- ARTH 215/ENVI 216(S) The Aesthetics and Culture of North American Woodlands
- ARTH 274 Chinese Calligraphy: Theory and Practice
- ARTH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials
- BIOL/ENVI 220(S) Field Botany and Plant Natural History
- BIOL/ENVI 225(F) Natural History of the Berkshires
- 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
- LATS 230(F) Approaching Performance Studies
- MAST 211(F,S) Oceanographic Processes (Williams/Mystic Program)
- MAST 231T(F,S) Literature of the Sea
- 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)

Experiential Education Courses

PHYS 108(S) Heat, Energy and the Environment
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(F, S) Fieldwork in New York (Williams in New York Program)
WNY 302(S) Cinema and the City
WNY 306(S) Street Smarts: Learning to Read the City
WNY 307(F) Arts and the City (Williams in New York Program)

WINTER STUDY 2008

AMST 15 Contemporary American Songwriting
AMST 25 Asian American Experimental Poets and Artists in New York City
ANSO/REL 10 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice
ANSO 11 Berkshire Farm Center Internship
ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse
ARTH 25 At the Junction of Aesthetics and Commerce: A Close Look at Antique and New
Production Rugs and Textiles in the US and Turkey
ARTS 11 The Animate Image
CHIN 13 Theory and Practice of Chinese Cooking
JAPN 10 Japanese Animation
ASTR 10 Applied Aerodynamics
BIOL 16 Rhythm Based Conflict Resolution: An Experiential Approach
CHEM 11/SPEC 11 Science for Kids
CHEM 15 "You are Not Listening!" Exploring Interpersonal Conflict
CHEM 16 Glass and Glassblowing
CLAS 11 Roman Food in Antiquity
CSCI 12 Computer Animation Production
ECON 12 Personal Financial Planning
ECON 25 Gender, Video and Social Activism in Senegal
ENGL 10 Fictions of Domesticity
ENGL 14 Jazz and Poetry Workshop
ENGL 25 Morocco
ENVI 14 Advocating for the Environment
ENVI 25 Sustainable Resource Management on Eleuthera Island
GEOS 10 The Digital Darkroom
GEOS 12 Landscape Photography
GERM 25 Berlin
LEAD 18 Wilderness Leadership
LING 10 Linguistic Typology and the Science of Constructed Languages
LING 12 Preliminary Introduction to American Sign Language
MATH 10 Pilates: Fitness, Philosophy and Physiology
MATH 11 Teaching Mathematics at BarT
MATH 14 Creating Fractals
MATH 16 Knitting: The Social History and Craft Form
MATH 17 Tournament Bridge
MUS 10 Symphonic Winds: Music of Louis Andriessen and Stephen Sondheim
MUS 14 Brazilian Music
MUS 16 Zimbabwean Marimba Music
PHIL 11 Aikido and Ethics
PHYS 12 Meet the Right Side of Your Brain: Drawing as a Learnable Skill
PHYS 15 Livres des Artists—The Artist Book
PSCI 21 Fieldwork in Public and Private Non-Profits
PSCI 25 Williams in NOLA (New Orleans)
PSYC 13 Get Focused and Step It Up- Climate Change Activism
PSYC 15 Ephquilts: An Introduction to Traditional Quiltmaking
PSYC 17 Teaching Practicum
PSYC 18 Psychology in Action
REL 24 The Reformation in Europe
REL 25 Explorations in Solidarity: A Meeting of Minds and Hearts in Nicaragua
RUSS 24 Resettling Refugees in Maine
RUSS/SPEC 25 Williams in Georgia
SPEC 10 Quest for College: Early Awareness in Berkshire County Schools
SPEC 14 Emergency Medical Technician
SPEC 19 Medical Apprenticeship
SPEC 21 Psychology of the Workplace, A Field Study
SPEC 24 Eye Care and Culture on the Atlantic Coast of Nicaragua
SPEC 27 Teaching Practicum in New York City Schools
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 2007-2008:

- AFR 122(S) African-American Music (Same as Music 122)*
- AFR 200(F) Introduction to Africana Studies*
- AFR 201(F) Modern and Contemporary African Art (Same as ArtH 200)*
- AFR 205(S) Picturing Race: From Early Modern Europe to Now (Same as ArtH 205)*
- AFR 214(S) Arts of Africa (Same as ArtH 214)*
- AFR 220(F) Introduction to African American Writing (Same as American Studies 220 and English 220)*
- AFR 221(S) Rewriting Slavery (Same as English 221) (W)*
- AFR 222(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Latina/o Studies 221 and Music 220)*
- AFR 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Comparative Literature 241 and Theatre 241)*
- AFR 250(F) African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233)*
- AFR 252(F) Cultures and Societies of Sub-Saharan Africa (Same as Anthropology 252)*
- AFR 253(S) Popular Culture in Africa (Same as Anthropology 253)*
- AFR 256(F) Politics of Africa (Same as Political Science 256)*
- AFR 281(F) African-American History, 1619-1865 (Same as History 281)*
- AFR 285(S) Religion in Black Film and Literature (Same as Comparative Literature 285, English 285 and Religion 229)*
- AFR 286(F) Constructing Black Lives in Film and Literature (Same as Comparative Literature 286 and English 286)*
- AFR 309(F) Anger, Voice and Violence in Black Women's Stories (Same as English and Women's and Gender Studies 309)*
- AFR 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Latina/o Studies 331, Theatre 331, and Women and Gender Studies 331)*
- AFR 400(S) Race, Gender, Space (Same as Comparative Literature 369, English 365, and Women's and Gender Studies 400)*
- AFR 403(F) Women Writing Africa (Same as Comparative Literature 361, English 364 and Women's and Gender Studies 364) (W)*
- AFR 404(S) Imagining Africa: The Politics of Representation (Same as Comparative Literature 347 and English 348) (W)*
- AMST 220(F) Introduction to African American Writing (Same as Africana Studies 220 and English 220)*
- AMST 235(S) Latina/o Theatre and Performance, 1950-2000 (Same as Comparative Literature 268, Latina/o Studies 235, Theatre 235 and Women's and Gender Studies 235)*
- AMST 240(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as Comparative Literature 210, Latina/o Studies 240 and Linguistics 254)*
- AMST 283(S) Topics in Asian American Literature (Same as English 287)*
- AMST 305(S) Cities of the Anglophone Chinese Imagination (Same as Asian Studies 305, Comparative Literature 303 and English 374)*
- AMST 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, Latina/o Studies 331, Theatre 331, and Women and Gender Studies 331)*
- AMST 339(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as Comparative Literature 338 and Latina/o Studies 338) (W)*
- AMST 403(F) New Asian American, African American, Native American, and Latina/o Writing (Same as Comparative Literature 375 and English 375) (Senior Seminar)*
- AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405) (Senior Seminar) (W)*
- ANTH 101(F,S) The Scope of Anthropology*
- ANTH 214(F) The Rise and Fall of Civilizations (Same as Environmental Studies 224)*
- ANTH 225(F) Visible Culture: Documentary and Nonfiction (Same as English 303)*
- ANTH 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249)*
- ANTH 252(F) Cultures and Societies of Sub-Saharan Africa (Same as Africana Studies 252)*
- ANTH 253(S) Popular Culture in Africa (Same as Africana Studies 253)*
- ANTH 324(S) Empires of Antiquity*
- ANTH 370(S) Gender and Social Change in Modern Africa (Same as Women's and Gender Studies 370)*

Peoples and Cultures Courses

- ANTH 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as History 391 and INTR 391)*
- SOC 269(S) Imagining Spaces of the British Empire in the Twentieth Century (Same as Asian Studies 269)*
- SOC 327(F) Violence, Terrorism, and Collective Healing (Same as Asian Studies 327)*
- SOC 345(S) Producing the Past (Same as Asian Studies 345 and History 392)*
- ARAB 101(F)-W-102(S) Elementary Arabic*
- ARAB 103(F) Intermediate Arabic I*
- ARAB 104(S) Intermediate Arabic II*
- ARTH 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha*
- ARTH 200(F) Modern and Contemporary African Art (Same as Africana Studies 201)*
- ARTH 205(S) Picturing Race: From Early Modern Europe to Now (Same as Africana Studies 205)*
- ARTH 214(S) Arts of Africa (Same as Africana Studies 214)*
- ARTH 218(S) The Romantic Revolution: Art in Europe, 1791-1848
- ARTH 220(F) The Mosque*
- ARTH 258(S) Latina/o Installation and Site-Specific Art (Same as Latina/o Studies 258)*
- ARTH 270(S) Japanese Art and Culture (Same as Japanese 270)*
- ARTH 274(F) Chinese Calligraphy: Theory and Practice*
- ARTH 376(S) Zen and Zen Art*
- ARTH 470(S) American Orientalism, Then and Now*
- ASST 117T(S) Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (W)*
- 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 218(S) Modern Japan (Same as History 218 and Japanese 218)*
- ASST 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249)*
- ASST 269(S) Imagining Spaces of the British Empire in the Twentieth Century (Same as Sociology 269)*
- ASST 305(S) Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Comparative Literature 303 and English 374)*
- ASST 319(F) Gender and the Family in Chinese History (Same as History 319 and Women's and Gender Studies 319)*
- ASST 327(F) Violence, Terrorism, and Collective Healing (Same as Sociology 327)*
- ASST 345(S) Producing the Past (Same as History 392 and Sociology 345)*
- ASST 493(F)-W31-494(S) Senior Thesis*
- ASST 497(F), 498(S) Independent Study*
- CHIN 101(F)-W88-102(S) Basic Chinese*
- CHIN 152(F) Basic Taiwanese*
- CHIN 201(F), 202(S) Intermediate Chinese*
- CHIN 219(S) Popular Culture in Modern China*
- CHIN 301(F), 302(S) Upper-Intermediate Chinese*
- CHIN 401(F), 402(S) Advanced Chinese*
- CHIN 412(S) Introduction to Classical Chinese*
- 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 218(S) Modern Japan (Same as Asian Studies 218 and History 218)*
- JAPN 252(F) The Masks of Japanese Literature (Same as Comparative Literature 252)*
- JAPN 255(S) Love and Death in Modern Japanese Literature (Same as Comparative Literature 255)*
- JAPN 270(S) Japanese Art and Culture (Same as ArH 270)*
- JAPN 301(F), 302(S) Third-Year Japanese*
- JAPN 401(F), 402(S) Fourth-Year Japanese*
- JAPN 403(F) Advanced Japanese*
- JAPN 493(F)-W31-494(S) Senior Thesis*
- JAPN 497(F), 498(S) Independent Study*
- 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 210(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Latina/o Studies 240 and Linguistics 254)*
- COMP 233(F) Introduction to Classical Arabic Literature (W)*
- COMP 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Theatre 241)*
- COMP 252(F) The Masks of Japanese Literature (Same as Japanese 252)*
- COMP 255(S) Love and Death in Modern Japanese Literature (Same as Japanese 255)*
- COMP 262(S) Outlaws and Underworlds: Arabic Literature of the Margins (W)*
- COMP 265(F) The Interaction of Three Religions in Early Modern Spain (Same as Spanish 271)*
- COMP 268(S) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Latina/o Studies 235, Theatre 235 and Women's and Gender Studies 235)*
- COMP 285(S) Religion in Black Film and Literature (Same as Africana Studies 285, English 285, and Religion 229)*

Peoples and Cultures Courses

- COMP 286(F) Constructing Black Lives in Film and Literature (Same as Africana Studies 286 and English 286)*
- COMP 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (W)*
- COMP 303(S) Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and English 374)*
- COMP 338(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Latina/o Studies 338) (W)*
- COMP 346(S) Questioning the Cultural Self in Literature (W)*
- COMP 347(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and English 348) (W)*
- COMP 353(F) Writing the City: Beirut and Cairo in Contemporary Arabic Literature*
- COMP 361(F) Women Writing Africa (Same as Africana Studies 403, English 364 and Women's and Gender Studies 364) (W)*
- COMP 369(S) Race, Gender, Space (Same as Africana Studies 400, English 365, and Women's and Gender Studies 400)*
- COMP 375(F) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403 and English 375)*
- 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 401(F), 402(S) Advanced Arabic*
- ECON 501(F) Development Economics I*
- ENGL 120(F,S) The Nature of Narrative (Same as Comparative Literature 111) (W)*
- ENGL 220(F) Introduction to African American Writing (Same as Africana Studies 220 and American Studies 220)*
- ENGL 285(S) Religion in Black Film and Literature (Same as Africana Studies 285, Comparative Literature 285, and Religion 229)*
- ENGL 286(F) Constructing Black Lives in Film and Literature (Same as Africana Studies 286 and Comparative Literature 286)*
- ENGL 287(S) Topics in Asian American Literature (Same as American Studies 283)*
- ENGL 221(S) Rewriting Slavery (Same as Africana Studies 221) (Gateway) (W)*
- ENGL 303(F) Visible Culture: Documentary and Nonfiction (Same as Anthropology 225)*
- ENGL 309(F) Anger, Voice and Violence in Black Women's Stories (Same as Africana Studies 309 and Women's and Gender Studies 309)*
- ENGL 348(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and Comparative Literature 347) (W)*
- ENGL 364(F) Women Writing Africa (Same as Africana Studies 403, Comparative Literature 361 and Women's and Gender Studies 364) (W)*
- ENGL 365(S) Race, Gender, Space (Same as Africana Studies 400, Comparative Literature 369 and Women's and Gender Studies 400)*
- ENGL 374(S) Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and Comparative Literature 303)*
- ENGL 375(F) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403 and Comparative Literature 375)*
- ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)*
- HIST 103(F) The City in Africa: Accra, Nairobi, and Johannesburg (W)*
- HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)*
- HIST 117T(S) Clash of Empires: China and the West, 1800-1900 (Same as Asian Studies 117T) (W)*
- HIST 148(F) The Mexican Revolution: 1910 to NAFTA (W)*
- HIST 203(S) Sub-Saharan Africa Since 1800*
- HIST 207(F) The Modern Middle East*
- HIST 209(S) 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 214(S) Japanese Religions and the State (Same as Religion 259) (W)*
- HIST 218(S) Modern Japan (Same as Asian Studies 218 and Japanese 218)*
- HIST 242(F) Latin America From Conquest to Independence*
- HIST 243(S) Modern Latin America, 1822 to the Present*
- HIST 281(F) African-American History, 1619-1865 (Same as Africana Studies 281)*
- HIST 307(S) Islam and Modernity*
- HIST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and Women's and Gender Studies 319)*
- HIST 380(S) Comparative American Immigration History*
- HIST 384(F) Comparative Asian-American History, 1850-1965*
- 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 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and INTR 391)*
- HIST 392(S) Producing the Past (Same as Asian Studies 345 and Sociology 345)*
- HIST 443(S) Slavery, Race and Ethnicity in Latin America*

Peoples and Cultures Courses

- HIST 452(F) Antebellum American Women's History (Same as Women's and Gender Studies 452)*
HIST 471(F) Comparative Latina/o Migrations (Same as Latina/o Studies 471) (W)*
HIST 480T(F) Historical Narratives of the Israeli-Palestinian Conflict (W)*
HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)*
HIST 482T(S) *(formerly 389)* Fictions of African-American History (W)*
HIST 483T(F) African Political Thought (W)*
INTR 110(S) Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as International Studies 101 and Political Science 258)*
INTR 287(F) African Music: Interdisciplinary Studies (Same as Music 233 and Africana Studies 250)*
INTR 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and History 391)*
INST 101(S) Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as INTR 110 and Political Science 258)*
LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions*
LATS 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Spanish 209)*
LATS 221(F) Rhythm and Jazz in America, Brazil and Cuba (Same as Africana Studies 222 and Music 220)*
LATS 230(F) Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)*
LATS 235(S) *(formerly 335)* Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Theatre 235 and Women's and Gender Studies 235)*
LATS 240(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Comparative Literature 210, and Linguistics 254)*
LATS 258(S) Latina/o Installation and Site-Specific Art (Same as ArH 258)*
LATS 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Theatre 331, and Women and Gender Studies 331)*
LATS 338(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (W)*
LATS 375(S) Performance and Its Traces (Same as Theatre 375)*
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 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)*
LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (W)*
LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)*
LING 254(S) Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Comparative Literature 210, and Latina/o Studies 240)*
MUS 122(S) African-American Music (Same as Africana Studies 122)*
MUS 126(F) Musics of Asia*
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 222 and Latina/o Studies 221)*
MUS 233(F) African Music: Interdisciplinary Studies (Same as Africana Studies 250 and INTR 287)*
PHIL 300(S) Mute Witness: Disability, Gender, and Testimony (Same as Women's and Gender Studies 300) (W)
PSCI 102(F) Religion and Capitalism (W)*
PSCI 213(S) Theory and Practice of Civil Rights Protest*
PSCI 222(S) The United States and Latin America*
PSCI 235(S) Multiculturalism and Political Theory*
PSCI 247(S) Political Power in Contemporary China*
PSCI 256(F) Politics of Africa (Same as Africana Studies 256)*
PSCI 258(S) Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as International Studies 101 and Interdisciplinary Studies 110)*
PSCI 345T(S) Political Leadership in Ancient Chinese Thought (W)*
PSCI 346(S) Mexican Politics*
PSCI 349T(F) Cuba and the United States (W)*
REL 229(S) Religion in Black Film and Literature (Same as Africana Studies 285, Comparative Literature 285 and English 285)*
REL 231(S) The Origins of Islam: God, Empire and Apocalypse (Same as History 209)*
REL 234(F) Shi'ism Ascendant?*
REL 245(F) Tibetan Civilization*
REL 249(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233)*
REL 251(F) Zen Buddhism: History and Historiography*
REL 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Women's and Gender Studies 256) (W)*
REL 257(F) Gods and Demons in East Asian Religion*
REL 259(S) Japanese Religions and the State (Same as History 214) (W)*
RLFR 312T(F) *(formerly COMP 312)* Francographic Islands (W)*
RLFR 410(S) Senior Seminar: Landscapes of Movement and Migration in French*

Peoples and Cultures Courses, Quantitative/Formal Reasoning Courses

- RLSP 200(S) (*formerly 112*) Latin-American Civilizations*
- RLSP 203(F) From Modernismo to El Boom de la Novela (W)*
- RLSP 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Latina/o Studies 209)*
- RLSP 271(F) The Interaction of Three Religions and Cultures in Early Modern Spain (Same as Comparative Literature 265)*
- RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*
- RLSP 403(F) Literature and the Body Politic: Space, Power and Performance in Latin America*
- THEA 230(F) Approaching Performance Studies (Same as Latina/o Studies 230 and Women and Gender Studies 231)*
- THEA 235(S) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Latina/o Studies 235, and Women's and Gender Studies 235)*
- THEA 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Comparative Literature 241)*
- THEA 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Latina/o Studies 331, and Women and Gender Studies 331)*
- THEA 375(S) Performance and Its Traces (Same as Latina/o Studies 375)*
- WGST 231(F) Approaching Performance Studies (Same as Latina/o Studies 230 and Theatre 230)*
- WGST 235(S) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Latina/o Studies 235, and Theatre 235)*
- WGST 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Religion 256) (W)*
- WGST 300(S) Mute Witness: Disability, Gender, and Testimony (Same as Philosophy 300) (W)
- WGST 309(F) Anger, Voice and Violence in Black Women's Stories (Same as Africana Studies 309 and English 309)*
- WGST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and History 319)*
- WGST 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as Africana Studies 331, American Studies 331, Latina/o Studies 331, and Theatre 331)*
- WGST 364(F) Women Writing Africa (Same as Africana Studies 403, Comparative Literature 361, and English 364) (W)*
- WGST 370(S) Gender and Social Change in Modern Africa (Same as Anthropology 370)*
- WGST 386(S) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Latina/o Studies 386)*
- WGST 400(S) Race, Gender, Space (Same as Africana Studies 400, Comparative Literature 369 and English 365)*
- WGST 452(F) Antebellum American Women's History (Same as History 452)*
- WNY 303(F) The Social Worlds of New York*

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 2007-2008:

- ASTR 111(F) Introduction to Astrophysics (Q)
- ASTR 211(F) Astronomical Observing, Image Processing, and Analysis (Q)
- BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321) (Q)
- BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)
- BIOL 202(F) Genetics (Q)
- BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)
- BIOL 305(S) Evolution (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) (Q)
- 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)

Quantitative/Formal Reasoning Courses

CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Biochemistry and Molecular Biology 321) (Q)
 CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Biology 322) (Q)
 CSCI 109(S) The Art and Science of Computer Graphics (Q)
 CSCI 134(F,S) Introduction to Computer Science (Q)
 CSCI 136(F,S) Data Structures and Advanced Programming (Q)
 CSCI 237(F) Computer Organization (Q)
 CSCI 256(S) Algorithm Design and Analysis (Q)
 CSCI 315(S) Computational Biology (Same as INTR 315 and Physics 315) (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 361(F) Theory of Computation (Same as Mathematics 361) (Q)
 CSCI 373(F) Artificial Intelligence (Q)
 CSCI 374T(S) Machine Learning (Q)
 CSCI 434T(F) Compiler Design (Q)
 ECON 110(F,S) Principles of Microeconomics (Q)
 ECON 120(F,S) Principles of Macroeconomics (Q)
 ECON 251(F,S) Price and Allocation Theory (Q)
 ECON 252(F,S) Macroeconomics (Q)
 ECON 253(F) Empirical Economic Methods (Q)
 ECON 255(F,S) Econometrics (Q)
 ECON 353(S) Decision Theory (Q)
 ECON 372(F) Public Choice (Q)
 ECON 379(F) The Economics of Sustainability (Same as Environmental Studies 379) (Q)
 ECON 464(S) *(formerly 367)* Empirical Methods in Macroeconomics (Same as Economics 514) (Q)
 ECON 468(S) Microfinance (Same as Economics 508) (Q)
 ECON 508(S) Microfinance (Same as Economics 468) (Q)
 ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)
 ENVI 203(F) Ecology (Same as Biology 203) (Q)
 ENVI 379(F) The Economics of Sustainability (Same as Economics 379) (Q)
 GEOS 301(F) Structural Geology (Q)
 INTR 315(S) Computational Biology (Same as Computer Science 315 and Physics 315) (Q)
 LING 230(F) Introduction to Logic and Semantics (Same as Philosophy 131) (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 305(S) Applied Real Analysis (Q)
 MATH 306(F) Chaos and Fractals (Q)
 MATH 312(S) Abstract Algebra (Q)
 MATH 313(S) Introduction to Number Theory (Q)
 MATH 315(F) Groups and Characters (Q)
 MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Q)
 MATH 322(F) Differential Geometry (Q)
 MATH 323(S) Applied Topology (Q)
 MATH 341(S) Probability (Q)
 MATH 355(F) The Art of Creating Mathematics (Q)
 MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)
 MATH 373(S) Investment Mathematics (Q)
 MATH 375(F) Game Theory (Q)
 MATH 415(S) Geometric Group Theory (Q)
 MATH 416T(F) Diophantine Analysis (Q)
 MATH 419(S) Algebraic Number Theory (Q)
 MATH 481(F) The Big Questions (Q)
 STAT 101(F,S) Elementary Statistics and Data Analysis (Q)
 STAT 201(F,S) Statistics and Data Analysis (Q)
 STAT 341(F) Bayesian Statistics (Q)
 STAT 346(S) Regression and Forecasting (Q)
 STAT 442T(S) Computational Statistics and Data Mining (Q)
 PHIL 131(F) Introduction to Logic and Semantics (Same as Linguistics 230) (Q)
 PHYS 107(F) Newton, Einstein, and Beyond (Q)
 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)

Quantitative/Formal Reasoning Courses, Related Course Listings, Tutorials

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 315(S) Computational Biology (Same as Computer Science 315 and INTR 315) (Q)
PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)
PHYS 405T(F) Electromagnetic Theory (Q)
PHYS 418(S) Gravity (Q)
PSYC 201(F,S) Experimentation and Statistics (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/ArH 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 2007-2008

A description of the tutorial program, and information about how tutorials operate, may be found on page 13 of this catalog. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

Anthropology and Sociology

ANTH 243T(F) Dilemmas of Humanitarian Intervention (W) D. EDWARDS

Art

ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W) FILIPCZAK

Tutorials

ARTH 330T(F)	Michelangelo: Biography, Mythology, and the History of Art (W)	SOLUM
ARTS 364T(F)	Artists' Books	TAKENAGA
<i>Biology</i>		
BIOL 210T(S)	Evo-Devo: The Evolution of Animal Design (W)	SAVAGE
BIOL 425T(S)	Coevolution (W)	MORALES
<i>Comparative Literature</i>		
COMP 231T(F)/	Postmodernism (W)	C. BOLTON
ENGL 266T(F)		
COMP 242T(F)	Reading and Writing the Body (W)	VAN DE STADT
<i>Computer Science</i>		
CSCI 374T(S)	Machine Learning (Q)	DANYLUK
CSCI 434T(F)	Compiler Design (Q)	FREUND
<i>Economics</i>		
ECON 357T(F)	The Strange Economics of College (W)	SCHAPIRO
ECON 371T(S)	Economic Justice	ZIMMERMAN
ECON 458T(F)	Economics of Risk	GENTRY
ECON 467T(F,S)	Development Successes (W)	MONTIEL
ECON 518T(F,S)		
<i>English</i>		
ENGL 259T(F)	Film Noir (W)	J. SHEPARD
ENGL 288T(F)	The Story Cycle (W)	K. SHEPARD
ENGL 301T(F)	Four American Poets: Williams, Creeley, Kyger, Snyder (W)	CLEGHORN
ENGL 323T(S)	A Novel Education (W)	FIX
ENGL 343T(S)	Whitman and Dickinson in Context (W)	KENT
ENGL 360T(F)	Joyce's <i>Ulysses</i> (W)	R. BELL
<i>Geosciences</i>		
GEOS 304T(S)	Paleoecology (W)	M. JOHNSON
<i>History</i>		
HIST 117T(S)	Clash of Empires: China and the West, 1800-1900 (W)*	A. REINHARDT
/ASST 117T(S)		
HIST 135T(F)	The Great War, 1914-1918 (W)	WOOD
/LEAD 135T		
HIST 154T(S)	The American Way of War: The First Three Centuries (W)	WOOD
HIST 480T(F)	Historical Narratives of the Israeli-Palestinian Conflict (W)*	BERNHARDSSON
HIST 481T(S)	The American Revolution, 1763-1798: Meanings and Interpretations (W)*	AUBERT
HIST 482T(S)	Fictions of African-American History (W)*	LONG
HIST 483T(F)	African Political Thought (W)*	MUTONGI
<i>Maritime Studies</i>		
MAST 231T(F,S)	Literature of the Sea (W) (Offered only at Mystic Seaport.)	BERCAW EDWARDS
/ENGL 231T(F,S)		
<i>Mathematics/Statistics</i>		
MATH 416T(F)	Diophantine Analysis (Q)	BURGER
STAT 442T(S)	Computational Statistics and Data Mining (Q)	DEVEAUX
<i>Music</i>		
MUS 203T(F),	Composition I and II	Fall: KECHLEY
204T(S)		Spring: PEREZ VELAZQUEZ
MUS 221T(S)	Advanced Ear Training for Jazz Musicians: The Study of Jazz Improvisation Traditions through the Art of Transcription	JAFFE
MUS 246T(F)	The Tale of Carmen, 1845-2007 (W)	BLOXAM
<i>Philosophy</i>		
PHIL 273T(S)	Hume's <i>Treatise of Human Nature</i> (W)	MLADENOVIC
PHIL 274T(F)	Messing with People: The Ethics of Human Experimentation (W)	J. PEDRONI
PHIL 307T(S)	Free Will (W)	WHITE
PHIL 311T(F)	Body Politics: Power, Pain, and Pleasure (W)	SAWICKI
/WGST311T(F)		
<i>Physics</i>		
PHYS 405T(F)	Electromagnetic Theory (Q)	WOOTTERS
<i>Political Science</i>		
PSCI 314T(S)	American Political Development (W)	MELLOW
PSCI 331T(S)	Non-Profit Organization and Community Change (W)	A. WILLINGHAM
PSCI 337T(S)	Nietzsche and the Critique of Modern Life (W)	MARASCO
PSCI 345T(S)	Political Leadership in Ancient Chinese Thought (W)*	CRANE
PSCI 349T(F)	Cuba and the United States (W)*	MAHON
<i>Religion</i>		
REL 309T(F)/COMP 309T(F)	Exile, Homecoming and the Promised Land (W)	HAMMERSCHLAG
/JWST 491T(F)		
<i>Romance Languages</i>		
RLFR 312T(F)	Francographic Islands (W)*	PIEPZAK

Tutorials, Writing-Intensive Courses

RLSP 306T(S)		
/COMP 302T(S)	Latino Writing: Literature by U.S. Hispanics (W)*	BELL-VILLADA
<i>Theatre</i>		
THEA 243T(S)	Strategies of Political Theatre (W)	BUCKY
<i>Williams in New York</i>		
WNY 301T(F)	Fieldwork in New York (W)	JACKALL
WNY 301T(S)	Fieldwork in New York (W)	E. J. JOHNSON

The Center for Development Economics is offering a graduate-level courses (ECON 516T) in the tutorial format. Interested undergraduates should consult the course description and the instructor for eligibility.

The College acknowledges with deepest gratitude those classes and individuals who have created generous endowments to support tutorials at Williams:

The Class of 1953

The Class of 1954

The Class of 1979

Hugh Germanetti 1954

David A. Gray 1954

Robert L. Guyett 1958

John D. Mabie 1954

John H. Simpson 1979

Tutorial Honoring Williams Health Center Nurses

WRITING-INTENSIVE COURSES

Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

Courses that may be used to meet the requirement in 2007-2008:

AFR 221(S)	Rewriting Slavery (Same as English 221) (W)*
AFR 403(F)	Women Writing Africa (Same as Comparative Literature 361, English 364 and Women's and Gender Studies 364) (W)*
AFR 404(S)	Imagining Africa: The Politics of Representation (Same as Comparative Literature 347 and English 348) (W)*
AMST 256(S)	Literature of the Americas: Dialogues in Historical Perspective (Same as Comparative Literature 272) (W)
AMST 339(S)	Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as Comparative Literature 338 and Latina/o Studies 338) (W)*
AMST 405(S)	Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405) (Senior Seminar) (W)*
ANTH 243T(F)	Dilemmas of Humanitarian Intervention (W)
ARTH 215(S)	The Aesthetics and Culture of North American Woodlands (Same as Environmental Studies 216) (W)
ARTH 265(F)	Pop Art (W)
ARTH 300T(F)	Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (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(F)	Seminar in Architectural Criticism (W)
ARTH 408(S) (formerly 269)	Contemporary Performance Art History: Space, Time, Action (W)
ASST 117T(S)	Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (W)*
ASTR 336(S)	Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (W)
ASTR 402(S)	Between the Stars: The Interstellar Medium (W)
BIOL 210T(S)	Evo-Devo: The Evolution of Animal Design (W)
BIOL 425T(S)	Coevolution (W)
CHEM 364(S)	Instrumental Methods of Analysis (Same as Environmental Studies 364) (W)
CLAS 101(F)	The Trojan War (Same as Comparative Literature 107) (W)
CLAS 221(F)	Greek Philosophy (Same as Philosophy 221) (W)
COMP 107(F)	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 134(S)	Myth in Music (Same as Music 134) (W)
COMP 139(F)	Metafiction (Same as English 139) (W)
COMP 231T(F)	Postmodernism (Same as English 266) (W)
COMP 233(F)	Introduction to Classical Arabic Literature (W)*
COMP 234(F)	Comedy/Tragedy (Same as English 235) (W)
COMP 240(S)	Introduction to Literary Theory (Same as English 230) (W)
COMP 242T(F)	Reading and Writing the Body (W)

Writing-Intensive Courses

- COMP 262(S) Outlaws and Underworlds: Arabic Literature of the Margins (W)*
 COMP 271(S) Religion and the Modern Literary Imagination (Same as English 271 and Religion 271) (W)
 COMP 272(S) Literature of the Americas: Dialogues in Historical Perspective (Same as American Studies 256) (W)
 COMP 283(F) Great Big Books (Same as English 233) (W)
 COMP 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (W)*
 COMP 309T(F) Exile, Homecoming and the Promised Land (Same as Jewish Studies 491T and Religion 309T) (W)
 COMP 338(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Latina/o Studies 338) (W)*
 COMP 340(F) Literature and Psychoanalysis (W)
 COMP 346(S) Questioning the Cultural Self in Literature (W)*
 COMP 347(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and English 348) (W)*
 COMP 356(F) The Human Face in the Modern Imagination (Same as Arth 307, English 346 and INTR 346) (W)
 COMP 361(F) Women Writing Africa (Same as Africana Studies 403, English 364 and Women's and Gender Studies 364) (W)*
 ECON 357T(F) The Strange Economics of College (W)
 ECON 467T(F,S) Development Successes (Same as Economics 518T) (W)
 ECON 518T(F,S) Development Successes (Same as Economics 467T) (W)
 ENGL 105(S) Poetry and Magic (W)
 ENGL 111(F,S) Poetry and Politics (W)
 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(F) Stupidity and Intelligence (W)
 ENGL 133(S) New Poetry (W)
 ENGL 134(F) New American Fiction (W)
 ENGL 135(S) Vengeance (W)
 ENGL 139(F) Metafiction (Same as Comparative Literature 139) (W)
 ENGL 143(F) On Beyond Criticism: New Ways to Write about Fiction (W)
 ENGL 145(S) Reading and Writing Science Fiction (W)
 ENGL 146(F) Literature and Decolonization (W)
 ENGL 150(F,S) Expository Writing (W)
 ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)
 ENGL 259T(F) Film Noir (W)
 ENGL 266T(F) Postmodernism (Same as Comparative Literature 231) (W)
 ENGL 271(S) Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and Religion 271) (W)
 ENGL 221(S) Rewriting Slavery (Same as Africana Studies 221) (Gateway) (W)*
 ENGL 223(S) Sensational Poetry (Gateway) (W)
 ENGL 230(S) Introduction to Literary Theory (Same as Comparative Literature 240) (Gateway) (W)
 ENGL 233(F) Great Big Books (Same as Comparative Literature 283) (Gateway) (W)
 ENGL 235(F) Comedy/Tragedy (Same as Comparative Literature 234) (Gateway) (W)
 ENGL 258(F) Poetry and the City (Gateway) (W)
 ENGL 262(F) (*formerly 356*) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as Women's and Gender Studies 262) (Gateway) (W)
 ENGL 264(S) Epic and Mock-Epic (W) (Gateway)
 ENGL 265(S) Topics in American Literature: Freedom and Captivity (Gateway) (W)
 ENGL 301T(F) Four American Poets: Williams, Creeley, Kyger, Snyder (W)
 ENGL 323T(S) A Novel Education (W)
 ENGL 342(F) Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (W)
 ENGL 343T(S) Whitman and Dickinson in Context (W)
 ENGL 346(F) The Human Face in the Modern Imagination (Same as Arth 307, Comparative Literature 356, and INTR 346) (W)
 ENGL 348(S) Imagining Africa: The Politics of Representation (Same as Africana Studies 404 and Comparative Literature 347) (W)*
 ENGL 360T(F) Joyce's *Ulysses* (W)
 ENGL 364(F) Women Writing Africa (Same as Africana Studies 403, Comparative Literature 361 and Women's and Gender Studies 364) (W)*
 ENGL 288T(F) The Story Cycle: Intermediate Workshop in Fiction (W)
 ENVI 216(S) The Aesthetics and Culture of North American Woodlands (Same as Arth 215) (W)
 ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364) (W)
 GEOS 105(F) Geology Outdoors (W)
 GEOS 302(S) Sedimentology (W)
 GEOS 304T(S) Paleocology (W)
 HIST 103(F) The City in Africa: Accra, Nairobi, and Johannesburg (W)*
 HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)*
 HIST 117T(S) Clash of Empires: China and the West, 1800-1900 (Same as Asian Studies 117T) (W)*

Writing-Intensive Courses

- HIST 127(F) The Expansion of Europe (W)
 HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W)
 HIST 148(F) The Mexican Revolution: 1910 to NAFTA (W)*
 HIST 152(F) The Fourteenth Amendment and the Rights Revolution (W)
 HIST 154T(S) The American Way of War: The First Three Centuries (W)
 HIST 214(S) Japanese Religions and the State (Same as Religion 259) (W)*
 HIST 352(F,S) America and the Sea, 1600-Present (Same as Maritime Studies 352) (Offered only at Mystic Seaport.) (W)
 HIST 471(F) Comparative Latina/o Migrations (Same as Latina/o Studies 471) (W)*
 HIST 480T(F) Historical Narratives of the Israeli-Palestinian Conflict (W)*
 HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)*
 HIST 482T(S) *(formerly 389)* Fictions of African-American History (W)*
 HIST 483T(F) African Political Thought (W)*
 HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)
 INTR 290(S) The Philosophy and Economics of Higher Education (Same as Philosophy 290) (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) Endtimes: Messianism in Modernity (Same as Philosophy 204 and Religion 204) (W)
 JWST 491T(F) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Religion 309T) (W)
 LATS 338(S) Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (W)*
 LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)*
 LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (W)*
 LEAD 135T(F) The Great War, 1914-1918 (Same as History 135T) (W)
 LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)*
 MAST 231T(F,S) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.) (W)
 MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)
 MUS 102(F) Fundamentals of Music (W)
 MUS 134(S) Myth in Music (Same as Comparative Literature 134) (W)
 MUS 240(S) Introduction to the Music of Duke Ellington (W)
 MUS 246T(F) The Tale of Carmen, 1845-2007 (W)
 ARTH 408(S) *(formerly 269)* Contemporary Performance Art History: Space, Time, Action (W)
 PHIL 101(F,S) Introduction to Moral and Political Philosophy (W)
 PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)
 PHIL 204(F) Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Religion 204) (W)
 PHIL 221(F) Greek Philosophy (Same as Classics 221) (W)
 PHIL 227(F) Death and Dying (W)
 PHIL 236(S) Contemporary Ethical Theory (W)
 PHIL 273T(S) Hume's *Treatise of Human Nature* (W)
 PHIL 274T(F) Messing with People: The Ethics of Human Experimentation (W)
 PHIL 290(S) The Philosophy and Economics of Higher Education (Same as INTR 290) (W)
 PHIL 300(S) Mute Witness: Disability, Gender, and Testimony (Same as Women's and Gender Studies 300) (W)
 PHIL 305(S) Existentialism and Phenomenology (W)
 PHIL 307T(S) Free Will (W)
 PHIL 311T(F) Body Politics: Power, Pain, and Pleasure (Same as Women's and Gender Studies 311T) (W)
 PHIL 340(F) Contemporary Metaphysics (W)
 PHIL 401(F) Senior Seminar: The Self (W)
 PSCI 102(F) Religion and Capitalism (W)*
 PSCI 314T(S) American Political Development (W)
 PSCI 326(S) Imperialism (W)
 PSCI 331T(S) Non-Profit Organization and Community Change (W)
 PSCI 337T(S) Nietzsche and the Critique of Modern Life (W)
 PSCI 345T(S) Political Leadership in Ancient Chinese Thought (W)*
 PSCI 349T(F) Cuba and the United States (W)*
 PSYC 341(S) Stereotypes, Prejudice, and Discrimination (W)
 REL 204(F) Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Philosophy 204) (W)
 REL 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Women's and Gender Studies 256) (W)*
 REL 259(S) Japanese Religions and the State (Same as History 214) (W)*
 REL 271(S) Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and English 271) (W)
 REL 284(F) Foucault (W)
 REL 306(F) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W)
 REL 309T(F) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Jewish Studies 491T) (W)
 RLFR 312T(F) *(formerly COMP 312)* Francographic Islands (W)*

Writing-Intensive Courses, Williams-Exeter Programme at Oxford

RLSP 203(F) From Modernismo to El Boom de la Novela (W)*
RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*
THEA 243T(S) Strategies of Political Theatre (W)
WGST 101(F,S) Introduction to Women's and Gender Studies (W)
WGST 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Religion 256) (W)*
WGST 262(F) (*formerly 356*) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as English 262) (W) (Gateway)
WGST 300(S) Mute Witness: Disability, Gender, and Testimony (Same as Philosophy 300) (W)
WGST 307(F) Feminist Approaches to Religion (Same as Religion 306) (W)
WGST 311T(F) Body Politics: Power, Pain, and Pleasure (Same as Philosophy 311T) (W)
WGST 342(F) Representing Sexualities: U.S. Traditions (Same as English 342) (W)
WGST 364(F) Women Writing Africa (Same as Africana Studies 403, Comparative Literature 361, and English 364) (W)*
WGST 402(S) Romantic Love (W)
MAST 231T(F,S) Literature of the Sea (Same as English 231T) (W)
MAST 352(F,S) 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

Williams-Exeter Programme at Oxford

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 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). Half tutorial courses are sometimes deemed to be insufficiently broad to satisfy certain requirements for the major. Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (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. Lectures: MT, HT. Tutorials: any term.

WIOX 312 Art History: History of Collecting and Display in Europe 1500-Present

Topics range from the Renaissance cabinet of curiosities, to the Grand Tour, the founding of the first public museums, and the current battles for the repatriation of colonial artefacts.

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;

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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

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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 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, C. S. Lewis, 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. Some background in Philosophy in useful. 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 amorism; rights,

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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 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, existence, 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. Much easier to use are the web sites belonging to the individual departments or “faculties” at Oxford University (e.g., History, Philosophy, etc.); for lists of regular papers, go to the lecture lists or “schemes” on the faculty web pages. 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 few 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: Art Under the Roman Empire, AD 14-337
390 Art History: Anglo-Saxon Archaeology of the Early Christian Period
390 Art History: Greek Art and Architecture
390 Art Studio: Photography
390 Art Studio: Drawing I
390 Astrophysics: Stellar Structure and Cosmology
390 Biology: Health and Disease
390 Chemistry: Organic Chemistry
390 Chemistry: Physical Chemistry
390 Chemistry: Solid State Chemistry
390 Classics: Cicero and Cataline
390 Classics: Homer, *Odyssey*, in Translation

Williams-Exeter Programme at Oxford

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: Constitutional Law
390 Law: Jurisprudence
390 Mathematics: Abstract Algebra
390 Mathematics: Number Theory
390 Mathematics: Probability
390 Philosophy: Frege, Russell, and Wittgenstein
390 Philosophy: Philosophy of Mathematics
390 Physics: Thermodynamics
390 Physics: Quantum Physics
390 Political Science: Questions in Tibetan History, Politics, and Culture
390 Political Science: British Foreign Relations
390 Political Science: Politics of Sub-Saharan Africa
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

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.

Williams-Exeter Programme at Oxford, Williams-Mystic Maritime Studies Program

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of *Ephs Among the Dreaming Spires*, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. The programme also works with a physician in private practice attached to a local private hospital. +Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

APPLICATION

Admission to the Programme is on a competitive but flexible basis. Students must apply to the Dean's Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

Faculty: JAMES T. CARLTON (Williams College), LISA GILBERT (Williams College), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport), MARY K. BERCAW EDWARDS (University of Connecticut), RICHARD KING (University of St. Andrews).

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. No sailing experience necessary, and all majors welcome. Sophomores, juniors, and seniors may attend. A term at Williams-Mystic includes credit for one semester plus one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the Maritime Studies section in this catalog). Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and 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, a new 2007 state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and

Williams-Mystic Maritime Studies Program, Williams in New York

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. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should email admissions@williamsmystic.org, call (860-572-5359), visit the website (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: CARLSON, 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 2007 and spring 2008, 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 2007 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 Guggenheim Museum
The Asia Society
The Jewish Museum
Hebrew Union College—Jewish Institute of Religion 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
Common Ground Community
New York City Landmarks Preservation Commission
Manhattan Institute

Vera Institute of Justice
The New York Sun
New Century High Schools
Richard Green High School
St. Ignatius School
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, Department of Community Medicine
New York City Department of Public Health and Mental Hygiene

JACKALL

WNY 303(F) The Social Worlds of New York*

A glimpse of key social worlds in the great metropolis. The class will meet some of the men and women who make the city tick: city officials; cops and prosecutors; entrepreneurs and trade unionists; housing activists; Wall Street bankers; immigrant community leaders; coordinators of homeless shelters; and church leaders. The class will also go behind the scenes of important businesses, including the fashion and entertainment industries. In addition, each student will profile a city neighborhood and its social life, learned through participant observation and intensive interviews and analyses of public reports. Readings include E. B. White, *Here is New York* and Colson Whitehead, *The Colossus of New York*, as well as short pieces to orient students for group visits to different social worlds.

Format: seminar. Requirements: full participation in the seminar, brief papers on class excursions, neighborhood profile, oral presentations. *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

The legendary city that never sleeps, New York offers an unparalleled array of artistic activities and diversions. As a global city, it boasts a depth of cultural institutions to match the power of its political, financial, and corporate spheres. Yet New York is also the most diverse city in the United States in terms of its immigrant population, which is now more than 50 percent of the city's residents. Our course will explore the practice of the arts in settings that range from canonical institutions of international repute (i.e. The Metropolitan Opera or MoMA) to sites of vernacular artistic production (i.e. Haitian painting in Brooklyn or Bukharian Jewish music in Queens). We will investigate the realms of music, dance, theater, literature, film, the visual arts, and a few things that defy easy definition. We will pose questions about the many contexts of creation, presentation, and reception that overlap in the Big Apple. Students will explore these many realms for themselves and bring their "field" experience back to the seminar. "Wandering off a city's beaten track, like wandering off in a wood," noted the German social theorist Walter Benjamin, "requires a whole separate education." And a Metrocard for the subway, New Yorkers will add.

Format: seminar. Requirements: attendance at 12 arts events and brief papers on each of these experiences, a field journal, and full participation in seminar discussions. *Satisfies one semester of the Division I requirement.*

CARLSON

The curriculum for Spring 2008 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.

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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 Guggenheim Museum
The Asia Society
The Jewish Museum
Hebrew Union College—Jewish Institute of Religion 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
Common Ground Community
New York City Landmarks Preservation Commission
Manhattan Institute
Vera Institute of Justice
The New York Sun
New Century High Schools
Richard Green High School
St. Ignatius School
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, Department of Community Medicine
New York City Department of Public Health and Mental Hygiene

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-Guilliani 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

Williams in New York

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 Flushing. 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 2007-2008 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than Friday, January 25th. *Only the Dean can grant an extension beyond this date.*

WINTER STUDY 99'S

Sophomores, juniors and seniors are eligible to propose "99's," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in foreign and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99's involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown.

99 forms are available online: <http://www.williams.edu/Registrar/winterstudy/99direct.html>

The deadline for submitting the proposals to faculty sponsors is Thursday, 27 September.

AFRICANA STUDIES

AFR 11 Very Contemporary African Literature (Same as Comparative Literature 11 and English 11)

This course will cover recently published sub-Saharan African literature written in English. Our reading will be framed by a set of critical questions: how does the very contemporary literature look back at the past, the preceding (20th) century? How are we to understand recent texts' representations of the past? What insights do they yield? What do their preoccupations reveal about the present age? The very contemporary nature of this work will serve as an introduction not only to new writers but also to new thematic concerns they offer their publics. This sampling will enable the class to consider current trends that (may) define and perhaps question the contours of the established "African Canon"-from a reconsideration of realism to a broaching of previously taboo subjects. Course readings-two to three texts-will be selected from among some of the following: Adichie's *Half of a Yellow Sun* (set in the Nigerian civil war), Isegawa's *Abyssinian Chronicles* (set in Idi Amin's Uganda), Wicomb's *David's Story* (set in post-apartheid South Africa), and selected readings from Granta's *The View from Africa*.

Evaluation will be based upon regular attendance, class participation, tri-weekly short writing responses and a final book review.

No prerequisites, but previous literature course preferred. *Enrollment limit: 15. Preference will be given to Africana concentrators.*

Costs to students: approximately \$60 for books and photocopying.

Meeting times: MR, 10 a.m.-1 p.m.

ROBOLIN

AFR 16 Zimbabwean Marimba Music (Same as Music 16)

(See under MUS 16 for full description.)

AFR 30 Senior Project

To be taken by students registered for Africana Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 15 Contemporary American Songwriting (Same as 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, perform-

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ing 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.

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, TWR, 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 25 Asian American Experimental Poets and Artists in New York City

This course examines the work of Asian American experimental poets and artists who live in New York City. We will contemplate various questions: what is the link between work that pushes formal boundaries (and may not be explicitly ethnically marked) and the social context from which it springs? How do poets learn from the visual arts and how do visual artists learn from poetry? What does it mean to be an Asian American poet or artist working on the East Coast? How has New York City influenced their work? The middle portion of the course (about eight days) will take place in New York City, where students will meet with poets and artists and have the opportunity to ask them questions about their work and see firsthand the material working conditions of the artists' studios. We will also visit various galleries and museums (including P.S. 1, the Studio Museum of Harlem, the Asia Society, the Museum of Modern Art, the Whitney Museum) and talk with Asian American curators. We will also explore various Asian American venues in NYC: the Asian American Writers' Workshop, the Museum of Chinese in the Americas, ImaginAsian theater, and Chinatown, among other places. Students will be given the option for their final project of writing a critical paper or writing a series of poems and/or producing a piece of art. They will also be asked to write short response papers during the course.

Enrollment limit: 10.

Cost to students: \$1275.

WANG

AMST 30 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY AND SOCIOLOGY

ANSO 10 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice (Same as Religion 10)

This course provides an opportunity to actively participate in your own health and well-being. Students will be introduced to the concept of mindfulness and guided in how to create their own mindfulness practice, one that incorporates meditation and yoga. Mindfulness is a way of relating directly to what is happening in your life, a way of taking charge of your life, a way of doing something for yourself that no one else can do for you—consciously and systematically working with your own stress, pain, illness and the challenges and demands of collegiate life.

We will meet twice per week for 3-hour sessions of meditation, yoga, and inquiry into the interplay of mind and body in health and illness, calm and stress. The origin of meditation and yoga in the Hindu and Buddhist traditions will be explored, with specific emphasis on the influence of Buddhist meditation on this secular stress reduction practice.

Students are required to commit to 45 minutes of mindfulness meditation and yoga practice on a daily basis. Additional assignments will include weekly reading of texts relevant to the course as well as brief presentations of concepts from these texts. You will be evaluated on these presentations, as well as a final paper. Attendance and participation will also be taken into account.

Please note: all queries about this course should be directed to the instructor, who can be reached at 617-642-5165.

No prerequisites. *Enrollment limit: 16.*

Cost to student: \$50 for books and a yoga mat. Meditation cushions will be provided by the instructor.

Meeting time: afternoons.

PETER BOHNERT (Instructor)
FOIAS (Sponsor)

Peter Bohnert is an ordained lay Zen Buddhist priest and is an assistant teacher at the Zenki Meditation Center of Harvard, MA. Peter is also a software business executive, where he uses stress reduction techniques to maintain a balance between professional success and personal well-being.

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,

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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)
FOIAS (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

ANSO 14 Introduction to Go (Same as Psychology 14)

(See under PSYC 14 for full description.)

ANTHROPOLOGY

ANTH 31 Senior Thesis

To be taken by students registered for Anthropology 493-494.

SOCIOLOGY

SOC 31 Senior Thesis

To be taken by students registered for Sociology 493-494.

ART

ART HISTORY

ARTH 10 South African Townscapes

The town layouts and townscapes of colonial South Africa are based on Dutch and British memories of making towns, which were adapted to local conditions of climate, materials, and social structure. Students will look at the historic town-planning of South Africa from 1652 to 1850, and will examine the parallels with historic American towns. A small research project will be prepared. The ultimate goal of the course is to learn how to read an historic townscape.

No prerequisites. *Enrollment limit:* 12.

Meeting time: mornings.

WALTER PETERS (Instructor)
M. LEWIS (Sponsor)

Walter Peters is a professor of architecture at the University of Natal, Durban, South Africa.

ARTH 11 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-

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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.

Meeting time: 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 ENGL 12 for full description.)

ARTH 13 An American Family and “Reality” Television (Same as Women’s and Gender Studies 13)

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, and the “American dream.” Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the “coming out” of eldest son Lance Loud, the first star of reality television.

In this class, we will view the *An American Family* series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on “reality” television.

Format: seminar. Requirements: students will write weekly response papers and prepare annotated research bibliographies that will be used to develop a final research paper.

No prerequisites. *Enrollment limit:* 10.

Meeting time: mornings.

CHAVOYA

ARTH 14 The Philadelphia Tradition in American Art

How is that a city with so unpromising an artistic culture as Quaker Philadelphia produced some of America’s most important artists and architects? Among painters, Thomas Eakins, Mary Cassatt, and the Ashcan School are all Philadelphians, as are the architects Frank Furness, Louis Kahn and Robert Venturi. This winter study will be devoted to an examination of the artistic and architectural culture of Philadelphia—its Quaker roots, its nineteenth-century realism and its leadership in post-modernism. During an extended field trip we will visit the Pennsylvania Academy of the Fine Arts, Philadelphia’s Victorian suburbs and the campuses of Bryn Mawr and Haverford Colleges.

Students will prepare a report on a major work or artist, and where possible will present their findings on site.

Prerequisite: Arth 264 or consent of instructor. *Enrollment limit:* 10.

Meeting time: afternoons.

LEWIS

ARTH 15 Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film

Joan of Arc (known during her own lifetime most commonly as Jeanne “la Pucelle,” or Joan “the Maid”) was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God’s grace? Victim of post-traumatic stress disorder? Over the centuries since her death, artists—and not just politicians and scholars—have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

Requirements: 10-page paper or comparable creative project.

No prerequisites. *Enrollment limit:* 15.

Meeting time: afternoons.

LOW

ARTH 25 At the Junction of Aesthetics and Commerce—A Close Look at Antique and New Production Rugs and Textiles in the US and Turkey (Same as Chemistry 25 and Economics 26)

After looking at two antique rug collections here in the Berkshires, and perhaps one in Northampton, the group will visit “Woven Legends” in Philadelphia, to discuss with George Jevremovic and his partners their longstanding and successful production of new rugs in Eastern Anatolia, Turkey, and in China. During this first week, we will also organize a seminar to discuss the issue of what is art, what is craft, what is “reproduction”, and the relation between the price/availability of “good” reproductions, and the price of “genuine” art/antiques.

At the end of the first week, we fly to Istanbul to explore the antique rug and textile market, several museums, perhaps a private collection, and also visit the most important cultural monuments in the old city. If there is a dye chemist among our group, we may be able to arrange a meeting and possible laboratory project with Harald

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Boehmer, a leading dye chemist long associated with the DOBAG Project, which re-introduced natural dyes into Turkish village weaving in the 1980s. After about a week in Istanbul, we will take a bus to Izmir to inspect a major rug repair facility, Antique Textile Conservation, run by the Opcin brothers. After proceeding further east by bus/train to Konya, in Central Anatolia, we will see cultural monuments of the Seljuks, as well as traditional felt production, and possibly stay in a remodeled old Turkish house. Weather permitting, we will spend a few days in a mountain village south of Konya. Returning to Konya, we will fly to Erzurum, in Eastern Anatolia, to see the Woven Legends operation in nearby villages. Finally, we will return by air to Istanbul and wind up with several hands-on sessions with local dealers on verbalizing aesthetics, most likely through “good, better, best” exercises among rugs/textiles of the same genre. The final exam will consist of 10 unknown rugs at 10 points each. Two points will be awarded for correct geographical location, and 8 for discussing why that might be so, i.e. what elements—color, design, structure, etc.—were critical to your thinking. Because it is difficult to find quality guides for the cultural monuments we will wish to visit, I will ask students to prepare themselves to be guides for some of them over the Christmas break. I understand that some of the cultural monuments, for example, Ay Sofia, can be visualized online, and there is an abundance of written material on all the ones we will officially visit.

All interested students are asked to sign up for the course in the Registrar's Office by September 27. After signing up, but before October 17, please send a brief email message to the instructor, wrightmh@adelphia.net, describing your educational objectives for the course, and your ability to be flexible in unexpected circumstances. Not open to first-year students.

Cost to student: approximately \$3,000.

NICHOLAS H. WRIGHT '57 (Instructor)
FILIPCZAK (Sponsor)

Dr. Nicholas H. Wright (Williams Class of 1957) is a retired medical epidemiologist with an interest in oriental rugs.

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 11 The Animate Image

The course will examine visual images and the ‘impulse to move.’ Through making drawings we will consider the phenomenological experience of an object, and using a variety of tactical strategies, work with those drawings to facilitate the communication of that experience. Experimenting with layering, text, and animation, we will propel, expand, contract, and transform the image. The course will involve studio drawing intensives, stop-motion animation, looking at the impulse to move in artwork including Peter Paul Rubens, Duchamp, the Futurists, William Kentridge, and other contemporary artists, reading text excerpts and writing a short critical paper on a chosen artist, and participating in a collective ‘circuitous drawing’ project.

Instructor: Julia Morgan-Leamon received her MFA in Visual Arts from Vermont College. She works in drawing, painting, video and installation.

No prerequisite but some drawing experience helpful. Please bring your own digital camera (remote and tripod helpful) if you have one. *Enrollment limit: 12.*

Cost to student: \$50 for materials.

Meeting time: TR, 1-4 p.m.

JULIA MORGAN-LEAMON (Instructor)
L. JOHNSON (Sponsor)

Julia Morgan is a local artist who works in the education department of the Williams College Museum of Art. She received her B.A. in Studio Art from Mt Holyoke College and studied at the Leo Marchutz School of Painting and Drawing in Aix-en-Provence, France.

ARTS 12 Learning from the Art of Outsiders

Jean Dubuffet believed that true creativity came from individuals who had escaped culture. So what can we, as cultured artists, learn from these people who have made their own direct way creating unique methods and imagery unmediated by social convention? This half-lecture and half-studio art course will study naïve, folk, art brut, visionary and other artists who do not typically look to art history as a point of reference. Students will explore the various methods used by famous outsiders like Henry Darger, Aloise, Minnie Evans, Adolf Wolfli, and Howard Finster, and will develop their own imagery, experimenting with excess and hopefully turn their interests into obsessions.

Each class session will consist of one hour of lecture and two hours of studio with 15 hours per week of independent work outside of class required. The nature of this course, which focuses on art of untrained individuals, makes it appropriate for students who have never had a fine art course as well as continuing art students. The

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students will work on the same assignments, but bring their own issues to the work through their individual interests, process and approach.

No prerequisite *Enrollment limit: 12.*

Meeting time: TBA.

ZIZI RAYMOND (Instructor)
PODMORE (Sponsor)

Zizi Raymond is a multifaceted artist using different mediums—collages, painting, and sculpturing. Her art has been in exhibitions at UCLA Hammer Museum and Cleveland center for Contemporary Art and is also found in collections at Berkeley Art Museum and University of California, Davis Art Museum.

ARTS 13 Introduction to Video

This course will explore the range of expressive possibilities of small-format video. Students will acquire a basic knowledge of shooting and editing (Final Cut Pro), as well as strategies for developing ideas. In addition, we will view the works of various filmmakers and artists, including David Lynch, Jean Luc Godard, Sadie Benning, and Charles Kaufman. Students will work individually and collaboratively on a series of small projects leading to a final screening of a video they have produced.

Students must have enthusiasm for storytelling and experimentation. No previous experience in film/video production is necessary. *Enrollment limit: 10.*

Meeting time: mornings.

SUNG HWAN KIM (Instructor)
GRUDIN (Sponsor)

Sung Hwan Kim is a Korean artist based in Amsterdam was a finalist in the Prix de Rome. He has produced short films and videos and taken part in performance projects at the Kitchen in New York, the Gardner Museum in Boston and at Documents XI in Kassel, Germany.

ARTS 14 Introduction to Sound Composition

The creation of a sound composition does not require the writing of a traditional musical score. It can be made with physical experimentation with voice and body, with household objects such as kitchenware, with old-fashioned toys, with field recordings made on the streets and grasslands of Williamstown. Recordings can be rustled up with the aid of samplers and computers in a studio setting, or in a live improvisational setting.

This will be a workshop in which students will learn about recording and production equipment with the aim of creating two sound compositions: one with a focus on the possibilities of the human voice, and the other made from field recordings. Emphasis will be placed on computer editing techniques and use of live sampling technology. Composition work will be supplemented by listening sessions. The work on the two composition assignments will take at least 20 hours a week. This includes exercises and listening to relevant music and sound pieces, as well as collecting/recording/composing materials. There may also be some additional listening and screening sessions of relevant material as the need arises.

A final presentation of the students' creative work will be required.

No previous experience in sound or music production is necessary. Work in groups encouraged. *Enrollment limit: 12.*

Meeting time: three hours on Monday afternoon/evenings and three hours on Tuesday mornings.

DAVID DIGREGORIO (Instructor)
GRUDIN (Sponsor)

David Michael DiGregorio is a musician based in Amsterdam, who holds a Bachelor of Arts degree in Visual and Environmental Studies (film/video/electroacoustic music) from Harvard College and a postgraduate diploma from DasArts (De Amsterdamse School/Advanced Research in Theater and Dance Studies). He has screened films and performed concerts in venues such as De Hallen Haarlem, International Film Festival Rotterdam, STEIM Amsterdam, Rencontres Internationales Paris/Berlin, Project Arts Centre Dublin, Gallery 27 Uiwang South Korea.

ARTS 15 Sustainable Building Design (Same as Environmental Studies 15)

(See under ENVI 15 for full description.)

ARTS 16 Glass and Glassblowing (Same as Chemistry 16)

(See under CHEM 16 for full description.)

ARTS 17 Figure Painting Workshop

Working primarily from the figure and still life, students will move toward increasing their facility with basic oil painting skills, while at the same time working to recognize how form creates meaning in their paintings. Students will find a context for their investigations through Art History and Contemporary Art. Class time will be spent working from the model and in discussion and critiques.

Students will work on paintings and complete assignments related to these ideas. There will be a slide presentation and short reading assignments. Lab fee.

This class is intended for students who have experience painting and for beginners alike. *Enrollment limit: 15.*

Meeting time: afternoons.

COLIN BRANDT (Instructor)
JACKSON (Sponsor)

Colin Brant is a painter who divides his time between Brooklyn NY and North Bennington VT. He is represented by the Adam Baumgold Gallery in NYC and is the recipient of several awards including two New York Foundation for the Arts grants and a Pollock-Krasner Foundation grant.

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ARTS 18 Literary Collaboration: Word and Image and the Narrative Between (Same as English 18)

(See under ENGL 18 for full description.)

ARTS 27 Printmaking on Paper Clay (Same as English 27)

(See under ENGL 27 for full description.)

ASIAN STUDIES

ASST 31 Senior Thesis

To be taken by all students who are candidates for honors in Asian Studies.

CHINESE

CHIN S.P. Sustaining Program for Chinese 101-102

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Prerequisite: Chinese 101.

Evaluation will be based on regular attendance and active participation.

Cost to student: one Xerox packet.

LANGUAGE FELLOWS

CHIN 12 Chinese Painting

This hands-on course will foster an appreciation and understanding of the aesthetics of Chinese painting and calligraphy. Participants will gain a broad knowledge of Chinese art, as well as the basic skills for further practice. Students will learn how to use gradations of black ink and some limited color, using the brush on rice paper. Participants will learn how to draw the "four gentlemen" series, which stands for the four seasons of the year: plum blossoms, mountain orchid, bamboo, and chrysanthemum; and learn how to draw mountains, trees, and water in Chinese landscape painting. This course will also cover the use of the seal and Chinese mounting. Evaluation will be based on class participation and a final presentation.

No prerequisites; no prior background in art is required. *Enrollment limit: 12.* In case of overenrollment, preference will be given to upper-class students.

Cost to student: approximately \$30 for materials.

Meeting time: mornings, TR, 10 a.m.-12:55 p.m.

YING-LEI ZHANG (Instructor)
C. KUBLER (Sponsor)

Yinglei Zhang is an artist who lives in Middlebury, Vermont, where she has taught at various colleges and schools. She has previously taught Chinese painting at Williams several times during Winter Studies, and has also given tea ceremony demonstrations on campus for the Chinese and Japanese programs.

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 Chinese dishes. 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. Guest chefs will be invited to class to introduce a number of regional dishes. While we will cook most dishes together, every student will also have the opportunity to cook independently. Students will be expected to complete assigned readings, view films outside of class and write film reviews, shop at an Asian supermarket to learn about the various cooking ingredients, dine at several Chinese restaurants and write food critiques, and interview chefs.

Evaluation will be based on class participation, two short papers/reviews, a final project involving the creation and cooking of original recipes, and one 10-page paper.

No prerequisites. *Enrollment limit: 8. In case of overenrollment, preference will be given to upper-class students who have some background in Chinese language.*

Cost to student: approximately \$75 for Xerox packet and materials.

Meeting time: two three-hour sessions per week, 10 a.m.-1 p.m.

JERLING KUBLER (Instructor)
C. KUBLER (Sponsor)

Jerling Kubler has taught Chinese language and culture at various institutions overseas and in the U.S., including Williams College, where she has served several years as Visiting Lecturer in Chinese.

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 10 Japanese Animation (Same as Comparative Literature 10)

Read or Die is the title of a popular Japanese animated series about secret agents in the employ of the world's great libraries. But what does it mean to read in an age and culture so dominated by visual media? This class is an introduction to writing about Japanese animation, or anime: the challenges it poses to traditional ways of reading literature and film, and the often challenging critical work it has inspired. We will screen several animated Japanese feature films and short series, focusing particularly on the work of Oshii Mamoru; we will read the work of literature and media scholars who have tried to come to terms with anime; and we will track the latest work on animation by taking an inside look at the editing process for *Mechademia*, an annual journal of anime and manga criticism for which the instructor is an editor. We will also look at things from the creators' side by meeting with students and faculty at the Center for Cartoon Studies in White River Junction, Vermont.

Required activities: three 2-hour morning class meetings per week and two 2.5-hour afternoon screenings per week, plus self-scheduled viewings, readings, and a 10-page paper or visual project.

Evaluation will be based on attendance, preparation, participation, and a final project.

No prerequisites. All material is translated or subtitled in English. *Enrollment limit: 15. Preference given to students with a strong interest in literature and film.*

Cost to student: approximately \$75 for books.

Meeting time: mornings.

C. BOLTON

JAPN 31 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

ASTRONOMY

ASTR 10 Applied Aerodynamics

The myth of Icarus illustrates the powerful attraction of flight. Some of us love the very notion of moving through the air with three full spatial degrees of freedom. While many of us do this routinely inside large aluminum tubes, personally flying an aircraft adds another dimension of excitement. Though we will not be flying full-size airplanes, we can do a great deal with miniature aircraft in an indoor setting. The course will be conducted in semi-tutorial fashion, with student presentations, construction sessions, flying sessions, and traditional lectures. We will cover the history and physics of heavier-than-air flight (balloons are boring!). No previous experience or coursework is required—students will learn the necessary fundamentals in class. On the practical side, students will start out building and flying simple gliders. Students will eventually build a remote-controlled aircraft (fixed- or rotary-wing), and learn to fly it. The course will culminate with our own airshow.

Evaluation will be based on completion of projects, student presentations, and a 5-page paper on some aspect of the material.

There are no prerequisites other than enthusiasm for flight and willingness to learn some basic physics. *Enrollment limit: 6.*

Cost to students: approximately \$250 for materials.

Meeting time: 3 mornings each week; outside-class work will include reading and preparation of presentations, construction sessions, and flight instruction and practice.

SOUZA

ASTR 11 Our Dangerous Universe

Our universe can be a very dangerous place. Compared to the destructive power of a single exploding star, the Earth's total nuclear arsenal is a mere firecracker. Asteroids strike planets causing mass extinctions. Even our own Sun will eventually swallow up the Earth. How real and imminent are these threats to humanity? Popular media and literature certainly would have us believe that the end is near! In this course, we will evaluate the likelihood of such impending doom. To understand the risks we face, we must first learn about those things that threaten us. To this end, we will study asteroids, black holes, supernovae and gamma-ray bursts (the most powerful explosions in the universe since the Big Bang itself). We will examine how hazardous these phenomena are to life on Earth and consider the influence these phenomena have on the chances for extra-terrestrial life in the universe.

The course will be taught through a combination of lecture and discussion, including consideration of how these risks are portrayed in popular media (movies, books, etc.)

Evaluation will be based on problems and thought exercises completed outside the classroom; class attendance and participation will also be taken into account. A short final paper or oral presentation will be required.

No previous experience or coursework is required. The level of mathematics will be confined to basic algebra

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and geometry and will be reviewed during the course as needed. *Enrollment limit:* 20.

Cost to students: approximately \$50 for books/photocopies.

Meeting times: 3 mornings a week for two-hour sessions, with approximately 25 hours of weekly outside-of-class work. Students will also attend three movie screenings.

BETHANY COBB '02 (Instructor)
PASACHOFF (Sponsor)

Bethany Cobb, Williams College '02, is an astronomer who is currently finishing her Ph.D. studies at Yale University. Her research focuses on massive stellar explosions called gamma-ray bursts.

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 microscopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?)

There will be brief reading assignments, a guest speaker and a 10-page paper with 8 well-focused micrographs required.

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)
ZOTTOLI (Sponsor)

Nancy Piatczyk 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. Many American employers have cut their employee's health care benefits in order to remain profitable. 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. On a per capita basis, a major reduction in funds available for health care seems inevitable. A reduction in health care expenditures in the U.S. will create difficult questions. For example, Are all Americans entitled to the same quality of care regardless of ability to pay?; Is consumer-directed health care a good idea?; Should the U.S. adopt a single-payer system?

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 requires Massachusetts residents to buy health care insurance. 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 18.*

Cost to student: none.

Meeting time: MWF, 10-noon, plus each student will need to attend one Thursday meeting.

JEFFREY THOMAS (Instructor)
ZOTTOLI (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 Pathophysiology of Diseases of the Heart and Blood Vessels

Cardiovascular disease remains the major overall cause of mortality in the civilized world. This course is designed to familiarize undergraduates with the anatomy and physiology of the heart and blood vessels, followed by a transition to a discussion of the alterations in structure and function that lead to: coronary artery disease, heart attack, stroke, hypertensive vascular disease, valvular heart disease, congestive heart failure, and cardiomyopathy. Some discussions of diagnosis, treatment, and risk factors for the development of these diseases, are also considered.

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Evaluation will be based on class participation, a short paper, and/or a quiz based on material covered in class. Prerequisites are generally some previous biology and chemistry at the secondary or the college levels. *Enrollment limit: 12.*

Cost to students: none.

Meeting time: at least two hours, three or four days a week.

Dr. SIMON H. STERTZER (Instructor)
ZOTTOLI (Sponsor)

Dr. Simon H. Stertz is Professor of Medicine at Stanford University School of Medicine. Dr. Stertz performed the first coronary angioplasty in the United States in 1978, and has been pioneering techniques in cardiovascular medicine for almost 40 years. He has been teaching and practicing interventional cardiology at Stanford full time since 1994.

BIOL 13 Evolution Matters: Science Literacy and the Challenge of Intelligent Design

Evolution is a core concept in science, critical to a meaningful understanding of modern biology. Despite its importance, in American public acceptance of the concept is low and has been decreasing over the past twenty years.

In this class we will study history of opposition to evolution, from literalist Biblical creationism to the 'Intelligent Design' movement. We will examine the claims made by opponents of evolution and the ways that the controversy has played out in legislatures, classrooms, and courtrooms. We will also discuss the nature of science and the ways that the Intelligent Design movement would redefine it. Finally, we will discuss why evolution is important for public science literacy, its relevance to practical concerns such as medicine, and ways that classroom lessons on evolution can enhance public understanding of science and related issues.

Evaluation will be based on participation in class discussions and a 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$25 for course readings.

Meeting time: mornings, 6 hours per week.

ARAM STUMP (Instructor)
ZOTTOLI (Sponsor)

Aram Stump received his Ph.D. from the University of Notre Dame in 2005. He is currently a post-doctoral teaching/research fellow in the BiGP Program and is doing research on evolution in the lab of Dr. Jason Wilder.

BIOL 14 Mt. Greylock: Our Most Excellent Majesty (Same as Environmental Studies 11)

The highest peak in southern New England (at 3491 feet above mean sea level) has long attracted the attention of residents, outdoor enthusiasts (Timothy Dwight in 1800), and literati such as Nathaniel Hawthorne and Herman Melville (who coined the term "most excellent majesty" to describe the peak). After his encounter with Mt. Greylock, Henry David Thoreau wrote, "It would be no small advantage if every college were thus located at the base of a mountain..." The landscape, geologic, social, and natural histories of Mt. Greylock have been the subject of centuries of exploration by Williams College faculty, students and alumni, and this course will be a continuation of that tradition.

The purpose of this course is to compile and interpret historical and environmental information such as images, maps, traveller's accounts, and oral histories about Mt. Greylock, and to disseminate the results as a group digital research paper, with each student in the course contributing a chapter to the effort. This paper will then be made available to the public over the World Wide Web.

Evaluation: production of a 10- to 15-page chapter and participation in course discussions/field trips.

No prerequisites. *Enrollment limit: 10.*

Cost to student: approximately \$40 for texts.

Meeting times: 3 mornings per week, with 3 all-day fieldtrips.

ART

BIOL 15 Explorations in Biophysics (Same as Chemistry 10 and Physics 11)

(See under PHYS 11 for full description.)

BIOL 16 Rhythm Based Conflict Resolution: An Experiential Approach (Same as Chemistry 17, Political Science 16, Psychology 16, and Theatre 16)

(See under PSYC 16 for full description.)

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.

Winter Study Program

CHEMISTRY

CHEM 10 Explorations in Biophysics (Same as Biology 15 and Physics 11)

(See under PHYS 11 for full description.)

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 19, 20) we bring elementary school kids with their parents to Williams to participate in the workshops.

You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it's like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won't be intimidating. It is a rewarding experience for all involved.

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 19, 20) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

JENNA MACINTIRE (Instructor)

PEACOCK-LOPEZ (Sponsor)

Jenna MacIntire is a Laboratory Instructor for both the Biology and Chemistry Departments at Williams.

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 will discuss models of conflict resolution and examine the structures of these commonly difficult conversations using examples from our own experiences.

Through role-plays, we will practice communication skills important to productive dialogue, learn how to listen for and interpret the significance of what is said and not said. We will 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 will look to create outcomes that serve our interests and address the needs of our adversaries. We will 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 will be largely group discussions and activities such as role-plays in which you will practice conflict resolution and mediation techniques. Outside-of-class work is an important and integral part of the course, and includes reading, practicing communication and conflict resolution skills, and homework exercises. Evaluation will be based on all class related activities, with an emphasis on participation in class discussions and activities. 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 times: TR, 10 a.m.-1 p.m.

CHRISTOPHER GOH (Instructor)

PEACOCK-LOPEZ (Sponsor)

Dr. Christopher Goh is a life and leadership coach, and currently also a Visiting Professor in the Department of Chemistry. 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 16 Glass and Glassblowing (Same as ArtS 16)

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

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No prerequisites. *Enrollment limit: 10. Preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by e-mail to Professor Thoman.*

Cost to student: \$75 for supplies.

Meeting time: 9-noon, five days per week.

THOMAN

CHEM 17 Rhythm Based Conflict Resolution: An Experiential Approach (Same as Biology 16, Political Science 16, Psychology 16, and Theatre 16)

(See under PSYC 16 for full description.)

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 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-LÓPEZ

CHEM 25 At the Junction of Aesthetics and Commerce—A Close Look at Antique and New Production Rugs and Textiles in the US and Turkey (Same as ARTH 25 and Economics 26)

(See under ARTH 25 for full description.)

CHEM 31 Senior Research and Thesis

To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 11 Roman Food in Antiquity

What did the ancient Romans eat? How did they view food and the fine art of dining? How did they prepare and cook food? Where did their food supplies come from? How do we know? And how can we translate what we know into today's terms? Through an examination of ancient texts (in translation) and archaeological remains (particularly from Pompeii), students will examine these and other related questions. The course will culminate in the preparation of a Roman meal based on our discoveries.

Requirements: Weekly 1-2 page papers, a final 5-7-page research paper on some aspect of ancient culinary processes, and participation in the preparation of food, including a complete Roman meal at the end of the course.

No prerequisites. *Enrollment limit: 12. Preference given to Classics majors.*

Cost to student: \$75 or less (for reading packet and some food expenses).

Meeting time: mornings, three times a week, with some hours to be arranged for cooking.

ROBIN LORSCH WILDFANG (Instructor)

HOPPIN (Sponsor)

Robin Wildfang is a 1986 graduate of Williams College. A Visiting Assistant Professor in 1991 and an adjunct in WSP 2006, she is the author of a book on the Vestal Virgins of Rome and has lived and taught in Denmark for almost ten years.

CLAS 31 Senior Thesis

May be taken by students registered for Classics 493, 494.

COGNITIVE SCIENCE

COGS 31 Senior Thesis

May be taken by students registered for Cognitive Science 494.

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COMPARATIVE LITERATURE

COMP 10 Japanese Animation (Same as Japanese 10)

(See under JAPN 10 for full description.)

COMP 11 Very Contemporary African Literature (Same as Africana Studies 11 and English 11)

(See under AFR 11 for full description.)

COMP 20 Breaking Out of the Box—Unleashing Creative Thinking (Same as Special 20)

(See under SPEC 20 for full description.)

COMP 31 Senior Thesis

To be taken by students registered for Comparative Literature 493, 494.

LIT 31 Senior Thesis

To be taken by students registered for Literary Studies 493, 494.

COMPUTER SCIENCE

CSCI 10 Untangling the Web: A Social Analysis of the Internet

Do BitTorrent and YouTube violate copyright laws? Should you be held accountable for incriminating pictures that your friends post on Facebook or MySpace? The Internet, which began in the late 1960s as a small government-funded project connecting four computers, now connects billions of computers world-wide. It has undoubtedly become an integral part of our lives, and has provided new ways for people to communicate and share information. Certainly any network with billions of computers requires some centralized control in order to function.

So who controls the Internet? Or more importantly, who should control the Internet? This class will examine the complex public policy issues involved in answering these questions from both a technical and social standpoint, and discuss how the decisions we make today will impact the design of the future Internet. Topics covered will include a brief history of the Internet, net neutrality, Internet governance and control, copyright and patent law, peer-to-peer file sharing legality, privacy and security, spyware and phishing, and the future of the Internet.

Format and evaluation: Class meetings will consist primarily of discussions and debates based on reading assignments. Students will write a short (1 page) summary of the assigned readings before each class, and will take turns leading discussions and serving as scribes during class. Assignments will include creating a simple personal webpage, writing a short (2 page) position paper, and a longer (8-10 page) research paper on a topic of the student's choice. Class attendance and participation will be mandatory to receive a passing grade.

Weekly expectations (time in and out of class): Approximately 6 hours in class, and 20 hours outside of class. Work required outside of class will consist of reading, reading analysis, personal webpage design, and position/final paper preparation.

No prerequisites. *Enrollment limit: 20. Preference will be given to seniors.*

Cost to student: approximately \$20 for books.

Meeting time: mornings, approximately 2 hours per class 3 times per week.

ALBRECHT

CSCI 11 Art and Science of Maya

Maya is an important tool for developing realistic models for computer image rendering and animation. This course investigates basic Maya modeling including realistic model building, sculpting, materials, simple character design and control, and animation.

Students will be evaluated based on a half dozen individual and group projects and presentation of a final animated short.

Previous modeling experience is important. *Enrollment limit: 10 (expected: 10). Enrollment limited to students who have taken Computer Science 109. Preference based on seniority.*

Cost to student: text (\$50).

Meeting time: three mornings per week in lab, for two hours. Extensive additional lab time expected.

BAILEY

CSCI 12 Computer Animation Production

This course will introduce the stages of computer animation production including design, storyboarding, modeling, texturing, rigging, animation, lighting and compositing. The course will consist of lectures in which the field of computer animation will be explored from an historical context, using videotape examples. In addition, students will participate in actual production projects on an intern level, and learn how software development initiatives are applied to solve real-world production problems.

Format: lecture/internship. Evaluation will be based on active participation in lecture and projects as well as a final paper.

Prerequisites: strong interest in computer animation and graphics. *Enrollment limit: 8. Preference will be given to students with background in Computer Science or Studio Art.*

Cost to students: \$50 for reference books.

Meeting time: mornings, with lab work at various times (approximately 6 hours in class and 20 hours outside class).

JEFF KLEISER (Instructor)

DANYLUK (Sponsor)

Jeff Kleiser is CEO for Synthespian Studios. His pioneering work in the field includes feature films (Tron, Flight of the Navigator, X-Men #1-3, Clear and Present Danger, Fantastic Four, Scary Movie #3-4, and many others),

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theme park projects (The Amazing Adventures of Spider-Man, Corkscrew Hill, Monsters of Grace) and many commercial projects.

CSCI 31 Senior Honor Thesis

To be taken by students registered for Computer Science 493-494.

CONTRACT MAJOR

CMAJ 31 Senior Thesis

To be taken by students registered for Contract Major 493, 494.

ECONOMICS

ECON 10 Mechanisms of Arbitrage

Arbitrage is a central concept of economics. This course is an introduction to mechanisms in markets which cause arbitrage to occur in various markets, as well as those which limit arbitrage, particularly when a mechanism counteracts others. The emphasis will be on markets in public securities and the firms which may issue them.

Requirements: there will be an average of 100 pages of reading per class and there will be an expectation of a 10-page analytical paper.

Enrollment limited: 25.

Meeting time: MR, afternoons.

PAUL ISAAC '72 (Instructor)
CAPRIO (Sponsor)

Paul Isaac, Williams Class of '72 and a former Watson fellow, is a highly regarded Wall St. expert on hedge funds and more broadly on capital markets. Currently chief investment officer for a noted investment advisory firm, he has 30 years of investment management experience and served as Chair of the Security Industry Association's Capital Rules Committee.

ECON 11 Public Speaking

This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study the great American speeches and presidential debates of the twentieth century for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Requirements: 5-6 oral presentations to the class, most of which will be videotaped and critiqued. Evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations.

No prerequisites. *Enrollment limit: 12. Preference given to juniors and seniors.*

Cost to student: approximately \$25 for materials.

Meeting time: afternoons.

BRAINERD

ECON 12 Personal Financial Planning

Have you been buying lottery tickets and charging them to your (or your parents') credit card? At that rate of return (about -68%), you will be living on bread and water! Most people assume responsibility for their personal finances on leaving college, but have little training for the decisions that they will have to make. And changing regulations and the aging of societies is leaving workers and entrepreneurs (e.g., shortly, you) in charge of financing their retirement. Worse still, you will confront an industry—investment advising—that does a great job enriching itself at clients' expense. This course will provide you with some of the basic tools to make financial decisions. It will begin by familiarizing you with Excel, which can help you understand and effectively communicate basic financial and economic concepts. Then we will move on to the time value of money, with applications to savings plans and pension planning; internal rates of return, which help you understand mortgages and leases (for cars or housing), and student loans; and pain free budgeting and how you might become a millionaire (sic!), one step at a time. Finally, we will cover how you can protect yourself from being fooled by randomness and Ponzi finance.

Evaluation: creation of a financial plan.

Prerequisites: basic high school algebra. *Enrollment limit: 12. Preference to upper classmen.*

Cost to student: you will need to purchase Benninga's *Finance with Excel*, and Nassim Taleb's *Fooled by Randomness*.

Meeting time: afternoons. Outside of class, students will be reading, working with Excel and doing practice exercises.

CAPRIO

ECON 13 Green Taxes

The environment of the world is declining. Problems abound including global warming, natural resource depletion and profligate use of land, among others. Also, although countless billions have been spent over the last century to eliminate poverty, poverty is still endemic. The gap between the rich and the poor continues to grow.

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This course will study the intimate and vital relationship between these problems and taxation. We will come to understand that with the right mix of taxes, Green Taxes, we can reduce global warming, encourage the saving of natural resources and land.

Many writers today have written about the use of Green Taxes to ameliorate these problems. We will read and study the works of these writers. There will also be guest speakers who have real-world experience with these problems and the proposed solutions.

Evaluation will be based on attendance and the completion of a ten page paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$10 for books.

Meeting times: TWR, 10-noon.

ALBERT HARTHEIMER (Instructor)
SHEPPARD (Sponsor)

Albert Hartheimer is an Architect who has studied taxation for forty years. He works to encourage the use of Green Taxes by city and state governments. He is a member of the board of The Henry George Foundation of America. He is Vice-president of The Center for the Study of Economics. He is a past member of the board of The Robert Schalkenbach Foundation.

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." The number of topics discussed will be close to that of a full semester introductory accounting course. The project will, thus, require a considerable commitment of time by the student including regular attendance. Each student is expected to spend a reasonable amount of time, outside of class, reading web-text material, completing homework cases and problems, preparing for several quizzes and working, as part of a group, to complete a written report presenting an analysis of a company's annual report.

No prerequisites. *Enrollment limit: 30.*

Cost to student: none.

Meeting time: Other than the first day of class, the class will meet from 10 a.m. until noon. The class is currently scheduled to meet on the following dates: January 3, 4, 7, 8, 9, 10, 14, 15, 17, 21, 22, and 24.

LEO MCMENIMEN (Instructor)
SHEPPARD (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 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, and spend a reasonable amount of time, outside of class, completing several written homework assignments preparing for several quizzes and, as part of a team, preparing for two class presentations and writing 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.

No prerequisites. Not intended for students who already know much about the stock market. *Enrollment limit: 30.*

Cost to student: none.

Meeting time: Other than the first day of class, the class will meet from 12:50 p.m. until 2:50 p.m. The class is currently scheduled to meet on the following dates: January 3, 4, 7, 8, 9, 10, 14, 15, 17, 21, 22, and 24.

LEO MCMENIMEN (Instructor)
SHEPPARD (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 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

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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)
SHEPPARD (Sponsor)

Thomas Synnott '58 is Chief Economist, *Emeritus*, U.S. Trust Company of New York

ECON 18 Introduction to 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 changes in Indian society. In particular, we will examine ways in which Hindi films reflect the threats perceived by the nation, and the resolutions attempted. We will also compare Hindi cinema's norms and conventions to those used by Hollywood.

We will meet twice a week to watch the films (a total of seven) and twice a week for discussion. Students will write a 2-page response to each film. Reading will consist of articles from film journals like *Screen* and *Jump Cut*.

Enrollment limit: 10.

Cost to students: \$25 for readings.

Meeting time: afternoons.

A. SWAMY

ECON 20 Introduction to the Economics, Geography and Appreciation of Wine

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions in France, Germany, Italy, Austria, Hungary, Spain and Portugal, but will occasionally make comparisons to analogous New World style wines. The primary text for the course is *The World Atlas of Wine*, by Hugh Johnson and Jancis Robinson.

Evaluations will be based on short quizzes, including blind tastings, and either an oral presentation or 10-page paper at the conclusion of the course. For this final project, students will select a wine type that was not covered during the course, and present historical, geographic and economic background on the wine.

Enrollment limit: 10. Since the course will include wine tastings, it will also be restricted to those who are of legal age for wine consumption by the date of the first class meeting. In the event that demand exceeds the maximum limit for the course, students will be selected on the basis of their academic record and on the basis of forming a diverse and heterogeneous group of interested students.

Cost to student: \$175 for the cost of wine purchases for the course.

Meeting time: Tuesday and Thursday evenings from 7-10 p.m.

P. PEDRONI

ECON 25 Gender, Video, and Social Activism in Senegal (Same as Women's and Gender Studies 25)

This course builds on the foundation of the Winter Study Course run in January 2006, as well as this January's group WSP99 collaborative video project in Uganda. This year we propose to introduce (a new group of) students to the work of non-governmental and grassroots health and social organizations in Senegal, in French West Africa. We also plan to go further, by engaging with some of those organizations in an extended conversation about the importance of gender structures in our respective cultures, and how they shape vulnerability to HIV, and producing collaborative videos to engage with those issues. In Senegal as elsewhere, local and national groups have sprung up in response to concerns about poverty, unemployment, disease, and other pressing issues. Particularly inspiring are a number of AIDS education and awareness groups that women have started up to halt the spread of the disease in their communities and to offer support to those living with it. Students in this course will get to meet and learn from social and health education activists, such as the DEGGO organization in Mbour, a fishing port south of Dakar; Xel ak Xalaat, based in Rufisque, nearer the capital; and AWA, in Dakar.

In addition to gaining an understanding of the breadth, purpose and genesis of social activism in Senegal, students will learn of the mixed effect of Western commerce and tourism on the country. Non-governmental groups

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(NGOs), both those run by Senegalese and those directed by foreigners, grapple with the legacy of French colonial structures and the present-day reality of market capitalism in an impoverished country. These circumstances create a politically complex backdrop against which NGOs struggle to achieve their goals. As such, part of the work of our Williams group will be to understand the challenges and practical impediments these NGOs face against a background of pervasive North-South power dynamics and inequality.

Articulated with that analysis will be an analysis of Senegalese gender systems, and their interaction with the political economy and with HIV. Gender has been widely recognized as a crucial component in the African AIDS pandemic; but it is vital to go beyond generalizations about patriarchal African culture to an understanding of the contestation over gender within a specific locale. Senegal is a particularly rich case study as a Muslim country where women play a central role in anti-poverty and AIDS activism.

The winter study will start with 4 days in Williamstown, reading, training in video editing, and preparing background for the experience. After a day of traveling, we will spend 4 days in Dakar being hosted by ACI (Africa Consultants International, a local NGO), who will provide the students with cultural introductions, basic Wolof classes, and background lectures on the landscape of HIV and grassroots activism in Senegal. They will also organize homestays with Senegalese families. Professor Lewis will then conduct an intensive 3-day gender training for a class comprised of our group and a group of Senegalese NGO workers, both male and female. Finally we will break into two groups to spend 5 days working on collaborative video projects to be made by our students working with Senegalese collaborators. We will end the trip with a day of debriefing before returning to the US.

Course requirements: Students will submit a paper discussing the role of gender structures in HIV prevention in Senegal, and are encouraged to keep a journal of their reflections whilst in Senegal.

Course prerequisites: The course is open to sophomores, juniors and seniors. Basic, conversational French strongly recommended and preference will go to students with some French. Those students who have no French at all are encouraged to enroll in a French language course in fall 2007 if at all possible. Video editing skills will also be recommended.

Enrollment limit: 12. Not open to first-year students.

Cost to students: approximately \$3,188.

HONDERICH and JILL LEWIS

Jill Lewis, Professor of Literature and Gender Studies, Hampshire College, has extensive experience running trainings on gender and HIV in settings ranging from Latvia, to Sierra Leone, to Northern Uganda.

ECON 26 At the Junction of Aesthetics and Commerce—A Close Look at Antique and New Production Rugs and Textiles in the US and Turkey (Same as Arth 25 and Chemistry 25)

(See under ARTH 25 for full description.)

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

Developing and transition economies provide a number of challenges to the implementation of good tax policy. Good tax policy strives to raise adequate revenues for public expenditures via a tax system that promotes efficiency (or, at least, minimizes distortions) and distributes the tax burden fairly within the economy. Moreover, good tax policy needs to be concerned with the administrative feasibility of the tax system. Even under ideal conditions, these goals are difficult to achieve. Administrative issues, including measuring the tax base and tax evasion, are especially challenging in the emerging markets context. Since tax revenues are often one-quarter of the economic activity in these countries, implementing good tax policy is critical for raising their standards of living and promoting economic growth. We will explore three topics in this course. First, we will examine the choice between various tax bases—consumption, income, and wealth—in the emerging market context; this analysis will include the possibility of choosing a mixture of these taxes. Second, case studies of specific tax reforms in developing countries will illustrate the practical problems of applying general rules to specific situations. Third, since international capital flows play a role in economic development, we will study the taxation of these flows from the perspective of both the source and destination countries; this analysis will include the tax treatment of multinational corporations.

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 meth-

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ods 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: mornings.

GENTRY

ECON 52 The Political Economy of Economic Strategy

Achieving economic growth and development requires more than just good policies-success depends on a country's economic strategy working effectively in an integrated manner. The demands of competent policy-making require balancing competing interests, and policy frameworks need to address difficult trade-offs and enlist the political support of key stakeholders.

This course will explore the political dimension underlying economic policies-with a focus on how policies fit together into broader strategies. The course will tackle three challenging areas for economic policy-climate change, industrial strategy and social protection. The course will first address each topic individually, from both an economic and political perspective. Then the course will explore the strategic linkages that potentially integrate the policy choices-and examine how a more comprehensive framework can better enlist political support and improve the chances of policy success.

This course will reinforce skills for evaluating policy frameworks, exploring the coherence and interdependence of the economic strategy and its likelihood to achieve public objectives.

Evaluation will be based on class participation, policy papers and a final presentation.

No prerequisites. *This course is intended for CDE students and is open to undergraduates only with permission of instructor.*

Cost to student: none.

SAMSON

ENGLISH

ENGL 10 Fictions of Domesticity (Same as French 10)

We visit an author's home in search of a connection to the origin of their writing: here's the site from which a novel or poem sprang. Museums dedicated to authors' homes feed this fantasy, that in looking at Melville's desk (complete with glasses) or at the room where Dickinson dwelt we are even closer to them than in their words. However, as we will explore in the course, far from an unmediated visit to the source of genius, museums of author's homes construct narratives of their own about authorship, art, even about the value of daily life. Moreover, the writers themselves shaped conceptions of domestic space in ways that do not always correspond to the tales told by the museums made of their homes. We will visit the homes of, and read works by, Herman Melville, Emily Dickinson, Mark Twain, and Harriet Beecher Stowe.

Students will produce a final project that engages in the critical issues of the course. This project may be a ten-page paper focused on the readings, on analysis of the museum spaces themselves, or may even use visual media to comment upon the constructions of domestic space and authorship.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$60 (for transportation and museum admission).

Meeting times: mornings.

T. DAVIS and PIEPRZAK

ENGL 11 Very Contemporary African Literature (Same as Africana Studies 11 and Comparative Literature 11)

(See under AFR 11 for full description.)

ENGL 12 Looking at Contemporary Documentary Photography (Same as ArH 12 and Special 27)

This course explores the evolution of modern documentary photography. We will start with Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, Lee Friedlander, 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, Ron Haviv 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, Birney Imes, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk.

The class will meet three mornings a week for two hours. 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

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Art, Whitney Museum of American Art and the International Center of Photography.

Enrollment limit: 12. *Priority to upper class students.*

Cost to students: \$30 (for NYC fieldtrip personal expenses).

Meeting time: TWR, 10-noon.

KEVIN BUBRISKI (Instructor)

MURPHY (Sponsor)

Kevin Bubriski has received photography fellowships from the John Simon Guggenheim Foundation and the National Endowment for the Arts. His photographs are in the permanent collections of the Museum of Modern Art and the Metropolitan Museum of Art. His books include *Portrait of Nepal* (Chronicle Books 1993) and *Pilgrimage: Looking at Ground Zero* (powerHouse 2002).

ENGL 13 Writing Non-Fiction

This is a course for students interested in writing a long, non-fiction essay. We shall begin by reading together the work of some contemporary practitioners such as David Foster Wallace, Adam Gopnik and Janet Malcolm and by considering the distinctive styles of several general-interest magazines including Harper's, Rolling Stone and The New Yorker. Throughout the course, students will work independently on their essays, which should run between 2,500 and 3,000 words and reflect extensive research or reporting. Students will be expected to have selected a topic before the first class meeting.

Requirements: completion of a long, researched, non-fiction essay.

No prerequisites. *Enrollment limit:* 14. *Priority to English majors.*

Cost to student: \$25-\$50.

Meeting time: afternoons, three times a week for two hours.

KLEINER

ENGL 14 Jazz and Poetry Workshop (Same as Music 19)

Jazz and Poetry have shared a mind in the arts since at least Langston Hughes spoke the language of the Harlem Renaissance, embracing the grandeur of Ellington and Lunceford and the irony of the blues on the street. Since then many poets and musicians with many voices, cultural backgrounds and original ideas have brought together the elements of written and improvised words with written and improvised music.

In this course we will explore diverse examples of this multidisciplinary art form. We will read, listen to, and discuss work by Jack Kerouac, Robert Creeley, Allen Ginsberg, Langston Hughes, Amiri Baraka, Jayne Cortez, Charles Mingus, Kenneth Patchen and current artists. The course will run as a discussion/workshop: students will learn, analyze and perform several classic pieces from several different eras, as well as have the opportunity to develop their own pieces.

Students should expect to meet most afternoons, either as a class or working in groups on assignments. All students are expected to participate in workshops, as musicians (improvisational experience is welcome but not necessary), poets, or performers of poetry. Evaluation based on analysis assignments, ensemble participation, and final performance.

No prerequisites, but preference to musicians and poets. *Enrollment limit:* 12.

Cost to students: under \$50.

Meeting time: afternoons.

ERIK LAWRENCE (Instructor)

MURPHY (Sponsor)

Erik Lawrence has performed as saxophonist/flutist with cultural musical legends Levon Helm (The Band), Chico Hamilton (chamber jazz pioneer), Sonny Sharrock (avant garde guitar patriarch), Steven Bernstein (current Grammy nominee, NY downtown jazz trendsetter), Buddy Miles (Jimi Hendrix's drummer/vocalist), David Amram (eclectic Renaissance man of the 20th century) and many others. In addition he has worked with performance poets Anne Waldman, Barry Wallenstein, M.L. Leibler, Frank Messina, Jane LeCroy, Donald Lev, Eric Mingus and others. He currently co-leads the groundbreaking poetry/music ensemble MERGE with Cassandra Cleghorn, which recently was featured at the Jack Kerouac Festival at Naropa University in Boulder, CO.

ENGL 15 The Writing of Orhan Pamuk

Orhan Pamuk, winner of the 2006 Nobel Prize for Literature, is a Turkish novelist whose writing makes allusions to Eastern and Western culture at once. Often his novels read like postmodern mystery stories or postmodern thrillers—violent reality turns into text and text into violent reality—but the thrill and the mystery have finally to do with the confrontation or communion of Europe and Asia. We'll read (in translation) his non-fiction essay on his native city, Istanbul, and three of the following novels: *The White Castle*, *The Black Book*, *Snow*, *The New Life*, *My Name is Red*. We shall also read around in interviews, reviews, and literary background.

Requirements: 10-page final paper. Active participation in class discussions.

No prerequisites. *Enrollment limit:* 15.

Cost to student: \$50.

Meeting time: mornings.

LIMON

ENGL 16 Reading Fiction for Pleasure

In practice, different readers find different pleasures in reading fiction. We will examine these by considering a range of short stories and a few essays, often contradictory and judgmental, on how we should read. Along the way, we will try to become better readers in the belief that careful readers regularly encounter unexpected, even surprising, sources of enjoyment. Zadie Smith puts it this way: "Reading, done properly, is every bit as tough as writing." The accurate analogy is that of the amateur musician placing her sheet music on the stand and preparing to play. She must use her own, hard-won, skills to play this piece of music. The greater the skill, the greater the gift she gives the composer and the composer gives her." Our texts will be tales by Chekhov, Tolstoy, R. L.

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Stevenson, Joyce, Borges, Faulkner, A. A. Milne, W. Cather, Thomas Mann, Salinger, Nabokov, A. S. Byatt, T. C. Bambara, and J. Lahiri, among others. Several of these authors write also on the aims of fiction; and we will consider Robert Alter on biblical translation, the editing practices of the Grimm brothers, and Freudian dream analysis as forms of deconstructed story telling. Forceful expressions of concurrence, disagreement, even outrage, will be encouraged from class members.

Evaluation will be on the basis of class participation, and a tutorial presentation of an annotated commentary. No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings, MWF, for two hours.

ALEXANDER N. DRESCHER (Instructor)
MURPHY (Sponsor)

Since retirement Dr. Drescher, a practicing and academic pediatrician turned psychiatrist, drives Haflinger horses for pleasure and has written on the stories of V. Nabokov.

ENGL 17 Intellectual Property and Its Discontents

Familiar ideas about intellectual property are proving inadequate to make sense of our current moment, which might be described as a battleground between increasingly powerful forms of reproduction, and ever more expansive notions of what materials can be protected through copyright, patenting, trademark, and so on. We will consider what's at stake in this battle by considering recent fights over such issues as academic plagiarism; literary and artistic sampling; posthumous performance rights; the erosion of the cultural commons; the rise of genetically engineered life forms; and the claims of some indigenous peoples to proprietary rights over tribal knowledge of various kinds.

Can ideas or concepts be owned? How does the extension of rights to fictive legal bodies ("corporations") affect the lives of persons in real bodies? What is the relation between a particular bit of intellectual property (computer code, seed corn, term paper) and the enabling matrix from which it emerged? For answers to these questions, we'll look to philosophy, anthropology, literary theory, and aesthetics, as well as to current legal practice.

Requirements for the course include attendance and participation (in class and on the field trips); two short writing exercises; and a final case study on a subject of the student's choice, analyzing a current controversy over intellectual property.

No prerequisites. *Enrollment limit: 15. Preference given to juniors and seniors.*

Cost to students: approximately \$75 for books and other course materials.

Meeting time: In addition to regular class meetings (Monday, Tuesday, Thursday mornings), there may be one or two Wednesday field trips to local museums.

ROSENHEIM

ENGL 18 Literary Collaboration: Word and Image and the Narrative Between (Same as ArtS 18)

Words can be used to tell a story one way; images possess a different type of narrative potential. Together, they present a broader range of possibilities than either one alone. The combination of word and image is often associated with children's books, comics, and graphic novels—contexts in which words and pictures work in tandem to tell a single story, the images often subordinate to the written narrative. This course will push this dynamic, exploring the possibilities of merging words and pictures in a literary context by giving equal weight to both or by seeing what happens when the authority of words is subverted by image.

Creative work will be conducted with an emphasis on collaboration. The space between two minds and two aesthetics yields a tension that can contribute to the humor, depth, and resonance of a work. The class of ten will be broken into five writer/visual artist pairings; each pair will complete (and physically produce) an illustrated book. The course will culminate in a group reading/presentation of finished works open to the Williamstown community.

Following a few introductory readings, exercises, and discussions, the course will be workshop-based, with time devoted to pair and group interaction as well as to weekly tutorial-style discussion with the instructors.

The class will also focus on the technical details of bookmaking: planning, pacing, layout, and production. Familiarity with the Adobe Creative Suite will be helpful but not required.

Enrollment limit: 10. Interested students must submit writing or visual art/illustration samples (5 pages of writing or 5 jpegs) to matthew@idiotsbooks.com by October 1, 2007. Feel free to email with questions before submitting and/or registering. Five writers and five visual artists will be selected on the basis of quality, style, and imagination of work.

Cost to student: \$50 for materials.

Meeting time: afternoons for a total of six hours per week in class and one hour per week in tutorial session with instructors; substantial work will be required outside of class, both on creative development and physical production of books; students will be required to participate in the public reading/presentation.

MATTHEW SWANSON and ROBBIE BEHR (Instructors)
MURPHY (Sponsor)

Freelance writer Matthew Swanson '97 and freelance illustrator Robbi Behr '97 are the founders of and primary contributors to Idiots' Books (www.idiotsbooks.com), a small press that produces illustrated literature.

ENGL 19 Shakespeare's *The Tempest* (Same as Theatre 19)

This course investigates Shakespeare's last and perennially popular play, *The Tempest*. We will combine critical inquiry and theatrical explorations, to consider the range of interpretative possibilities in both theory and stage practice. Though this is not a production course, and students are not necessarily expected to have acting experience, students will be required to take part enthusiastically in some workshop presentations of speeches and scenes to illuminate Shakespeare's dramatic art.

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Evaluation will be based upon participation in regular discussions, brief written reports, and a final critical and/or creative project.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$25 for books and handouts.

Meeting time: mornings.

R. BELL and J. B. BUCKY

ENGL 20 Margaret Atwood's Feminist Fictions (Same as Women's and Gender Studies 20)

We will read several novels or collections of short stories by Atwood that take up feminist topics such as reproductive rights and birth control, body image, the representation of women in art, motherhood, female friendship and villainy romantic love, and abusive relationships with men. Texts may include *Surfacing*, *The Handmaid's Tale*, *The Penelopiad*, *Cat's Eye*, *The Robber Bride*, *Lady Oracle*, *Alias Grace* and selected stories from *Moral Disorder*.

Students should expect to read 400-500 pages per week. In addition, students will have the option of writing 3 short papers (3-4 pages) on assigned topics over the course of the semester, or writing one long paper (10-12 pages) on a topic of their own and due on the last day of class. We will meet twice a week in seminar-length sessions to discuss Atwood's work.

No prerequisites. *Enrollment limit: 15. Preference to Women's and Gender Studies majors and seniors.*

Cost to student: \$50.

Meeting time: afternoons.

BUNDTZEN

ENGL 22 Philosophy in Literature (Same as Philosophy 12)

(See under PHIL 12 for full description.)

ENGL 23 Victorian Monsters

Victorian fiction conjured many of the monsters that still haunt our cultural imagination: *Frankenstein*, *Jekyll and Hyde*, and *Dracula*. This course will focus on the original novels and stories from which these mythic figures emerged: Mary Shelley's *Frankenstein*, Robert Louis Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde," and Bram Stoker's *Dracula* considering their engagement with the dominant cultural anxieties of their day and the grounds of their enduring appeal. We will also discuss a few of the myriad film permutations of these stories, and students will do independent projects that focus on the evolution of one of these figures in popular culture.

Requirements: one presentation and a final project.

No prerequisites. *Enrollment limit: 15.*

Cost to students: approximately \$50 for books.

Meeting time: mornings.

CASE

ENGL 25 Morocco (Same as Philosophy 25)

Students in this course will spend winter study in Morocco. Morocco presents a compelling blend of historical influences and modern world currents. Threads of Islam, Arab traditions, and the heritage of the native Berber people are woven into a distinctive cultural tapestry, while traces of French colonialism can still be seen in the political and social structure. Morocco is at the intersection of the West, the Middle East, and Africa. Travel there is therefore a powerful way to introduce intellectual themes that require and reward a subtle blending of insight from history, political science, religion, and philosophy.

We will take the first steps in engaging some of these challenging topics in order to enable independent study facilitated by serious and multifaceted exposure to the country. For the first two weeks, students will study at the Center for Cross Cultural Learning (CCCL) in Rabat, taking Arabic lessons (classical or Moroccan dialect) each morning and then gathering for lectures by local university faculty in the afternoon. During this span students will live with Moroccan families in the Rabat medina. In the third week of the course students will travel in the interior of Morocco, exploring Fez and Marrakech, riding camels in the desert, and hiking to Berber villages in the Atlas Mountains.

Students will be expected to attend all seminars, lead a group presentation, and complete a substantial research paper (10-15 pages). The presentation and research paper will be occasions to explore a special topic in depth including, for instance, justice and gender, art, literature, colonial studies, or Islam.

No prerequisites. Arabic is the official spoken language of Morocco, and French is spoken very widely. While desirable, neither is required. *Enrollment limited to 15. Preference: Student interest is more important than class year or academic major. Final participants will be chosen on the basis of interviews regarding student goals and intellectual interests. Not open to first-year students.*

Cost to students: approximately \$3500.

KNOPP and BARRY

ENGL 27 Printmaking on Paper Clay (Same as ArtS 27)

This course introduces the technical and creative possibilities of printmaking on ceramic paperclay without the use of a press. Students will learn how to make their own paperclay and will explore monoprinting, relief printing, and offset printing. Historical examples of printmaking on clay will be introduced and explored through lectures, examples and assignments. Students will receive feedback on their work through supervised group critiques and open studio sessions. They will be evaluated based on completion of assignments with attention to content, detail, and development of their work. Attendance and participation are required along with an exhibition of final work on the last day of Winter Study.

We will meet three times a week for three hour sessions the first two weeks, twice a week the last two weeks with

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extra open studio time available. A field trip to the Instructor's studio is planned.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$75.

Meeting time: MTR, 10-noon.

DIANE L. SULLIVAN (Instructor)
MURPHY (Sponsor)

Diane Sullivan is a ceramic artist who works and lives in the Eclipse Mill Artists lofts in North Adams. She has taught and exhibited her work in the U.S. and abroad.

ENGL 29 Peer Writing Tutor Workshop (Same as INTR 29)

The purpose of this course is to train peer writing tutors to be more effective reviewers and editors of student work. Format: workshop/discussion. Students will read and discuss literature on the teaching of writing; they will also do analytical writing assignments, which they will then bring into the workshop.

Evaluation based on workshop participation.

Prerequisite: admission to peer writing tutor program. Students who complete this training will be eligible for assignment as tutors for selected Williams classes. *Enrollment limit:* 10.

Cost to student: under \$50.

Meeting time: TBA

JULIE SCHUTZMAN (Instructor)
MURPHY (Sponsor)

Julie Schutzman has had experience teaching writing at Brown University, University of Pennsylvania, and in secondary schools.

ENGL 30 Honors Project: Specialization Route

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

ENGL 31 Honors Project: Thesis

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

ENVIRONMENTAL STUDIES

ENVI 10 The Winter Naturalist's Journal

This course will explore the tools for studying the natural world through various uses of writing, literature, and drawing. Students will spend time outdoors learning the ecosystem of the Williamstown area and time indoors doing observational drawing, reflective writing, and reading and discussions of nature literature. The writing component of the journal will be the equivalent of a 10-page paper. The drawing part will consist of ongoing entries contained in a nature journal, to be displayed and discussed as part of the final project. Designed for students with interests in environmental studies, natural history writing, and drawing.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$50 for books and art supplies.

Meeting time: mornings.

CHRISTIAN MCEWEN and CLARE WALKER LESLIE (Instructors)
GOLLIN (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. Clare Walker Leslie has taught this Winter Term Course since 1993. She is the author/illustrator of 8 books on drawing and observing nature, including: *Nature Drawing: A Tool For Learning* and *Keeping A Naturalist's Journal*. Clare is a nationally recognized educator, author, artist, and naturalist living in Cambridge, MA and Granville, VT.

ENVI 11 Mt. Greylock: Our Most Excellent Majesty (Same as Biology 14)

(See under BIOL 14 for full description.)

ENVI 12 Landscape Photography (Same as Geosciences 12)

(See under GEOS 12 for full description.)

ENVI 13 United States Environmental Law: Its Historic Roots, Its Uncertain Future (Same as Legal Studies 13)

(See under LGST 13 for full description.)

ENVI 14 Advocating for the Environment (Same as Political Science 14)

So you want to save the world, or at least a piece of it? Whether your interest is in stopping global warming, preserving wilderness or wildlife habitat, or protecting communities from environmental injustice, this course will give you tools to do just that. The course will also provide a framework for understanding the role that advocates play in influencing both public policies and private behavior that impact the environment. Topics will include audience targeting, message development, negotiation theory, use of both mainstream and new electronic media, citizen mobilization, shareholder activism, lobbying, litigation, direct action and civil disobedience. Each student will choose one actual environmental issue or controversy and develop an advocacy strategy for advancing her or his point of view. The third week of the course will be taught in Boston and include meetings with several experienced environmental advocates. (Students are responsible for securing transportation to and from Boston and housing in the Boston area for two nights.)

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Format: seminar/advocacy simulation exercise. Requirements: one short paper, take home final exam, class participation, including in-class advocacy exercise.

No prerequisites. *Enrollment limit: 10. No preference given.*

Cost to student: under \$100.

Meeting time: TW, 1-3:50 p.m.

JAMES R. GOMES (Instructor)
GARDNER (Sponsor)

Jim Gomes is the President of the Environmental League of Massachusetts (ELM), a non-profit organization dedicated to bringing about strong, responsible, and effective public policies. Jim conceived of and founded the Massachusetts Environmental Collaborative, an alliance of over sixty environmental organizations with a combined membership of more than 100,000 households. The United States Environmental Protection Agency presented Jim with its Environmental Merit Award in 1998 for his work in organizing the Collaborative.

ENVI 15 Sustainable Building Design (Same as ArtS 15)

Today, buildings account for nearly half of the energy consumed by developed countries. Awareness, understanding, and demand for sustainable design is critical for the mitigation of this untenable situation. This course will review the recent green building movement, examine passive and active design strategies, and consider design guides and rating tools. The course will include case studies of existing and planned local green buildings (e.g., Williamstown's "Zero Carbon House" and the Cable Mills project) and an ongoing class project to develop a master green plan for Williams College. The class will also take a field trip to Cambridge, Massachusetts, to tour the Genzyme Building and other significant green buildings in the area.

Evaluation will be based on attendance, class participation, and a 10-page paper based on a case study.

No prerequisites. *Enrollment limit: 9.*

Cost to student: approximately \$50.

Meeting time: mornings.

THOMAS BERENTES (Instructor)
GARDNER (Sponsor)

Thomas Berentes is a LEED-certified local architect who has practiced in the design and building trades for over 25 years.

ENVI 25 Sustainable Resource Management on Eleuthera Island

The main focus of the course is environmental sustainability. While living and studying at an environmental research facility, the Cape Eleuthera Institute, students will learn sustainable methods of resource management using the Bahamas as a classroom. We will consider how the island can become self-sustaining while protecting its fragile natural resource base. This will include learning methods of: permaculture and traditional farming, food cultivation in infertile soil and arid climates, rainwater catchment, green building and environmental landscape design, renewable energy production, protection of depleted fisheries and damaged coral reefs, and preservation of open space and natural resources, such as drinking water. The overarching educational goal is to understand the social, political and economic dynamics that are impoverishing the natural resources and the people of Eleuthera and to find solutions that will help to create a self-sustaining resource-based island economy while also developing an environmentally sensitive tourist economy.

Students will divide their time between the classroom, independent project work, field trips (which will include meeting local farmers, fisherpeople, entrepreneurs, government officials, and representatives of non-governmental organizations), and working in the garden and orchard and caring for the pigs and chickens and the aquaculture (fish farm) system. Classes and projects will be taught and led by Sarah Gardner in conjunction with the CEI research staff members, who specialize in these topic areas.

Evaluation: Students will be evaluated on their class work, independent projects, and participation in all activities on Eleuthera. They will also prepare and present a group presentation to the Williams community scheduled for February 2008.

Enrollment limit: 10. Not open to first-year students.

Cost to student: approximately \$2425.

SARAH GARDNER (Instructor)
GOLLIN (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 10 The Digital Darkroom

The camera is an imperfect tool. Film and digital sensors record only a fraction of the range of tones and colours the human eye can perceive, and today's monitors and printers can display only a small portion of the information present in a well-exposed photograph. Digital processing is about optimizing the basic image for electronic display or print.

The digital darkroom allows the photographer complete control over his or her images. This course will demystify its principles and practices by teaching the basics of digital image manipulation and optimization.

Students will learn what makes a digital image, and how the tools they use affect the image data itself. They will learn about digital file formats and how to use their camera's histogram to ensure that they capture the maximum amount of information from the scene in their viewfinder. They will also learn how to scan 35 mm slides and

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negatives for digital post-processing.

Using Photoshop, students will learn how to bring out the best in their images. This can range from simple tone and colour adjustments to complex layering and masking to bring out hidden detail or to maximize the aesthetic nature of the print. They will learn how to remove dust and blemishes from their images. The basics of digital printing and colour management will also be taught.

The students will produce a series of image pairs-processed images and their raw photo counterparts-which will be mounted on a class web page. Each student will keep a journal recording the processes they applied and the results achieved.

Evaluation will be based on attendance, participation and journal quality and completeness.

No prerequisites. *Enrollment limit: 15.*

Cost to students: \$30 for books. A digital camera (with RAW capture mode) is suggested, but students may use a 35-mm film camera, and bring prints or negatives for digital processing, if they do not have a digital camera.

Meeting time: mornings for two hours, four times a week

PETER COX (Instructor)

COX (Sponsor)

Peter Cox is a professional landscape photographer in Ireland. He makes fine art prints from digital images, and runs regular workshops on digital photography.

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 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 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.

JANTSCHER, KAWAN

GERM 20 Nietzsche and Marx

Though radically opposed in their basic world views, Karl Marx (1818-83) and Friedrich Nietzsche (1844-1900) exhibited striking similarities in their critiques of modern bourgeois society as it was emerging in the nineteenth century. Their analyses of the religious, economic, political, sexual and linguistic predilections of the rising middle-class continue to exert enormous influence, even as the middle class reigns triumphant. We will compare and contrast their ideas in the context of German society from the final defeat of Napoleon (1815) to the start of the First World War (1914). We will also consider whether their relevance today extends beyond the academic sphere. Among works to be read: by Marx, *Early Writings*, *The Communist Manifesto*, *Capital* (selections), and

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by Nietzsche, *On the Use and Abuse of History*, *The Gay Science* (selections), and *Twilight of the Idols*.

Evaluation will be based on participation and two 5-page papers.

No prerequisites. *Enrollment limit: 15.*

Cost to students: \$60 for books.

Meeting time: mornings, three times a week for 2-hour sessions.

B. KIEFFER

GERM 25 Berlin

This course follows up on GERM 202 (S) Berlin: Multicultural Metropolis, but is open to German-speaking students who have completed German 104. Students will spend two weeks in Berlin, researching individual projects guided by the instructor.

In week one, we will walk around the city's historic neighborhoods and visit several Berlin-specific museums, such as, the Jewish Museum, the Film Museum, the Berlin Mitte (district history) Museum, the synagogue at Oranienburger Str., the "Story of Berlin" exhibit, and explore the portrayal of turn-of-the-century working class life in the works of Heinrich Zille and Käthe Kollwitz. We will also travel through the city from West to East on the famous bus line 100, and visit the Turkish-German district in Kreuzberg. We will study Berlin dialect on location in several scenic, not as heavily touristed locations in the former East, and trace the remnants of the Berlin Wall.

In week two, we will choose individual aspects of city history or present-day culture. We will explore Berlin-specific tenement architecture and Hinterhöfe, investigate Jewish life in Berlin before the Nazis and in the present, Berlin as the city of film making in the twenties, Berlin in the Third Reich, Cold War Berlin, The Berlin Wall, and post-unification Berlin.

Students will write a journal of their daily findings and experiences.

On our return to campus, students will present their research project to other German students in the WSP sustaining program.

Enrollment limit: 8. Not open to first-year students.

Cost to students: approximately \$1800.

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 "The Fatherland in Cleats": Soccer and Identities in the Americas

This course will examine the historical and cultural meanings of fútbol/fútbol/soccer in inter-American contexts. Across the Americas people have used this sport to define themselves, their regions, and even their national civilizations. Looking at both the darker tendencies (especially violence) and the aesthetically pleasing products (such as Brazilian "football-art" or "the beautiful game") of soccer, we will discuss the boundaries involved in such definitions-between Latin American countries and the United States, between men and women, between macho and non-macho men, between racial and ethnic groups. Among the questions we will address are: Why do nations develop allegedly distinct styles of play? Why has fútbol achieved wide popular while soccer languishes in relative obscurity? Will the rise of women's teams challenge fútbol machismo?

Evaluation will be based on class participation, a presentation, and a 10-page paper.

No prerequisites, but preference will be given to history majors and students with strong backgrounds in soccer.

Enrollment limit: 20.

Cost to student: about \$50 for books and course packet.

Meeting time: mornings, twice per week, three hours per session.

KITTLESON

HIST 11 Samurai in Literature and History

The samurai of myth has captured imaginations for centuries as a paragon of loyalty, honor, courage, self-sacrifice, and martial skill. In this course, we will explore how various images of the samurai have been constructed and how these popular conceptions relate to the history of the warrior in Japan. Most of our attention will be focused on the period from the late 1100s through the 1800s. We will consider questions of how literature can be used as historical sources, and how historical contexts shape the production of literature. Readings will include war tales, samurai manuals, and plays as well as essays on the history of the samurai. Film clips will also be shown to illustrate how the samurai myth has been reconstructed in the recent past. Specific topics will include the culture and conduct of war, religion and the samurai, ideas of loyalty and treachery, and samurai legacies for the modern period.

Evaluation will be based on class participation and short response papers.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$30 for books and photocopies.

Meeting time: mornings; 2-3 sessions per week.

SINIAWER

HIST 12 Narrating Africa, Narrating History

This course will examine issues of narration, representation, and content in recent gripping narrative histories of Africa published largely by trade presses and geared for a "larger" audience. These books, some of them sensationalized histories of colonial atrocities, the slave trade and slavery, peasant lives, etc., raise several questions about how we do history. How might a focus on narrative distort people's experience? In what ways might such a

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focus compromise historical analysis? How do these narrative histories relate content and form, story and method? How does everyday experience look when it is collapsed, expanded, and arranged into narratives? In other words, how does narrative shape its material and our understanding of it? The course will expand our understanding of the kinds of histories possible, and the choices we make in representing the past.

Full class participation mandatory; one 10- to 15-page paper.

No prerequisites. *Enrollment limit:* 20.

Cost to student: approximately \$60 for books.

Meeting times: 2-3 mornings a week.

MUTONGI

HIST 13 The History of Surfing in Literature and Film

In his 1784 Voyage to the Pacific Ocean, Captain James Cook became the first westerner to describe the ancient Polynesian sport of surfing. Observing a wave-rider in Tahiti, Cook wrote, "I could not help concluding that this man felt the most supreme pleasure while he was driven on so fast and so smoothly by the sea." Since then, the sport of surfing has fascinated the modern imagination for its graceful beauty, communion with the sea, laid-back life-style, and intense athleticism. This winter study explores the history of surfing and its popular image in American literature and cinema. We will read several classic works of surf literature including Daniel Duane's *Caught Inside*, Kern Nunn's *Dogs of Winter*, and Allan C. Weisbecker's *In Search of Captain Zero*, and we will watch some of the most influential surf movies including *Gidget*, *Endless Summer*, *Dogtown and Z-Boys*, and *Riding Giants*. The goal of this winter study is to instill students with an appreciation of surfing's colorful history and culture.

Evaluation will be based on attendance, participation, and a 10-page paper.

No prerequisites. *Enrollment limit:* 30.

Cost to student: \$60 for books.

Meeting time: TW, 1-3:50 p.m., with a film presentation every Tuesday evening, 7-10 p.m.

GOLDBERG

HIST 14 Latina and Latino Migration Stories: Dominican Writers (Same as Latina/o Studies 14)

(See under LATS 14 for full description.)

HIST 15 Dances with Stereotypes?: American Indians on Film

Cinematic representations of American Indians have seemingly abandoned the negative stereotypes of early Westerns. In the last thirty years, film makers have increasingly professed their concern for historical accuracy and cultural sensibility in representing Indian subjects. In this course, we will test these claims by examining old and new representations of Indians in mainstream American films and by comparing these representations with those found in foreign films and films directed and produced by American Indians. How and why have images of Indians in mainstream American films changed? To what extent have they remained the same? To what extent are foreign and American Indian films proposing alternative ways of representing Indian history and culture? To answer these questions, we will not only watch a number of movies but also read short essays on American Indian history, film history, and movie reviews.

Evaluation will be based on class participation and a 10-page paper comparing two or more movies. Films we will see include: *Broken Arrow*; *Little Big Man*; *How Tasty was My Little Frenchman*; *The Mission*; *Powwow Highways*; *Dances with Wolves*; *Black Robe*; *Smoke Signals*.

No prerequisites. *Enrollment limit:* 25.

Cost to student: \$40 for books and photocopies.

Meeting time: mornings; 2-3 sessions per week.

AUBERT

HIST 16 American Wars: Directed Independent Reading and Research

An independent reading and research course on American wars from colonial times to the present. All participants will share a few common readings, but there will be no formal classes. Instead, each participant will meet individually with the instructor to develop a unique reading list on a topic of their choice. Once their topic is decided, they will spend the rest of the Winter Study researching and writing a substantial paper (at least 25 pages) on their topic.

No prerequisites except interest in American military history. *Enrollment limit:* 20.

Cost to students: \$40 for books.

Meeting time: no formal classes.

WOOD

HIST 17 The Fight for Free Speech in America

There is nothing free about free speech. Although the First Amendment to the Constitution guarantees freedom of speech and freedom of the press, these rights exist only to the extent that people are willing to fight for them. The war on terrorism and the USA Patriot Act pose the greatest threat to free speech since the Red Scare of the 1950s. But the censors are active in many other areas of American life: they challenge books in the public schools and seek to restrict the content of radio, television and the Internet. To understand the current debate over free expression, this course will examine how free speech has grown over the course of the last century: how it

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became a political issue; the tactics used by civil libertarians to protect offensive political ideas and shocking artistic speech; and the growth of legal protections for free speech.

Requirements: regular attendance, class participation and two 5-page papers.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$30 for book and duplicating.

Meeting time: late mornings, twice a week for three hours.

CHRISTOPHER FINAN (Instructor)
WATERS (Sponsor)

Christopher Finan is president of the American Booksellers Foundation for Free Expression, and is the author of several books, including *From the Palmer Raids to the PATRIOT Act: A History of the Fight for Free Speech in America*.

HIST 31 Senior Thesis

To be taken by students registered for History 493-494.

WATERS

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

INTR 29 Peer Writing Tutor Workshop (Same as English 29)

(See under ENGL 29 for full description.)

INTERNATIONAL STUDIES

INST 30 Senior Honors Project

To be taken by candidates for honors in International Studies.

LATINO STUDIES

LATS 10 Dance: Approaching the Scholarship and Choreography

Dance is a critical and meaningful cultural practice. This course is an introduction to a diverse range of dance practices. We will study scholarship that analyzes movement cross-culturally and in relation to knowledge, sexuality, the gaze, history and freedom. Each week, students will write a 1- to 2-page analysis of the readings and select visual materials to discuss in class. For your final project, students will select a piece of choreography, write a 7- to 8-page analysis, and do a presentation in class. We will also have one field trip to New York City for a dance performance.

Evaluation will also be based on attendance and participation.

No prerequisites. *Enrollment limit: 15. Preference to Latina/o Studies concentrators and Performance Studies students.*

Cost to students: \$50 for books and reading packet.

Meeting time: afternoons, twice a week for 3-hour sessions.

JOTTAR

LATS 14 Latina and Latino Migration Stories: Dominican Writers (Same as History 14)

Migration is often understood in the aggregate, as the mass movements of people. Yet migration is also an intensely personal experience. This course will explore how Latinas and Latinos have told their migration stories. After a brief historical overview of a particular group's migration history, we will read fictional and autobiographical accounts to address what life was like in the home country, the experience of the journey, and the challenges of adjusting to life in the United States.

Evaluation will be based on class participation and presentations, and a 10 page final essay.

No prerequisites. *Enrollment limit: 20.*

Cost to students: approximately \$40 for books and photocopies.

Meeting time: mornings, twice a week for 3-hour sessions.

WHALEN

LEADERSHIP STUDIES

LEAD 10 Corporate Leadership and Social Responsibility

This course considers the responsibilities of leadership in corporate life through the perspectives of visiting alumni who hold leadership positions in American corporations. It examines the social obligations created by success in business, with special emphasis on the social and environmental duties of contemporary business. We will also explore the organizational, professional, social, and personal dilemmas faced by leading figures in modern corporations and institutions. Readings will include material from organizational sociology and economics, as well as relevant biography and autobiography.

Evaluation will be based on attendance and participation in class discussions, and a final 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: approximately \$30 for reading materials.

CARL W. VOGT '58 and JOHN W. CHANDLER '45 (Instructors)
MCALLISTER (Sponsor)

Carl Vogt and John Chandler are both former presidents of Williams College.

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LEAD 12 The Roosevelt Century

How did three members of a wealthy New York “Knickerbocker” family rise above the narrow, elitist interests of their social class to become the great political and moral leaders of the twentieth century? In this course we will focus on the political careers and lives of Theodore Roosevelt, his niece Eleanor, and his fifth-cousin Franklin. Theodore and Franklin both graduated from Harvard to become lawyers, assistant secretaries of the Navy, governors of New York, and American presidents of unusual ability and accomplishments. Eleanor Roosevelt, a tireless advocate for the rights of working men and women of all races, led in the drafting of the United Nations Universal Declaration of Human Rights. The three Roosevelts were committed to an inclusive, egalitarian, and progressive democracy. Through readings, documentary films, guest lectures, and class discussions, we will explore the intertwining lives and ideas of the Roosevelts.

Requirements: There will be three class meetings a week; students will give several oral reports and write one 15-page research paper.

Enrollment limit: 12.

Cost to students: books.

Meeting time: afternoons.

DUNN

LEAD 13 Political Engagement and the 2008 Election (Same as Political Science 13)

This course will engage students in the practice and possibilities of political involvement. Designed for both the student who has yet to explore the political realm as well as politically active students, the goal will be to have each student develop a ‘tool box’ of skills that can be used to forward their own interests and ideals through political activism. In the midst of the early primary activity for the 2008 Presidential election, we will use current events to establish a framework for better understanding how leadership, community involvement and academic knowledge in political science can be leveraged and applied to the political process and why that should matter to Williams’ students. Each student will engage with a current political cause or candidate. Students will develop the ability to be objective and critical readers of the media coverage of political campaigns and events, will be introduced—through guest speakers and readings—to the perspectives of those on the frontlines of the most significant political movements and campaigns in the U.S., and will master some of the mechanics and practices of political campaigns and movements.

Method of evaluation: end of course research project: 15-page campaign plan (80%) and class participation (20%).

No prerequisites. *Enrollment limit:* 10. Preference given to Leadership Studies concentrators.

Cost to students: \$75.

Meeting time: afternoons.

JANE SWIFT and MCALLISTER

Jane Swift is a former governor of Massachusetts.

LEAD 15 “You are not listening!”—Exploring Interpersonal Conflict (Same as Chemistry 15 and Special 15)

(See under CHEM 15 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 United States Environmental Law: Its Historic Roots, Its Uncertain Future (Same as Environmental Studies 13)

Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly forty years since the modern era of environmental law began. As a preface, we will consider the significantly more limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation, 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.

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This course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss) but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future.

In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal 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 several short papers, 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 students: approximately \$60 for books and materials.

Meeting time: mornings. 3 two-hour sessions a week.

PHILIP R. MCKNIGHT '65 (Instructor)
KAPLAN (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

LGST 14 So You Want to be A Lawyer?

The course, a class participation seminar, is an introduction to the legal analysis of judicial decisions, as well as a brief survey of some of the principal types of law practice. Work outside of class will consist of reading and analyzing court decisions set forth in the written materials provided to the students. The students will be required to orally brief each case for presentation and to participate fully in class discussion and analysis of the issues raised by it.

The form and content of the course will replicate the pattern of first year law school class work. Accordingly, students will read, summarize, analyze, and evaluate legal opinions in several areas of the law, including torts, property, contracts, criminal, and constitutional law. The students 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 disregarding them. They will be introduced to the structure of the state and federal court systems, 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. The students will also learn 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. Matters such as judicial philosophy, the influence of societal practices and expectations, and the "craft" of the law will also be considered.

Evaluation of the student will be based primarily on thoroughness of preparation and class participation and secondarily on the quality of at least one 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: TWR, 1-3 p.m.

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.

LINGUISTICS

LING 10 Linguistic Typology and the Science of Constructed Languages

Saluton! Qapla'! Suilad! Coi! From Esperanto to Klingon, from Quenya to Lojban, linguaphiles have long been driven to duplicate and manipulate the properties of natural language to construct new languages for use in works of fiction, for facilitating international communication, or for the pure fun of intellectual stimulation. In this

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course, students will develop their own constructed languages, guided by study of the cross-linguistic typology of patterns in phonetics, phonology, morphology, syntax, semantics, and language change to help make their invented languages more realistic—or if appropriate, more realistically unrealistic! Students will also apply their knowledge of linguistic typology to critically assess the design of existing constructed languages such as Esperanto and Klingon.

Evaluation will be based upon class participation, performance on regular homework assignments, presentation of selected readings, and the quality and thoroughness of the final project, which will be a formal description and typological evaluation of the grammar of the student's constructed language.

Prerequisite: Linguistics 100, Linguistics 210, or permission of the instructor. *Enrollment limit: 20. Preference will be given based on demonstrated interest in the course material and in linguistics generally. Interested students should contact the instructor in the fall with a brief expression of intent.*

Cost to student: about \$15-25 for texts.

Meeting time: afternoons, two 3-hour sessions.

SANDERS

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.

MATHEMATICS and STATISTICS

MATH 10 Pilates: Fitness, Philosophy, and Physiology

Pilates is a series of strengthening and conditioning exercises created by Joseph H. Pilates. Often referred to as the first physical therapist, Pilates was dissatisfied with existing approaches to exercise at the turn of the last century. He studied both Eastern methods of exercise such as yoga, which focused on relaxation and breathing, and Western methods that concentrated on building strength and endurance. He combined different qualities of both methods in an attempt to create an ideal form of physical training. Pilates exercises focus on the "core muscles": the abdominals and the back. Even when working the arms or legs, the core muscles initiate the movement.

In this course, we will study the Pilates mat exercises in detail, including performance, physiology, breathing, muscular emphasis, and modifications. We will also look at recent research studies on Pilates and related exercises, and discuss Pilates' original motivation, goals, and philosophy behind the exercises. Evaluation will be based on weekly quizzes, participation in class, and a final project that includes a class presentation and paper. Attendance is critical; students must attend every class.

No prerequisites. Students will be selected based on a questionnaire about interest in the course. This course is intended for those with little to no previous experience with Pilates, but with some dance or fitness background/experience.

Cost to student: approximately \$100 for books and equipment.

Meeting times: afternoons, 6 hours per week (Pilates class plus lecture/discussion). *Enrollment Limit: 10.*

PACELLI

Pacelli is an Assistant Professor of Mathematics in addition to being a certified instructor of Pilates, Kickboxing, Step Aerobics, and Spinning. She is also an Examiner for the Aerobics and Fitness Association of America.

MATH 11 Teaching Mathematics at BArT (Same as Special 17)

Do you have an interest in inspiring others to enjoy the intellectual triumphs of mathematical ideas? Is education one of your passions? Do you want to learn the finer points of teaching while working with your own group of middle school students? This winter study course will offer you insights into the art of teaching and will provide practical teaching experience in which you will be able to find your own voice in the classroom. In this experiential course, you will be assigned to a group of middle school students from Berkshire Arts & Technology Charter Public School in Adams, Massachusetts (BArT) with whom you will teach during January. You will meet with your students several times a week and will teach both the curriculum at hand as well as offer mathematical enrichment. If you are drawn to the opportunity to teach real students and are willing to commit to this serious responsibility, this is the winter study for you. Teaching is truly "the toughest job you'll ever love."

In addition to regular class meetings here on campus, Williams students will be responsible for meeting BArT

Winter Study Program

students on their assigned days and times. Transportation to and from Adams, MA will be provided. In addition to their middle school teaching, Williams students will keep a Teaching Journal and produce a Teaching Portfolio.

Evaluation will be based on mandatory attendance, quality of teaching, and written materials including the Teaching Journal and the Teaching Portfolio.

Prerequisite: This course is open to all Williams students having a solid knowledge of calculus. *Enrollment limit: 10.*

No cost to students.

Meeting time: TBA (in consultation with BAaT). As with all other Winter Study courses, there will be 6 hours of class and 20 hours of work outside of class per week.

BURGER

MATH 12 Beginning Modern Dance

This course is an introduction to modern dance for those who have never taken a modern dance or ballet class, but who want to give it a try. (Those with more experience might consider MATH 13 Modern Dance—Muller Technique). The technique for the course is based on a combination of styles from the companies that Dick De Veaux worked with while he toured as a professional dancer. The course includes both flexibility and strength training as well as dance instruction. We will work on the basics of movement through space and the different efforts and shapes that are used to propel us.

Requirements for the course will include participation in the class, short essays on assigned videos and readings, and participation in an end of term lecture demonstration that we will present to the public.

No prerequisites. *Enrollment limit: 25.*

No cost to student.

Meeting time: TBA. The class will meet six to eight hours per week.

R. DEVEAUX

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: MTRF, 10-noon.

SYLVIA LOGAN (Instructor)
GARRITY (Sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York City for five years.

MATH 14 Creating Fractals

In this class we will explore three aspects of fractals: their mathematical origins, writing computer programs (in Matlab) to generate them, and creating high quality, large, print hard copies of them. The particular type of fractals we will be dealing with were first discussed by geometer Felix Klein. Throughout the class, as the mathematics and the computational techniques are being established, participants will also be developing their personal artistic ideas (themes, colors, textures, etc.), culminating in the production of an original piece of fractal artwork by each student.

Evaluation will be based on homework, participation in class, and a final project consisting of the full production of your own fractal-based artwork.

Prerequisites: Interest in math and some experience with computer programming. *Enrollment limit: 18.*

Cost to students: approximately \$60 for textbook (*Indra's Pearls: The Vision of Felix Klein*) and materials.

Meeting time: afternoons, 6 hours per week.

DAVID CRAFT (Instructor)
GARRITY (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 15 Electricity and Magnetism for Mathematicians

Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.

Evaluation will be based on problem sets and/or a ten page paper.

Winter Study Program

Prerequisite: Mathematics 105 or Mathematics 106. No physics background is required. This course is aimed for people who want to get a feel for some current mathematics. *No enrollment limit.*

Cost to student: approximately \$20 for texts.

Meeting time: mornings.

GARRITY

MATH 16 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 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. Our textbook is *No Idle Hands: The History of American Knitting*, by Anne L. MacDonald, and additional readings will be handed out in class. 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 \$90 for materials kit and \$25 for textbooks.

Meeting time: three days per week from 4-6 p.m.

MARY JOHNSON (Instructor)
GARRITY (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 17 Tournament Bridge

We'll study, prepare, and play in as many bridge tournaments in the area as possible, coupled with analysis, reading, and writing.

Tournament play followed by analysis and the writing up of lessons learned is an essential part of the study of bridge. At this level, it is much more than a "game": it is an intense intellectual and academic activity. There are regular duplicate games Monday and Thursday evenings and Wednesday noon in Pittsfield and other tournaments in the region, including weekends. Reading list: *Commonsense Bidding* by William Root; *How to Play a Bridge Hand* by William Root; *How to Defend a Bridge Hand* by William Root; *Modern Bridge Conventions* by Root and Pavlicek; *5 Weeks to Winning Bridge* by Alfred Sheinwald.

Evaluation: based on participation in all activities and the writing.

Prerequisite: You have to know how to play bridge. *Enrollment limit: 15. Selection criteria: bridge playing experience.*

Cost to student: \$100 for entry fees and one or two overnights. (And you provide your own food on the road.)

Meeting time: Tournament time averaging about 15 hours per week plus the occasional longer roadtrips, other class time about 6 hours per week, homework about 3 hours per week.

MORGAN

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: Music of Louis Andriessen and Stephen Songheim

Students enrolled in Symphonic Winds will rehearse and prepare music in preparation for two concerts, one during the last week of winter study, and one in February 2008. 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 attending all rehearsals and composer lectures to which they are assigned by the instructor, and leading occasional sectionals; while specific, detailed schedule will be constructed once the repertoire is determined, rehearsals/lectures will most likely be scheduled on Monday-Thursday afternoons and Sunday evenings. Students should expect to be in rehearsal for approximately 6-10 hours each week. Outside of class, students are expected to spend approximately 20 hours each week preparing for rehearsals by both practicing individual parts and completing required listening/reading assignments. Evaluation will be based on individual performance and preparation, and, as necessary, written assignments.

Repertoire will be selected based on enrollment. Repertoire to be studied during Winter Study will include music of Louis Andriessen (*De Materie*, *La Passione*, and *Writing to Vermeer*), and possibly music by composers including John Adams, Cornelis de Bondt, John Corigliano, Michael Gordon, and Judd Greenstein. 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 Sondheim's *Sweeney Todd*).

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

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course. *Enrollment limit: 30. Preference is given to students who have performed in Symphonic Winds previously.*

Cost to student: none.

Meeting time: afternoons.

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 The Operas of Giuseppe Verdi

The operas of Giuseppe Verdi have long captivated audiences with their soaring melodies, dramatic intensity, patriotic sentiments, and spectacular effects. With works such as Nabucco, La traviata, Rigoletto, Aida, and Otello, Verdi brought the 19th-century Italian operatic tradition established by Rossini, Bellini, and Donizetti to new aesthetic heights. Through lectures, discussion, and guided listening, this course explores Verdi's contribution to the field of opera by tracing the development of the Italian bel canto style and emergence of romantic naturalism in his some of his greatest masterworks.

Evaluation will be based on two tests and class participation. Attendance is mandatory.

No prerequisites. An ability to read music is not required.

If possible, we will take a field trip to see a performance of a Verdi opera.

Enrollment limit: 15. Preference given to freshmen and students with a demonstrated interest in music.

Cost to student: \$75.

Meeting time: TWF, 10-noon; film viewings on MTR evenings.

M. HIRSCH

MUS 12 Ensembles in Classic American and European Musical Theatre (Same as Theatre 12)

(See under THEA 12 for full description.)

MUS 13 Voice Workshop

Singers of all levels of experience will increase their skills in vocal technique, interpretation and performance. In a combination of private voice lessons, coaching with an accompanist, and a performance/discussion workshop session, students will immerse themselves in repertoire towards the goal of a concert at the end of Winter Study. Preference will be given to students currently studying voice or with some vocal or musical background. Pianists interested in accompanying singers are also welcome. *Enrollment limit: 12.*

Meeting time to be determined.

KERRY RYER-PARKE (Instructor)
KECHLEY (Sponsor)

Kerry Ryer-Parke is known as a skilled and intuitive performer of many musical styles. She is a frequent soprano soloist, the Director of the Bennington Children's Chorus, and maintains a private teaching studio as well as serving as an Adjunct Instructor of Voice at Williams.

MUS 14 Brazilian Music

Students will have the opportunity to participate in an ensemble course devoted to studying and playing the music of Brazil, focusing on Bossa Novas and Sambas. Class participants will study and learn the music of composers/singers Antonio Carlos Jobim, Elis Regina, Milton Nascimento, Ivan Lins, Gilberto Gil, Astrud and Joao Gilberto. The course will explore how the Bossa Nova craze was brought to the U.S. and introduced to the rest of the world by American jazz musicians in the early 1960s. We will also look into the musical couple Flora Purim and Airto Moreira and their fame with the renowned jazz pianist Chick Corea. Guest speaker will be well-known guitarist Romero Lubambo of the popular group *Trio De Paz*.

The students will experience playing (and singing) this stimulating music in an ensemble setting. The course is open to all interested vocalists and instrumentalists (percussion, guitar, piano, bass, drums, horns). The class will be limited to 16 students. Interested students are welcome to contact the instructor before registration by email: teriroiger@earthlink.net or phone (845-331-9835).

Students will be evaluated by their overall attentiveness and comprehension of the material presented in the course, as well as their participation in a live performance of the music, prepared in the class, during the final week of winter study. Students will be expected to practice the material outside of class.

The class will meet three times a week for two hours a day (TWR 1-3 p.m.). Outside listening assignments and preparation of individual parts will also be required.

TERI ROIGER (Instructor)
KECHLEY (Sponsor)

Teri Roiger is an Adjunct Teacher of Jazz Voice at Williams College, and a professional singer, pianist, composer, lyricist and recording artist. She also teaches the History of Jazz and directs Vocal Jazz Ensembles at SUNY New Paltz. She has recently won 3rd prize in the jazz category in the prestigious 2006 International Songwriting Competition (ISC) for her Bossa Nova flavored composition entitled Still Life.

For more info go to her WebSite at: www.teriroiger.com; to hear her music go to: www.cdbaby.com/teriroiger

MUS 15 Music Notation Technology

This course will offer in-depth training on a state-of-the-art piece of music notation software: Finale 2007. (If a later version of this program is available, then this upgrade will be used. At present, Williams College has the

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2007 version installed on the computers in the Bernhard Music Center Macintosh lab).

Finale is the preeminent music notation software—the equivalent of Microsoft Word for word processing, Quark Express or Adobe Illustrator for graphics design or page layout and Photoshop for digital photography/art/image manipulation. Finale's utility as a desktop music-publishing package is matched by its flexibility in preparing score and parts from solo works to full orchestra and chorus.

This course will be tailored to fill the needs of music majors as well as interested non-major singers and instrumentalists. Composition students are strongly advised to take this course. The skills acquired in this course will make the preparation and understanding of music theory and orchestration assignments in these courses, offered in the regular academic year, much more effective.

Students will gain in-depth exposure to this program through assigned work, as well as from work on original compositions and—for non-composers—arrangements of existing repertoire. By the end of the course, students will have developed an advanced level of use, which will aid them in preparing publishing-quality scores, and they will have developed a skill set of sophisticated computer/composition tools and techniques, which will greatly enhance and expand their conceptual processes of composition and arranging.

Both group and individual notation projects will be assigned every class meeting. The level of difficulty will vary according to the degree of mastery of the software each student brings to this course. Students should expect, whether beginner or advanced Finale users, to spend a minimum of three hours daily, or 21 hours per week, outside of class, in the lab, working on and completing assigned projects. Completed assignments will be graded based on the accuracy and detail of the music inputted and printed.

Prerequisites and student selection criteria: The ability to read music fluently in treble and bass clefs; at least one year of music theory; familiarity with the Macintosh computer and the OS X operating system. *Enrollment limit:* 10.

Cost to students: approximately \$50 for backup media (CD-R discs and/or a flash drive); a sheaf or book (50 pages) of music manuscript paper and pencils (preferably mechanical, with 0.9 lead).

Meeting times: MWF, 10-noon in the Bernhard Music Center Macintosh computer lab.

DANKNER

MUS 16 Zimbabwean Marimba Music (Same as Africana Studies 16)

Created in the 1960s to provide a means of teaching African music in schools and instill pride without privileging the music of either of Zimbabwe's main ethnic groups, the Shona and the Ndebele, the Zimbabwean marimba tradition shows how ethnic relationships can be negotiated and how African nationalism can be represented through music. Today after 40 years of having marimba music taught in schools, this music is a vital part of Zimbabwe's music culture. This music is also performed by more than two dozen marimba bands in the United States.

Students in this intensive course will learn to play marimba music and assess its impact in Zimbabwe and other countries. The course will be taught by Professor Ernest Brown, Director of the Zambezi Marimba Band, and Mr. Alport Mhlanga, a composer, teacher, and marimba virtuoso who helped develop the Zimbabwean marimba and has toured internationally with his own marimba bands. Mr. Mhlanga taught marimba music for many years in Zimbabwe at Kwanongoma College, composed many well-known songs, and currently teaches marimba at Maru a Pula School in Botswana.

Evaluation: one 5-page paper, topic to be arranged. Regular participation in lessons and rehearsals and progress as a marimba musician.

Required activities: This is an intensive course which meets Mondays-Fridays 2-4 p.m. Students are required to practice individually an hour a day and to come to group lessons prepared to play the material taught in the last lesson. This course will culminate in a performance at 7 p.m. on January 23, 2008. Additional musical, technical, or dress rehearsals may be required (after 4 p.m.) during the week before the performance, the weekend before the performance, or the week of the performance. Normally, students may not miss group lessons, pre-performance rehearsals, or the final performance and pass this course. Medical emergencies must be documented. Students who are not present for the first class will be dropped from the class and may not be allowed to re-enroll. Readings, listening, and video viewings will be assigned.

No prerequisites. Students should email Professor Brown, indicating in one paragraph, the level of their musical skills, their interest in the course, and their class year.

Student selection criteria: musical ability, but enthusiastic beginners are welcome to apply and will be admitted if possible. *Enrollment limit:* 7.

Cost to students: approximately \$50 for reading packet and recordings.

Meeting time: see above.

ERNEST BROWN and ALPORT MHLANGA

MUS 17 Contemporary American Songwriting (Same as American Studies 15)

(See under AMST 15 for full description.)

MUS 18 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, and a percussion ensemble piece by Amadeo Toldan.

Winter Study Program

Prerequisites: the ability to read music and to follow music scores. *Enrollment limit: 15.*

Cost to student: \$30 for reading packet.

Meeting times: TWR (6 hours per week, afternoons. 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 19 Jazz and Poetry Workshop (Same as English 14)

(See under ENGL 14 for full description.)

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 31 Senior Thesis

To be taken by students registered for Music 493, 494.

NEUROSCIENCE

NSCI 31 Senior Thesis

To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 10 Formal Logic

This course will introduce students to sentential and predicate logic. Its major goal is to give them the ability to understand the kinds of formalization used in ordinary works of philosophy, i.e., texts that are not intended primarily for specialists in logic. Depending upon the interests and rates of progression of the students, there may be some consideration of more advanced topics, such as modal and tense logic.

Requirements: there will be readings for each class meeting, and usually problem sets.

Method of evaluation: problem sets, some to be completed in class.

Prerequisites: students who have taken courses in logic should not take this course without consulting with the instructor. Math majors are unlikely to be challenged, but are welcome, particularly if they are willing to try to help those in the class with less formal sophistication (including the instructor, who is far from an expert and anticipates honing his relatively modest skills by “teaching” this course). *Enrollment limit: 15. Preference to actual and possible philosophy majors; non-majors who are considering declaring or adding the major in philosophy should so inform the instructor by email.*

Cost to student: maximum of \$50 (but probably less); for photocopies and/or books.

Meeting times: MTWR, 10:30-noon.

WHITE

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 course also seeks to provide an opportunity for students to live, for one intensive month, as if they were 21st Century Samurai.

The physical training (10-12 each morning in the wrestling room) 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 learn what constitutes philosophical rigor, and then take turns leading class discussions on ethical topics they choose from a list grouped into 4 major categories—Power, War, Life, and Money. While this is not intended to be strictly confined as an “Ethics of Aikido” course, the ethics discussions will be consistently and constructively flavored by our Aikido training. Candidates need to understand that this course entails more class time each week than most Winter Study options. There is simply no other way to transmit and integrate the course’s physical and intellectual components. Students will be expected to want to immerse themselves in experiencing life as a (peaceful) warrior. 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 an integral part of the course.

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

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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. \$35 for books.

Meeting time: mornings M-F, one lunch and two evenings/week.

ROBERT KENT '84 (Instructor)
SAWICKI (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, and is founding coordinator for The PeaceCamp Initiative (a scholarship program that seeks to use Aikido principles to heal the Israeli/Palestinian conflict 20 kids at a time). 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 third time he has offered this course.

PHIL 12 Philosophy in Literature (Same as English 22)

What is it for a novel, a story or a play to be a *philosophical* novel, story or play? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical theories are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, literature at its best does the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly say, and moreover prove, what literature illustrates, shows and displays? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; literature, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deeper understanding, but also in transformation of the self.

The class will require close readings of a (necessarily small) sample of philosophical novels, stories and plays, and a selection of theoretical works on the nature of the relationship between philosophy and literature. We will start with Voltaire's *Candide*, a straightforward illustration and dramatization of conflicting philosophical systems, and proceed to discuss the works in which literature and philosophy interact in more complex and more interesting ways. We will read Shakespeare's *Hamlet*, Kafka's *Metamorphosis*, Sartre's *No Exit*, de Beauvoir's *She Came to Stay*, several stories by J.L. Borges, Chekhov's Uncle Vanya and, time permitting, Ecco's *The Name of the Rose*.

Format: seminar. Requirements: class participation, weekly short assignments and a longer final paper.

Enrollment limit: 15 (*expected*: 10). *Preference given to students with strong background or interest in both philosophy and literature*.

Cost to the student: approximately \$60 for books.

Meeting time: early afternoons.

MLADENOVIC

PHIL 14 Intersexuality (Same as Women's and Gender Studies 14)

This winter study course examines the ethical and social-political issues raised by intersexuality. Once called "hermaphrodites" or "pseudo-hermaphrodites," intersexed persons are individuals whose chromosomal-gonadal-genital configuration differs from the XX or XY norm. Over the past 50 years, it has been common medical practice to "normalize" intersexed infants through genital surgery, hormones, and other interventions.

In this course we will discuss questions such as: Are genital surgeries on intersexed infants ethical? Should they be illegal? Are these surgeries akin to male circumcision, which has long been legal in the U.S.? Or are these surgeries akin to FGS (female genital surgery), which has been banned in the U.S.? Should parents be legally required to "choose" a sex for their intersexed child? Should intersexed people be permitted to not legally declare a sex or gender? What do intersexed cases tell us about the social institutions of sex and gender?

Evaluation will be based on attendance, active participation, and a final essay of 7-9 pages, with a required draft submitted for comments.

No prerequisites. *Enrollment limit*: 12.

Meeting time: mornings.

MCKEEN

PHIL 25 Morocco (Same as English 25)

Students in this course will spend winter study in Morocco. Morocco presents a compelling blend of historical influences and modern world currents. Threads of Islam, Arab traditions, and the heritage of the native Berber people are woven into a distinctive cultural tapestry, while traces of French colonialism can still be seen in the political and social structure. Morocco is at the intersection of the West, the Middle East, and Africa. Travel there is therefore a powerful way to introduce intellectual themes that require and reward a subtle blending of insight from history, political science, religion, and philosophy.

We will take the first steps in engaging some of these challenging topics in order to enable independent study facilitated by serious and multifaceted exposure to the country. For the first two weeks, students will study at the Center for Cross Cultural Learning (CCCL) in Rabat, taking Arabic lessons (classical or Moroccan dialect) each

Winter Study Program

morning and then gathering for lectures by local university faculty in the afternoon. During this span students will live with Moroccan families in the Rabat medina. In the third week of the course students will travel in the interior of Morocco, exploring Fez and Marrakech, riding camels in the desert, and hiking to Berber villages in the Atlas Mountains.

Students will be expected to attend all seminars, lead a group presentation, and complete a substantial research paper (10-15 pages). The presentation and research paper will be occasions to explore a special topic in depth including, for instance, justice and gender, art, literature, colonial studies, or Islam.

No prerequisites. Arabic is the official spoken language of Morocco, and French is spoken very widely. While desirable, neither is required. *Enrollment limit: 15. Preference: Student interest is more important than class year or academic major. Final participants will be chosen on the basis of interviews regarding student goals and intellectual interests. Not open to first-year students.*

Cost to students: approximately \$3500.

BARRY and KNOPP

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 11 Explorations in Biophysics (Same as Biology 15 and Chemistry 10)

Biophysics is that branch of knowledge that applies the principles of physics and chemistry and the methods of mathematical analysis and computer modeling to understand how biological systems work. This exciting and rapidly evolving field is revolutionizing how we study life. This course will expose students to topics where the techniques of physics and chemistry inspire a deeper understanding of biological questions. Possible subject matter includes: polymer physics, DNA dynamics, protein dynamics, diffusion, cellular crowding, laser tweezers, single molecule techniques, molecular rulers, ion channels, and molecular motors. The goal will be to both instruct the student in biophysical methods and demonstrate the power of interdisciplinary research. The first part of the course will use class time to teach the necessary physical and biological concepts. The latter part of the course will be used to guide students through the experiments we have described in the coursework. Because grant writing is the primary method of acquiring scientific funding, the students will be instructed on writing a grant proposal that explores a relevant topic of interest to the student.

Evaluation will be based on take home problems, mock grant proposal (10 pages), class, and lab participation. Prerequisites: Mathematics 209, Physics 142, Biology 101; or equivalent, or by permission of instructors. *Enrollment limit: 12. Preference given to juniors and seniors.*

Meeting time: TR, 1-4 p.m. plus lab time. Students should expect to spend at least 20-30 hours per week on the homework and labs in preparation for their mock grant proposal. The lab time has no set meeting time, and the students will be given access to the available lab resources they need to complete their work.

JENNIFER HODAS and NATHAN HODAS '04 (Instructors)
AALBERTS (Sponsor)

Nathan Hodas '04 is currently pursuing his Ph.D. in Physics at the California Institute of Technology. He is studying single-molecule dynamics of proteins and nucleic acids. He is the winner of the 2004 Leroy Apker Award. Jennifer Hodas graduated from Yale University in 2004 with a B.S. in Molecular Biophysics and Biochemistry and a B.A. in Psychology. She is currently pursuing her Ph.D. in Biochemistry at the California Institute of Technology. She is studying dynamic plasticity and local protein translation in neurons.

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

Winter Study Program

substantial additional independent student work. There will be an exhibition of coursework on the final day of Winter Study.

No prerequisites. *Enrollment limit: 18, with preference given to juniors and seniors.*

Cost to student: cost of text and (approximately) \$15 for drawing materials.

Meeting time: mornings.

STELLA EHRICH (Instructor)
JONES (Sponsor)

Stella Ehrich 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 Artistes—The Artist Book

Explore and explode the boundaries that define the ancient art of bookmaking. Step outside of traditional assumptions and preconceived ideas to explore a mode of expression that is creative, graphic, sculptural and very personal. During the first half of the course, learn basic bookmaking and binding techniques, including the many variations on the accordion, codex, tunnel, carousel and inventive.

Practice paper decoration, printmaking (including monoprint, stamping, photocopy transfers and transfer drawings), collage and creative writing in order to develop a plan for the creation of a collaborative project and an individual artist's book, to be designed and executed in the last half of the class.

Students will be evaluated on class participation, a collaborative project 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: \$60 plus another \$50 dependent on the types of supplies/paper/books that students end up making.

Meeting time: Students will meet three days a week in a studio/workshop like setting. Expect to spend a minimum of 6 hours per day, outside of class, on daily assignments and final project.

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 M.F.A. in Book Arts and Printmaking from the University of the Arts in Philadelphia and a M.A. in Religion and the Visual Arts from Yale University. Her work has been exhibited both nationally and abroad, most recently in San Francisco, Pittsfield and Venice. She currently coordinates Public Programs at the Berkshire Museum.

PHYS 22 Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a five-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Cost to student: none.

Meeting time: to be arranged with instructor.

S. BOLTON 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 B-Sides and Rarities in The Great Books Catalogue: Spinoza's *Theological-Political Treatise*

Baruch Spinoza's *Theological-Political Treatise*, published anonymously in 1670, sparked significant controversy in its time. In contesting prevailing orthodoxies about Scripture, outlining a theory of state power, and presenting a radical reinterpretation of the relation between religion and politics, the *Theological-Political Treatise* marks a significant intervention in the political struggles of a young Dutch Republic and a pivotal moment in the history of political philosophy. Yet, until recently, this text stood as Spinoza's minor work, a prelude to his monumental *Ethics*, and largely neglected by students of politics and philosophy. The recent "rediscovery" of Spinoza's political thought should come as little surprise, as questions of religion, the state, and violence circulate at the very center of present political conflict and struggle. In this course, we will undertake an intensive reading of Spinoza's *Theological-Political Treatise*, attuned to its rhetorical style and its philosophical arguments. We will consider Spinoza's views on the relation of faith to reason, the relation of rights to power, religious difference and toleration, the foundation of the state, and the connection between political philosophy and theology. Our investigation of the *Treatise* will prompt some consideration of the contemporary purchase of Spinoza's political, philosophical, and theological arguments.

Winter Study Program

Format: seminar. Requirements: regular attendance, careful and consistent reading both inside and outside of class, active and informed participation in discussion, and several short response papers (totaling 10-12 pages of writing)

Enrollment limit: 15.

Cost to student: about \$20 for the book.

Meeting time: TWR, 10-noon.

MARASCO

PSCI 11 The Gospel According to U2

It has been said that U2 is the “world’s greatest rock band”—but is it also (unknown to most) the world’s greatest—and most unusual—Christian rock band? This course explores the theology, spirituality and politics of U2 expressed through the group’s songs, stage performances and human rights campaigns. We will listen to a lot of U2, watch some videos and tour footage—but it’s not all fun and games. We will also read serious theological and philosophical tracts on U2 lyrics and explore the band’s complicated interweaving of faith, sexuality, grace, fame, doubt, justice, and the meaning of America in a way which makes them a surprisingly popular and poignant spiritual voice in our superficial and materialistic age. We will also delve into the group’s human rights and global social justice work, from Band Aid in the 1980s to Project Red today, and in particular explore Bono’s Christian social justice moorings.

Evaluation based on class attendance, discussion and a 10- to 12-page paper.

No prerequisites. *Enrollment limit:* 25.

Cost to student: price of books (approx. \$50).

Meeting time: mornings.

PAUL

PSCI 12 Civil Rights Law

This course will examine contemporary civil rights law including application of constitutional and statutory law to modern civil liberties issues. The course will address discrimination, employment, privacy, sexual harassment, ethnic profiling and police misconduct issues. The course will emphasize analysis of cases, statutes and related legal materials. Most of the class time will be devoted to discussion of the cases and statutes. Outside of class time will involve reading the cases and materials. A model civil rights case will likely be analyzed to demonstrate application of the law to a civil rights dispute. The class will begin with an introduction to legal research principles including traditional and electronic legal research. Students will analyze appellate court decisions and related materials, primarily U.S. Supreme Court decisions and select federal statutes including the Americans With Disabilities Act and the Civil Rights Act of 1964. This class is recommended for students contemplating law school.

Requirements: A 10-page research paper addressing a civil rights topic to be decided by student and instructor. Evaluation will be based on the analysis of a student paper and class participation.

No prerequisites, although an interest in civil rights issues is recommended. *Enrollment limit:* 20.

Cost to student: \$75 for course materials.

Meeting time: mornings.

J. MICHAEL MCGUINNESS (Instructor)
C. JOHNSON (Sponsor)

Mr. McGuinness has litigated civil rights cases for over twenty years including before the United States Supreme Court. He has taught civil rights law at the college and law school levels including two prior winter terms at Williams.

PSCI 13 Political Engagement and the 2008 Election (Same as Leadership Studies 13)

(See under LEAD 13 for full description.)

PSCI 14 Advocating for the Environment (Same as Environmental Studies 14)

(See under ENVI 14 for full description.)

PSCI 15 The Third World City

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities’ path of urbanization diverges from the “normal” one accompanying industrialization in the West and East Asia. We consider this phenomenon and its interpretation by various filmmakers and writers, and by the residents themselves. Writers include Mike Davis, Rem Koolhaas, Sukhetu Mehta, and Robert Neuwirth.

Evaluation will be based on class participation and a 10-page paper.

No prerequisites. *Enrollment limit:* 20. *Preference to Political Science majors.*

Cost to students: none.

Meeting time: afternoons.

MAHON

PSCI 16 Rhythm Based Conflict Resolution: An Experiential Approach (Same as Biology 16, Chemistry 17, Psychology 16, and Theatre 16)

(See under PSYC 16 for full description.)

PSCI 17 The Political Philosophy of Leo Strauss

Leo Strauss is one of the foremost political philosophers of the 20th century, and is especially influential for his ideas about how to read other political philosophers. He has become quite controversial of late due to his putative influence on neo-conservative thought. This course will read several of his main books and discuss them.

Winter Study Program

Requirements: 10+ page paper and class discussion.

Enrollment limit: 12.

Cost to student: about \$50 for books

Meeting time: MWF, 10-noon.

MACDONALD

PSCI 21 Fieldwork in Public and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental agency, nongovernmental (including voluntary, activist, and grassroots) organization, or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity; Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). In 2008, students are especially encouraged to seek fieldwork with political campaigns. The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contacts with an institution or agency. The instructor and members of the Political Science department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed by the student. Students will read a few short articles distributed at the beginning of Winter Term and must agree to keep a journal, maintain weekly contact with the 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: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Paula Consolini.

No prerequisites. *Enrollment limit:* 30.

Cost to student: approximately \$15 for readings, student covers transportation costs to and from internship site.

PAULA CONSOLINI and MELLOW (Instructors)

C. JOHNSON (Sponsor)

Paula Consolini is the Coordinator of Experiential Education at Williams.

PSCI 22 Research Design and Methods Minicourse

In social science research, clear rules govern how to choose cases, how to infer causation, and how to recognize and assess disconfirming evidence. This course teaches those rules. Every class, students learn, apply, and evaluate a research technique. We discuss how to state a researchable question and how to determine what counts as an answer to that question. We consider what constitutes valid evidence, how to identify and evaluate alternative explanations for the same event, and how to separate coincidence from cause. Students do interviews, surveys, archival research, case studies and field studies. The course assumes no statistics although students will have to (gasp) multiply; instead, our focus is on the issues involved in conceiving and executing a research project in the social sciences.

Format: lab. Requirement: homeworks applying each method or research problem to a topic, then one larger report.

Enrollment limit: 15.

Cost to student: one textbook.

Meeting time: mornings.

SHANKS

PSCI 25 Williams in NOLA

This winter study will give students a first-hand, community level understanding of New Orleans culture and the impact of Hurricane Katrina, framed by an academic understanding of the same. Students will be in New Orleans for the first two weeks of the Winter Study period. During that time, they will be involved in rebuilding projects in New Orleans through Common Ground (a grass-roots recovery organization), Tulane's Semester in NOLA program, or possibly Habitat for Humanity. Projects may involve demolition, rough carpentry, painting, landscaping, or other manual labor in residential areas, or assisting in restoration of city facilities such as libraries, museums, schools, etc.

Concurrent with the rebuilding/restoration projects, students will also participate in interdisciplinary studies (coordinated through Tulane's Semester in NOLA) looking at New Orleans' culture, heritage, and geography, the evolution of the city's pre-Katrina configuration, the events of Katrina's onslaught and its aftermath, and the political, economic, and social impact of Katrina.

In addition to the exposure through their own work, students will have a tour/lecture on the construction and geology of the levee system, and how and where it failed, and a tour of some of the area outside New Orleans proper, where the storm alone (as opposed to levee failure) was responsible for the damage. Students will be given readings from *Breach of Faith* by Jed Horne, *One Dead in Attic* by Chris Rose, and *Rising Tide* by John Barry, and possibly other references, as well as viewings of Spike Lee's documentary "When the Levees Broke." Speakers will include faculty from Tulane, a state representative from New Orleans, and residents of New Orleans, including the Lower Ninth Ward.

Students will also have the opportunity to have discussions, both amongst themselves and facilitated by faculty, about their experiences. When students return to Williams for the third of winter study, they will continue these discussions and some students will do presentations for the class.

Written requirements and grading: Students will be expected to keep a journal during their stay in New Orleans,

Winter Study Program

reflecting on and (ideally) integrating their readings and their experiences. If appropriate, students may also choose to develop a presentation to be offered to the Williams community early in the second semester.

Enrollment limit: 15. Not open to first-year students.

Cost to student: \$1000.

JAMES SAMENFELD-SPECHT '74 (Instructor)
C. JOHNSON (Sponsor)

James Samenfeld-Specht graduated from Williams in 1974 and was one of 17 participants in Williams at Home in 1972. He is now a child psychiatrist, currently practicing and living in Maine.

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 11 Children and the Media

The media's influence on child development is pervasive. American children ages 2 through 17 watch television an average of 25 hours per week, with 20% of children viewing more than 44 hours per week. Eighty-three percent of children ages 8 to 18 own video game systems and 45% of American households have internet access. This course examines the effects of the media on child development, from infancy through late adolescence. Theory and research that examines the mechanisms of influence by which media exposure impacts development will be discussed. Outside of class time students will become consumers of media marketed to children and conduct brief systematic analyses about the impact of such media on various domains of child development. These analyses will then be presented and discussed in class. Students will also complete an intensive independent investigation of one media genre of their choice, which may include television, film, video games, computer games, internet forums (e.g., My Space and Face Book) or music by becoming extensive consumers themselves (25 hours per week during the 3rd week of winter study) and writing a report which synthesizes their experiences with this genre and the psychological literature into an integrative analysis. Oral presentation of this report will be presented to the class during final day of winter study.

No prerequisite. *Enrollment limit: 15. Preference given to seniors.*

Cost to student: approximately \$75 for books.

Meeting time: afternoons.

HANE

PSYC 12 Animal Communication: The Psychology of Human-Animal Relationships

Many of us have enjoyed the unconditional love of a pet. Such a close bond with a special animal can be incredibly rewarding and fulfilling. But what goes into building such relationships? How does that relationship differ if "Fido" is actually a 1200 lb horse or a 600 lb tiger? Are animals really telepathic communicators, or are they simply responding instinctively to stimuli? In this course, we will try to unravel the mystery of how animals and humans communicate with each other. We will learn about basic psychological and biological principles of behavior, communication, and learning. We will speak with veterinarians and trainers about their experiences and opinions, and observe a "Horse Whisperer". Reading list includes: *The Body Language of Horses* by T. Ainslie; *Does a Seal Smile?* by F. Ehrlich; and *If Wishes Were Horses: The Education of a Veterinarian* by L. Gage & N. Gage. Guest speakers: Lisa De Mayo, a horse trainer and riding instructor in Williamstown for over 20 years, currently the coach of the Williams College Equestrian Team; Dr. Carlin Jones, an equine veterinarian with Upstate Equine Medical; Lisa Boshetti, an animal trainer at the Berkshire Humane Society.

Evaluation will be based on class presentations and a final 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$50 for course materials and books.

Meeting time: mornings, three times a week for two hour meetings. This will include any field trips or demonstrations.

TRACEY VAN KEMPEN '05 (Instructor)
HEATHERINGTON (Sponsor)

Tracey Van Kempen '05 is the Junior Essel Fellow in Neuroscience at Williams College. In addition to her research with Professor Zimmerberg in Behavioral Neuroscience, she has been involved with equestrian sports and training for eight years as a rider, instructor, and groom.

PSYC 13 Get Focused & Step It Up—Climate Change Activism

Students will learn about and participate in grassroots activism addressing global climate change. We will read in-depth about the range of grassroots efforts—from local to national and international—to stop climate change and mitigate its impacts. Emphasis will be given to Focus the Nation, the campus-based national discussion of climate change that will culminate in educational forums taking place at Williams and across the country on January 31, 2008. Grassroots organizing and activism have been critical in the U.S. given the lack of governmental leadership on this issue to date. Students will be asked to think critically about which grassroots organizing efforts are most effective, and to participate in a form of activism that they will study in-depth. Examples of a final project include staging a rally or educational event, creating a public service announcement or public information campaign, or conducting a small research project (e.g., an observational study, survey, or questionnaire) and us-

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ing it as the basis for an educational project such as a brochure, video, or website. These projects can be done in conjunction with the Focus the Nation events at Williams.

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.

WENDY PENNER (Instructor)
FEIN (Sponsor)

Wendy Penner received her Ph.D. in organizational psychology from the University of Michigan in 1992. Her graduate student research dealt with how organizations respond to environmental issues. Since leaving graduate school, she has done a variety of work for non-profit organizations including the Center for Ecological Technology. She has also taught courses in the Psychology Department at Williams College.

Ms. Penner is a member of the Williamstown COOL (CO2 lowering) committee. Williamstown is a member of Cities for Climate Protection and has made a commitment to reduce carbon levels to 10% below 2000 levels by 2010. The COOL committee has conducted, or will conduct in the coming year, campaigns to register 6 percent of Williamstown residents for green energy, install 15,000 energy saving compact fluorescent bulbs throughout the community, introduce an anti-idling campaign, and create a recognition program for "green" businesses, and it has participated locally in national grassroots climate change events such as Step It Up 2007.

PSYC 14 Introduction to Go (Same as ANSO 14)

The game of Go is one of the oldest continuously-played strategy games in the world and is played by millions in China, Korea, and Japan. Its popularity no doubt has arisen from an ideal combination of intense intellectual challenge and the meditative beauty of playing. The goal of Go is not to destroy a force (as in chess) or to run a race (as in backgammon). Instead, two players alternate in placing black and white stones on a wooden 19x19 grid with the aim of surrounding the most territory. Go is unique because its large board and minimally restrictive rules allow for complex strategy and expression of each players' personality. But Go is also more than a game. It is a cultural phenomenon with deep roots in Eastern history and an art form with intriguing implications for artificial intelligence and the nature of problem solving. In this course we will learn, study, and play a lot of Go, culminating in a class tournament. In addition, play will be supported by game analyses, novels, articles, and films. Expectations: 6 hours in class activities; 20 hours of work outside of class (reading, playing with other students and on-line, game problems, commentaries and analyses). Evaluation will be based on attendance (prompt attendance at all classes is mandatory), problem sets, game commentaries, and participation in discussions.

No prerequisites. *Enrollment limit: 16. Preference to first-year students and sophomores.*

Cost to student: approximately \$125 for books and supplies.

Meeting time: three 2-hour morning periods each week.

SUNDERMEIER and P. JUST

PSYC 15 Ephquits: An Introduction to Traditional Quiltmaking

This course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods thrown in also. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or throw-size quilt). There will be an exhibit of all work (Ephquits), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor.

Requirements: attendance of all classes (two field trips inc), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$150 for materials and supplies.

Meeting times: 2-4 p.m., three days each week.

DEBRA ROGERS-GILLIG (Instructor)
HEATHERINGTON (Sponsor)

Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for 30 years, and teaching classes and coordinating shows and exhibits for 25 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

PSYC 16 Rhythm Based Conflict Resolution: An Experiential Approach (Same as Biology 16, Chemistry 17, Political Science 16 and Theatre 16)

This course will explore the theoretical and practical intersections of rhythm-based communication, conflict studies, and conflict resolution. Students will study the foundations of each discipline and practice the tools, techniques, and strategies associated with drum circles and mediation, such as mindful listening, reflective inquiry, and facilitation. This course will culminate in an original curricular design project and students will be encouraged to pilot their projects with local school-aged youth in order to realize the emerging potential for future educational applications of rhythm based conflict resolution.

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No prerequisites. Beginning and experienced drummers welcomed. *Enrollment limit: 16. In the event of over-subscription, students will be asked to write a brief interest statement to determine eligibility.*

Cost to student: \$75 for drums and materials.

Meeting time: afternoons.

OTHA DAY and AMY BETH KESSINGER (Instructors)
HEATHERINGTON (Sponsor)

Otha Day leads drum and rhythm circles for pre-schools, elementary and high schools, colleges, libraries, private family gatherings, wellness centers, spiritual and religious events, and corporate functions. Otha is a trained teacher and professional musician who has been operating a successful private piano teaching studio for more than 25 years teaching Classical and Jazz piano to students of all ages and levels from pre-school through university piano performance majors.

Amy Beth Kessinger is an educator, mediator, and conflict specialist whose work with individuals, couples, families, schools and other organizations includes assessment, consultation, coaching, advocacy, facilitation, systems design, and evaluation.

PSYC 17 Teaching Practicum

Students interested in teaching may submit applications for a Winter Study assignment as a teacher's aide at Mt. Greylock Regional High School or at the Williamstown Elementary School. Those accepted will work under the supervision of a regular member of the teaching staff and submit a report on their work at the end of the Winter Study Period. This project involves a four-week commitment to full-time affiliation with the school. Interested students should consult before winter study registration with Professor Kavanaugh, Bronfman 375. He will assist in arranging placements and monitor students' progress during the four-week period. Criteria for pass include full time affiliation with the school and a final 10-page report. The final report should summarize the student's experiences and reflections as drawn from a daily journal.

Prerequisite: Approval of Professor Kavanaugh is required. *Enrollment limit: number of places available at the two participating schools.*

Cost to student: none.

KAVANAUGH

PSYC 18 Psychology in Action

This course gives students the opportunity to do a full-time (30-35 hours) placement during winter study in a hospital, mental health or social service agency, legal firm, industry, consulting, or research setting in which work of a psychological nature is done. During the fall semester, students are responsible for locating their own potential placements and consulting with the course instructor about the suitability of the placement before the winter study registration period. Students should provide the course instructor with a brief description of the proposed placement, noting its relevance to psychology, and the name of the agency supervisor. Before Thanksgiving break, the student must provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during winter study.

Requirements for a passing grade are satisfactory evaluation from the agency sponsor, a reflective journal, and a 10-page minimum final paper describing and analyzing the experience from a psychological perspective.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

HEATHERINGTON

PSYC 22 Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior in the laboratory. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course.

Evaluation will be based on the quality of research participation, student's lab journal and either an oral presentation or a written 10 page report of the research project.

Required Activities: A minimum of 20 hours per week of research participation will be expected of each student.

Prerequisite: permission of instructor

Enrollment limit: space available in faculty research labs.

Student selection criteria: Decision will be based on evaluation of departmental application and number of faculty available as mentors.

Meeting time: mornings.

Cost to student: \$50 books and, in rare cases, \$120 for transportation costs.

P. SOLOMON

PSYC 31 Senior Thesis

To be taken by students registered for Psychology 493-494.

FEIN

RELIGION

REL 10 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice (Same as ANSO 10)

(See under ANSO 10 for full description.)

REL 11 Greek and Roman Cults and the Rise of Christianity (Same as Classics 10)

(See under CLAS 10 for full description.)

REL 12 Building Your Yoga Practice: Dipping in to a Long and Living Tradition

This class provides an orientation to yoga and builds a foundation for an effective and rewarding yoga practice by integrating textual studies and personal practice. Analysis and comparison of classic yoga texts from India provides a historical, cultural, and philosophical background for yoga. As well as discussion of key yogic concepts and how they relate to contemporary life, class meetings experientially explore how philosophical themes play out in the physical practice. In any one class, poses may include standing poses, inversions, abdominals, hip-openers, backbends, twists, forward bends, and restoratives. Participants learn a set of universal principles of alignment, which facilitates skillful sequencing to create your own effective home practice and gain familiarity with the basics of human anatomy. Throughout class, you receive individualized attention on how to work with your particular body and needs. Interacting with the yoga tradition can promote greater physical accomplishment and ease, prompt explorations of ethical dilemmas and philosophical questions, and uncover ways to reduce stress and optimize your energy. This class aims to provide an overview of the yoga tradition, and to empower each participant to creatively draw upon this tradition, and to empower each participant to creatively draw upon this tradition for your personal intentions.

Required texts: Pantanjali's *Yoga Sutras*, *The Bhagavad Gita*, *Hatha Yoga Illustrated*, and related articles.

Evaluation is based 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 15 pages of writing including textual analysis as well as personal reflections on the nature of yoga.

No prerequisites. Preference given to those with some previous exposure to yoga asana or philosophy. 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, plus about \$50 if an appropriate field trip to a nearby yoga workshop is available.

Meeting time: late mornings, three two-hour sessions/week.

NATASHA JUDSON and DREYFUS (Instructors)
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 24 The Reformation in Europe

This course explores the roots of the Reformation in early-modern Europe through its immediate repercussions. As a travel course, we will explore the key places where the Reformation took place, beginning in Wittenburg (now appropriately named Lutherstadt Wittenburg), Muenster (The "Radical Reformation"), Munich, and ending in Vechta (Lower Saxony). We will spend seventeen days in Germany and France, beginning with Muenster, where we will tour the "Freidensaele," or the "Halls of Peace," where the treaties ending the thirty years war were promulgated. After orienting ourselves over a two-day period, we will travel on by train to Lutherstadt Wittenburg, where we will visit Luther's former monastery and home, and well as the Melancthon and Lucas Cranach the Elder houses. During this time our sightseeing will be interspersed with brief lectures on the roots of the Protestant Reformation. After three days we will travel to Erlangen, where we will tour items of Reformation interest and spend some class time wrapping up loose ends with Luther and continuing on to Calvin. We will have lectures and read Calvin as we travel. We will then travel to Vechta in Lower Saxony. Upon our return to Williamstown, we will reassess our experience. Students will be expected to write a 10- to 12-page paper on selected themes.

No German language experience is expected or required. Enrollment limit: 8. Not open to first-year students.

Cost to students: approximately \$2500.

SHUCK

REL 25 Explorations in Solidarity: A Meeting of Minds and Hearts in Nicaragua

This course will explore the lived realities of the hemisphere's second most impoverished nation, and the relevance of faith and religious community to the struggle for social justice. Students will reflect on these realities and struggles in the company of subsistence farmers, urban factory laborers, and leaders of grassroots organizations working for progressive social change. The effects, particularly on the poor, of free trade policies (CAFTA and FTAA) in an increasingly globalized economy, natural disasters, and the changeable attentions of the developed world will be explored, using some of the methods of popular education and oral history. Significant attention will also be given to the efficacy of liberation theology and the base Christian community movement, as well as other influences—Christian, Marxist and neo-Liberal—on the material and spiritual well-being of Nicaraguan people.

Nicaragua offers a unique lens through which to view the culture and influence of the U.S., as well as the daily struggles, the dignity, and the hope of some of the hemisphere's most marginalized citizens. The experience of the course will include approximately ten days of living (with minimal amenities) with families in a subsistence farming community. Students will also attend a number of Christian religious services. (The course is open to students of any religious background or no affiliation.) And for a portion of the course we may be joined by Nicaraguan peers who are involved in youth empowerment movements or in the midst of university education. Travels in Nicaragua will be organized by the staff of the Asociación Kairos para la Formación, an NGO that facilitates educational programs and fosters faith-based partnerships for communities and groups in North America and Nicaragua, working toward the goal of permanent transformative relationships. Throughout, students

Winter Study Program

will be invited to accompany our Nicaraguan hosts as they live their daily lives, and to reflect on their own identities and assumptions as North Americans. The goal is to explore the relevance of religious community to the possibilities for restorative justice, and to discover what it would mean to shape a relationship with the people of Nicaragua according to a paradigm of solidarity—in contrast to the more familiar paradigms of charity and national self-interest.

The course will begin in Williamstown with several days of background reading (Nicaraguan history and the current political, economic and religious situation), writing, and orientation. Once in Nicaragua there will be daily reflection sessions, in preparation for which students will keep a detailed personal journal. Other requirements include attendance at two orientation sessions during the latter weeks of the fall semester; participation in a group oral presentation to the Williams community upon return; and a final 10-page paper.

Conversational knowledge of Spanish is, of course, helpful; but we will be accompanied by several translators who will help to make the experience accessible to non-Spanish speakers as well. Willingness to live in physically demanding situations is essential. The cost of the trip to the student, including all food, lodging, round-trip travel between Williamstown and Managua, all in-country transportation and fees, will be no more than \$2,650 (depending on airfares at the time of booking). Students are individually responsible for the cost of travel to Williamstown at the beginning of WSP.

Enrollment limit: 15. Not open to first-year students.

Cost to students: approximately \$2,650.

Rev. RICHARD SPALDING, Chaplain to the College (Instructor)
DARROW (Sponsor)

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 Fictions of Domesticity (Same as English 10)

We visit an author's home in search of a connection to the origin of their writing: here's the site from which a novel or poem sprang. Museums dedicated to authors' homes feed this fantasy, that in looking at Melville's desk (complete with glasses) or at the room where Dickinson dwelt we are even closer to them than in their words. However, as we will explore in the course, far from an unmediated visit to the source of genius, museums of author's homes construct narratives of their own about authorship, art, even about the value of daily life. Moreover, the writers themselves shaped conceptions of domestic space in ways that do not always correspond to the tales told by the museums made of their homes. We will visit the homes of, and read works by, Herman Melville, Emily Dickinson, Mark Twain, and Harriet Beecher Stowe.

Students will produce a final project that engages in the critical issues of the course. This project may be a ten-page paper focused on the readings, on analysis of the museum spaces themselves, or may even use visual media to comment upon the constructions of domestic space and authorship.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$60 (for transportation and museum admission).

Meeting times: mornings.

T. DAVIS and PIEPRZAK

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 Percussion for Non-Percussionists

Do you play drums or percussion, or have you always wanted to? Students enrolled in this class will learn through hands-on instruction the basics of playing percussion instruments including snare drum, timpani, hand

Winter Study Program

drums, drum set, and mallet percussion. Members of the class will form a percussion ensemble that will rehearse a wide variety of music written especially for percussion instruments, culminating in a performance. Through study and playing, the class will explore the history of percussion instruments and the musical contexts in which they are heard, both in Western music and in the music of many of the world's cultures. Class meetings will include instruction, listening, presentations, and rehearsal.

Previous musical experience and the ability to read music are required. Selection for the class will be based on a written description of the student's musical background and goals, which can be emailed to the instructor during Winter Study enrollment. Students will be expected to participate fully in every class meeting and to prepare outside of class through individual practice.

Evaluation will be based on participation in class and rehearsals and on a presentation given by each student.

Enrollment limit: 10.

Cost to student: \$30 for sticks, mallets, course pack.

Meeting time: mornings (total 6 hours per week).

MATTHEW GOLD (Instructor)
ROUHI (Sponsor)

Matthew Gold is a member of the percussion trio TimeTable, the Glass Farm Ensemble, and the multi-media chamber group Sequitur. An advocate of new music, he has performed frequently with the New York New Music Ensemble, New Juilliard Ensemble, the Chamber Music Society of Lincoln Center, the Mark Morris Dance Group, the Argento Chamber Ensemble, and has been a member of the Aspen Contemporary Ensemble. He is the principal percussionist of the Berkshire Symphony and was the percussionist for the Lincoln Center Theater production, *The Light in the Piazza*. Mr. Gold is an instructor at Williams College where he also directs the Williams Percussion Ensemble.

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 24 Resettling Refugees in Maine

Sponsored by the Gaudino Scholar and the Gaudino Fund, this Winter Study travel course will allow a small group of students to live in Portland, Maine for the month of January, where they will explore the impact of over thirty years of refugee resettlement in the 'whitest' of the United States. Students will live with a refugee family from one of the over two dozen countries represented by the refugee community of Portland, and during their home stay they will encounter first-hand the issues confronting recent immigrants to the United States from Southeast Asia, Africa, Eastern Europe or Latin America. Students will keep a daily journal to record their experiences working with their refugee family and the organizations that serve them. Students will be challenged to examine issues including class, race, ethnicity, and national identity; the interplay of public and private values; the wide variety of educational, health, governmental, and religious agencies and providers serving refugee families; and how these services are perceived and received by family members. Each student will meet weekly with the course instructor to evaluate her or his experience, and once or twice during their stay in Maine students and their host families will have the opportunity to meet as a group for a meal and discussions. Students as a group will also have time in Maine at the beginning of the program for orientation sessions, and at the conclusion to share experiences and write a short paper.

No prerequisites. If student interest exceeds the enrollment limit, preference will be given to those students who demonstrate, in a short conversation with and essay submitted to the instructor, their interest in experiential learning generally and the problems confronting recent immigrants to the United States specifically.

Enrollment limit: 10. *Not open to first-year students.*

Cost to students: all costs for this WSP travel course will be paid by the Gaudino Fund.

JEFF THALER '74 (Instructor)
CASSIDAY (Sponsor)

Jeff Thaler '74 participated in Williams-at-Home with Professor Robert Gaudino in 1971-72. After Professor Gaudino's death in 1974, Jeff and some other alumni developed an initiative that eventually became the Gaudino Memorial Fund. Jeff served on the Board of the Fund for many years, including service as its Chair. Since 1974, Jeff graduated from Yale Law School in 1977, worked as a public defender in New York City from 1977-79, and has lived in Maine since 1979, where he has worked as a trial and environmental attorney. He has taught environmental law as an adjunct professor at the Maine Law School, as well as family law as an adjunct professor at Bowdoin College. Jeff served for many years on the Board of KIDS Consortium, a group promoting service learning initiatives in Maine schools; has worked as a mentor for a Sudanese student attending Portland High School; and has worked as a group facilitator for the past six years at the Center for Grieving Children in Portland.

Winter Study Program

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 internships in their chosen field of interest in a country that is undergoing the transition to a market economy and democracy. Past students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. Students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.

Knowledge of Russian or Georgian is not required.

No prerequisites. *Enrollment limit: 8. Not open to first-year students.*

Cost to student: approximately \$2000.

VAN DE STADT

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 William by Williams: Shakespeare Speeches

This course will provide a chance to analyze, rehearse, and perform some of the greatest speeches from plays written by William Shakespeare. Students will explore the depth and intensity of stage characters, and challenge their skills with Elizabethan language. It will be an occasion to explore the subject of human nature through universal Shakespearean vision, primarily by examining the text, finding modern context, and concluding the research and training with a staged presentation. Each student will work individually on one speech, and subsequently will perform selected text accompanied by original music.

Enrollment limit: 12. Preference given to theatre majors.

Prerequisite: permission of instructor.

Cost to students: none.

Meeting time: TWR, afternoons. Additional time will be spent outside of class working on the final theatre presentation.

SANGARE

THEA 12 Ensembles in Classic American and European Musical Theatre (Same as Music 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 a solo or in an ensemble on stage. Music from Stephen Sondheim's *Sweeney Todd* 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.

Singers, actors, and pianists are all welcome to participate. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: MW, afternoons; individual rehearsals to be scheduled.

KEITH KIBLER (Instructor)
BROTHERS (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at kibler@verizon.net.

THEA 16 Rhythm Based Conflict Resolution: An Experiential Approach (Same as Biology 16, Chemistry 17, Political Science 16 and Psychology 16)

(See under PSYC 16 for full description.)

THEA 19 Shakespeare's *The Tempest* (Same as English 19)

This course investigates Shakespeare's last and perennially popular play, *The Tempest*. We will combine critical inquiry and theatrical explorations, to consider the range of interpretative possibilities in both theory and stage practice. Though this is not a production course, and students are not necessarily expected to have acting experience, students will be required to take part enthusiastically in some workshop presentations of speeches and scenes to illuminate Shakespeare's dramatic art.

Evaluation will be based upon participation in regular discussions, brief written reports, and a final critical and/or

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creative project.
No prerequisites. *Enrollment limit: 15.*
Cost to student: approximately \$25 for books and handouts.
Meeting time: mornings.

R. BELL and J. B. BUCKY

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.*

THEA 32 Senior Honors Thesis

(See description of Degree with Honors in Theatre on page 301.)

WOMEN'S AND GENDER STUDIES

WGST 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Special 12)

(See under LING 12 for full description.)

WGST 13 An American Family and "Reality" Television (Same as ArTH 13)

(See under ARTH 13 for full description.)

WGST 14 Intersexuality (Same as Philosophy 14)

(See under PHIL 14 for full description.)

WGST 20 Margaret Atwood's Feminist Fictions (Same as English 20)

(See under ENGL 20 for full description.)

WGST 25 Gender, Video, and Social Activism in Senegal (Same as Economics 25)

(See under ECON 25 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 CHEM 11 for full description.)

SPEC 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Women's and Gender 12)

(See under LING 12 for full description.)

SPEC 13 Bodies in Motion: Modern Dance Technique in Historic Context

Because so many modern dancers study Graham Technique today, it is tempting to believe that her dance theory sprang, phoenix-like, from the very first steps she took as a solo artist in 1926. In fact, (her) training method

Winter Study Program

evolved from sixty-five years of working with dancers and actors, as well as through her life-long work of making new dances.”—Marian Horosko

This course will be an introduction to the principles of the Martha Graham Technique as a basis for dramatic movement in any form. Each class will include floor work, standing work and traveling work, and students will be challenged based on their individual level of dance training and experience. No previous dance experience required. Live musical accompaniment will enhance students’ experience of rhythm, dynamic shifts and dramatic intent.

Students will explore the development of Graham Technique through readings about Graham’s life, essays by noted Graham dancers over the generations, and screenings of films of Graham repertory as well as rare early technique films.

The class will attend a live dance performance if an appropriate event is happening in January, on campus or at a nearby venue such as MASSMoCA.

Students will be evaluated based upon participation in all classes, discussions, and final showing. In addition, a weekly journal, and a 7-page research paper will be required. The final class meeting will be an open studio showing.

No prerequisites. *Enrollment limit: 20. Priority given to students with prior interest and study in a form of dance.*

Cost to students: approximately \$50.

Meeting time: MWF, 10-noon: technique class; Mondays 7-8:30 p.m.: screenings and discussion.

ERICA DANKMEYER '91 (Instructor)

BURTON (Sponsor)

Erica Dankmeyer, Williams Class of '91, is a modern dancer, choreographer and teacher. She has been a member of the renown Martha Graham Dance Company since 1996 and is the Artistic director of Dankmeyer Dance Company. She has been an Artist in Residence at Williams College, Marymount College Manhattan and the Graham School in New York City.

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)

WSP COMMITTEE (Sponsor)

Kevin Garvey is a Massachusetts state and nationally approved EMT-I (Intermediate) and an EMT-IC (Instructor/Coordinator). He had been involved with Emergency Medical Services for 15-20 years. Mr. Garvey currently works for Baystate Health Systems as an RN (registered nurse) and EMT-I and also works as an EMT-I for Village Ambulance in Williamstown. Mr. Garvey is also an EMT training instructor at Greenfield Community College.

SPEC 15 “You are not listening!”—Exploring Interpersonal Conflict (Same as Chemistry 15 and Leadership Studies 15)

(See under CHEM 15 for full description.)

SPEC 16 The Social History and Craft Form (Same as Mathematics 16)

(See under MATH 16 for full description.)

SPEC 17 Teaching Mathematics at BAiT (Same as Mathematics 11)

(See under MATH 11 for full description.)

SPEC 18 Modern Dance—Muller Technique (Same as Mathematics 13)

(See under MATH 13 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.

Winter Study Program

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.; 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.; MICHAEL GERITY, 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.; PAUL MAHER, M.D.; RONALD MENSCH, 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.; KATHERINE WISEMAN, M.D.; JEFFREY YUCHT, M.D.; CHI ZHANG, M.D. and others.

CHARLEY STEVENSON
Health Professions Advisor

SPEC 20 Breaking Out of the Box—Unleashing Creative Thinking (Same as Comparative Literature 20)

How can we think “out of the box” if we don’t know what the box is, how it functions, or how we unconsciously cling to it? The goal of this course is to familiarize you with the entire creative process—how it operates, how it is nurtured, and how it is stifled. We will look at some general principals: the nature of the creative mind, a breakdown of the creative process, and the exploration of meaning. We’ll also explore specific skills necessary for creative thinking: finding meaning in our work, understanding and managing our unruly minds, understanding how to recognize and manage anxiety, exploring creative energy, committing to goals and plans, learning to embrace mistakes and to disidentify from our work, and how to support our creative endeavors while leading a life of deadlines and chaos. Each student will be expected to engage in a self-chosen project for the duration of the course, working approximately 20 hours per week on the project, exclusive of class time. The class format will involve the presentation of material, group discussions, and in-class exercises. We will meet three times per week for 2 hour sessions. One-on-one meetings will be arranged as needed.

Evaluation will be based on preparation for and participation in class discussions and activities, homework exercises—including the keeping of a journal, the development of the creative project, and a public showing/presentation of the project on the last day of Winter Study. Attendance at all classes is expected.

No prerequisites. *Enrollment limit: 15.*

Cost to students: approximately \$40 for books and photocopying.

Meeting time: TWR, 10-noon.

JOHN MACDONALD (Instructor)
NEWMAN (Sponsor)

John MacDonald, a local freelance illustrator and painter, holds a BFA from Washington University in St. Louis and an MA from Purdue University. He is also pursuing certification as a Creativity Coach through the Creativity Coaches Association of America.

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 aspects 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 teaching associate will assign a specific project to be completed within the three-and-a-half 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.

Method of evaluation: It is expected that 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.

Required activities and meeting times: The expectation is that each student will be in the field to observe some aspect of the profession for the better part of the day, five days per week. In addition to observation there may be an opportunity to work on distinct projects generated by the instructor depending upon appropriateness.

Prerequisites: interested students must attend an information meeting in early October, and meet individually with John Noble to go over the details of their placements. Preference for placements will be given on the basis of

Winter Study Program

seniority and demonstrated interest in the profession of interest.

Enrollment is limited by the number of available teaching associates (maximum 20). Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest.

Meeting time: each student will be in the field to observe some aspect of the profession five days per week, at least 6 hours per day.

Cost to students: Local apprenticeships—local transportation. Distant apprenticeships—costs will vary based upon location, but are the responsibility of the student.

Teaching Associates (instructors): Williams College alumni and parents of current Williams students will be recruited to become instructors for this course. A broad range of professions will be represented as the course develops. It is expected that the course will begin as a pilot program, involving only a small number of students in its first year and then will grow as appropriate. Alumni and parents will receive a training packet and individual orientations with the course director in person or via telephone conference.

JOHN NOBLE, Director of Career Counseling (Sponsor)

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. In cooperation with Ray Hooker, President of FADCANIC (The Foundation for the Autonomy and Development of the Caribbean Coast of Nicaragua) who has assisted us in all of our previous course and certain professors of the New England College of Optometry (specifically Dr. Bruce Moore, Dr. Nicole Quinn and Dr. Elise Harb) who have previously trained our students in the prescription of reading and distance glasses and have accompanied our trips, we are proposing a follow up course continuing our work of prescribing glasses and also the training of local medical personnel to prescribe and distribute glasses as a sustaining project. In preparation for this proposed trip, at the conclusion of our 2007 trip, we left approximately 2500 pairs of glasses and other materials and supplies in Pearl Lagoon for future work.

After a partial week of classes on campus on the culture and politics of Nicaragua and a weekend of training in the prescribing of glasses we would travel to Managua for a day of cultural visits (national museum, Masaya Volcano, Huembes market). We would then travel to Bluefields to continue our work of clinics as well as training local health care workers to prescribe and distribute reading and distance glasses. We would train and conduct clinics around Bluefields as well as in Pearl Lagoon.

Finally we would travel to Corn Island and possibly Little Corn Island to conduct some clinics as well as some training of health care workers. We would then return to Managua to spend the night and then return to the U.S. the next day.

The course would conclude with the sharing of specific incidents and insights that were important learning about ourselves and the developing world.

Enrollment limit: 14. 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 RUSS 25)

(See under RUSS 25 for full description.)

SPEC 27 Looking at Contemporary Documentary Photography) (Same as Arth 12 and English 12)

(See under ENGL 12 for full description.)

SPEC 28 Teaching Practicums 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.

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 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 at a location on the Williams College campus. Woven into lecture-

Winter Study Program

demonstrations will be presentations on various topics relating to the science and history of pottery making. A 2-hour slide lecture will be scheduled by mutual agreement early in the Winter Study session at a campus location.

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: \$200 lab fee, plus makeup class fees (\$37.50 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.

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. Outside-of-class work includes reading, field interview, and various contemplative assignments.

No prerequisites. Questions about the course: please contact Michele Moeller Chandler at 458-8106 (michele.chandler2@verizon.net). *Enrollment limit:* 15.

Cost to student: approximately \$35 for case/reading materials.

Meeting time: mornings—three 2-hour classes weekly.

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 eleven 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 ANSO 11 for full description.)

ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse

(See under ANSO 12 for full description.)

CHEM 11 Science for Kids (Same as Special 11)

(See under CHEM 11 for full description.)

LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender Studies 12 and Special 12)

(See under LING 12 for full description.)

MATH 11 Teaching Mathematics at BAiT (Same as Special 17)

(See under MATH 11 for full description.)

SPEC 28 Teaching Practicums in New York City Schools

(See under SPEC 28 for full description.)

WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Nantucket Island. For details, see “Williams-Mystic Maritime Studies Program” or our website: www.williamsmystic.org.

PRESIDENTS OF WILLIAMS

Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999
Carl William Vogt, LL.B., LL.D., 1999-2000
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-

TRUSTEES 2007-2008

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*
Robert I. Lipp '60, M.B.A., J.D., Hartford, Connecticut, *Chairman of the Executive Committee*
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California
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
Michael R. Eisenson '77, M.B.A., J.D., Wayland, Massachusetts
Glenn D. Lowry '76, Ph.D., New York, New York
Frederick M. Lawrence '77, J.D., Washington, D.C.

TRUSTEE COMMITTEES 2006-2007

Reported below are the committee appointments for 2006-2007. Changes in the 2007-2008 assignments will be presented in the fall.

Executive Committee: The President*, Robert I. Lipp, *Chair*; E. David Coolidge III, Michael B. Keating, Jonathan A. Kraft, Paul Neely, Lucienne S. Sanchez, Laurie J. Thomsen, John S. Wadsworth, Jr.

Compensation Committee (Subcommittee): Robert I. Lipp, *Chair*; Paul Neely. Non-Trustee Members: Raymond F. Henze III, Trustee Emeritus.

Governance Committee (Subcommittee): Michael B. Keating, *Chair*; Barbara A. Austell, Delos M. Cosgrove III, Yvonne Hao, Stephen Harty, Robert G. Scott, A. Clayton Spencer. Non-Trustee Members: Cecily Stone, Trustee Emerita.

Nominating Committee (Subcommittee): Cecily Stone, Trustee Emerita, *Chair*; Cesar J. Alvarez, Barbara A. Austell, Yvonne Hao, Michael B. Keating, Jonathan A. Kraft, Laurie J. Thomsen. Non-Trustee Members: Stephen R. Birrell, Janet H. Brown, Wendy Hopkins, Keli A. Kaegi, Richard Levy, Jr., Richard R. Pickard, Michael E. Reed, Brent E. Shay, Sarah M. Underhill.

Legal Affairs Subcommittee (Ad Hoc Committee): Michael B. Keating, *Chair*; Cesar J. Alvarez, Valda Clark Christian, William E. Simon, Jr. Non-Trustee Members: Matthew Nimetz, Trustee Emeritus, Carl W. Vogt, Trustee Emeritus.

Finance Committee: E. David Coolidge III, *Chair*; Gregory M. Avis, David C. Bowen, 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, Sarah K. Williamson.

Committee on Instruction: Michael B. Keating, *Chair*; Barbara A. Austell, Gregory M. Avis, Valda Clark Christian, Robert I. Lipp, Steven S. Rogers, Lucienne S. Sanchez, A. Clayton Spencer, Peter M. Wege II.

Facilities Committee: Jonathan A. Kraft, *Chair*; Cesar J. Alvarez, David C. Bowen, E. David Coolidge III, Delos M. Cosgrove III, Paul Neely, William E. Oberndorf, Lucienne S. Sanchez, William E. Simon, Jr., Malcolm W. Smith, John S. Wadsworth, Jr.

Committee on Degrees: A. Clayton Spencer, *Chair*; Delos M. Cosgrove III, Yvonne Hao, Stephen Harty, Michael B. Keating. Non-Trustee Members: Richard Levy, Jr.

Budget and Financial Planning Committee: John S. Wadsworth, Jr., *Chair*; William E. Simon, Jr., *Vice-Chair*; Gregory M. Avis, David C. Bowen, E. David Coolidge III, Jonathan A. Kraft, Robert I. Lipp, Paul Neely, Steven S. Rogers, A. Clayton Spencer, Laurie J. Thomsen.

Committee on Alumni Relations and Development: Laurie J. Thomsen, *Chair*; Cesar J. Alvarez, Gregory M. Avis, E. David Coolidge III, Stephen Harty, Robert I. Lipp, Paul Neely, Steven S. Rogers, Malcolm W. Smith. Non-Trustee Member: Richard Levy, Jr.

Committee on Campus Life: Barbara A. Austell, *Chair*; Cesar J. Alvarez, Valda Clark Christian, Stephen Harty, Michael B. Keating, William E. Oberndorf, Lucienne S. Sanchez, Robert G. Scott, Malcolm W. Smith, Peter M. Wege II. Non-Trustee Members: Richard Levy, Jr.

Audit Committee: William E. Simon, Jr., *Chair*; 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: Paul Neely, *Chair*; Gregory M. Avis, Valda Clark Christian, Stephen Harty, Michael B. Keating, A. Clayton Spencer, John S. Wadsworth, Jr. Non-Trustee Members: Bruce D. Grinnell, Matthew C. Harris, Richard Levy, Jr.

Committee on Admission and Financial Aid: Robert G. Scott, *Chair*; Barbara A. Austell, David C. Bowen, Valda C. Christian, Delos M. Cosgrove III, Yvonne Hao, Jonathan A. Kraft, William E. Oberndorf, Lucienne S. Sanchez, William E. Simon, Jr., A. Clayton Spencer, John S. Wadsworth, Jr., Peter M. Wege II.

*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
Kim B. Bruce	<i>Frederick Latimer Wells Professor of Computer Science, Emeritus</i>	Claremont, California
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. and 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
Samuel Y. Edgerton	<i>Amos Lawrence Professor of Art, Emeritus</i>	940 Hancock Road
John D. Eusden, Ph.D.	<i>Nathan Jackson Professor of Christian Theology, Emeritus</i>	75 Forest 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
Victor E. Hill	<i>Thomas T. Read Professor of Mathematics, Emeritus</i>	North Adams, Massachusetts
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

Faculty Emeriti

H. Ganse Little, Ph.D.	<i>Cluett Professor of Religion, Emeritus</i>	Amherst, Massachusetts
John A. MacFadyen, Ph.D.	<i>Edna McConnell Clark Professor of Geology, Emeritus</i>	Stonington, Connecticut
William E. McCormick, M.A.	<i>Assistant Professor of Physical Education, Emeritus</i>	Springhill, Florida
Thomas E. McGill, Ph.D.	<i>Hales Professor of Psychology, Emeritus</i>	Tiverton, Rhode Island
Douglas B. Moore	<i>Mary A. and William Wirt Warren Professor of Music, Emeritus</i>	108 South Hemlock Brook
Francis Oakley	<i>Edward Dorr Griffin Professor of the History of Ideas, Emeritus, and President, Emeritus</i>	54 Scott Hill Road
Daniel D. O'Connor, Ph.D.	<i>Mark Hopkins Professor of Philosophy, Emeritus</i>	36 Hawthorne Road
Robert H. Odell, B.A.	<i>Assistant Professor of Physical Education, Emeritus</i>	Westchester, Pennsylvania
Clara C. Park, M.A., Litt.D.	<i>Lecturer in English, Emerita</i>	29 Hoxsey Street
David A. Park, Ph.D.	<i>Webster Atwell Class of 1921 Professor of Physics, Emeritus</i>	29 Hoxsey Street
Robert R. Peck	<i>Director of Athletics, Emeritus</i>	Pownal, Vermont
Norman R. Petersen	<i>Washington Gladden 1859 Professor of Religion, Emeritus</i>	Bristol, Rhode Island
C. Ballard Pierce, Ph.D.	<i>Professor of Physics, Emeritus</i>	Los Alamos, New Mexico
William H. Pierson, M.F.A., Ph.D.	<i>Massachusetts Professor of Art, Emeritus</i>	Berkeley, California
George Pistorius, Ph.D.	<i>Gagliardi Professor of Romance Languages, Emeritus</i>	54 Cluett Drive
Kenneth C. Roberts	<i>A. Barton Hepburn Professor of Music, Emeritus</i>	Bennington, Vermont
Richard O. Rouse, Ph.D.	<i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	85 Harmon Pond Road
Frederick Rudolph, Ph.D.	<i>Mark Hopkins Professor of History, Emeritus</i>	234 Ide Road
Carl R. Samuelson	<i>Assistant Professor of Physical Education, Emeritus</i>	575 Water Street
Irwin Shainman, M.A.	<i>Class of 1955 Memorial Professor of Music, Emeritus</i>	88 Baxter Road
Alex J. Shaw, M.A.	<i>Assistant Professor of Physical Education, Emeritus</i>	91 Baxter Road
John B. Sheahan, Ph.D.	<i>William Brough Professor of Economics, Emeritus</i>	320 Syndicate Road
Guilford L. Spencer, Ph.D.	<i>Frederic Latimer Wells Professor of Mathematics, Emeritus</i>	1611 Cold Spring Road, Apt. 321
Richard H. Stamelman	<i>Professor of Comparative Literature, Emeritus</i>	Norwich, Vermont
Fred H. Stocking, Ph.D.	<i>Morris Professor of Rhetoric, Emeritus</i>	P.O. Box 181
Robert C. Suderburg	<i>Class of 1924 Professor of Music, Emeritus</i>	41 Manning Street
Kurt P. Tauber, Ph.D.	<i>Class of 1924 Professor of Political Science, Emeritus</i>	94 Southworth Street
Gordon C. Winston	<i>Professor of Economics and Orrin Sage Professor of Political Economy, Emeritus</i>	4 Windflower Way

FACULTY 2007-2008

*On leave 2007-2008

**On leave first semester

***On leave second semester

***On leave calendar year (January-December 2008)

- Daniel P. Aalberts
B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T. *Associate Professor of Physics*
- Jonathan Aaron
B.A. (1964) University of Chicago; Ph.D. (1974) Yale *Margaret Bundy Scott Visiting Professor of English, Fall Semester*
- Sadia Abbas
B.A. (1992) Wellesley College; Ph.D. (2002) Brown *Visiting Assistant Professor of English*
- Colin C. Adams
B.S. (1978) M.I.T.; Ph.D. (1983) University of Wisconsin *Thomas T. Read Professor of Mathematics*
- Jeannie R. Albrecht
B.S. (2001) Gettysburg College; Ph.D. (2007) University of California, San Diego *Assistant Professor of Computer Science*
- 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*
- 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 and Fellow of the Oakley Center for the Humanities and Social Sciences, Fall Semester*
- 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
B.A. (1990) Wesleyan; Ph.D. (1999) University of Michigan *Associate Professor of Economics*
- ** Lois M. Banta
B.A. (1983) Johns Hopkins; Ph.D. (1990) California Institute of Technology *Associate Professor of Biology*
- 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*
- Randall Bartlett
B.S. (1966) Occidental College; Ph.D. (1971) Stanford *Visiting Professor of Economics, Spring Semester*
- 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*
- 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*
- Magnus T. Bernhardsson
B.A. (1990) University of Iceland; Ph.D. (1999) Yale *Associate Professor of History*
- Dieter Bingemann
Ph.D. (1994) University of Göttingen, Germany *Assistant Professor of Chemistry*
- M. Jennifer Bloxam
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B.A. (1993) Lewis and Clark College; Ph.D. (2006) University of Washington
- **** Ralph M. Bradburd *David A. Wells Professor of Political Economy*
B.A. (1970) Columbia; Ph.D. (1976) Columbia
- Elizabeth Brainerd *Associate Professor of Economics*
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- Deborah A. Brothers *Costume Director and Lecturer in Theatre*
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- Ernest D. Brown *Professor of Music*
B.A. (1969) Harvard; Ph.D. (1984) University of Washington
- Michael F. Brown *James N. Lambert '39 Professor of Latin American Studies and
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- Juliet Chia *Visiting Lecturer in Theatre, Fall Semester*
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- * Joseph L. Cruz *Associate Professor of Philosophy*
B.A. (1991) Williams; Ph.D. (1999) University of Arizona
- Robert F. Dalzell, Jr. *Frederick Rudolph 1942 Professor of American Culture*
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- Theo Davis *Assistant Professor of English*
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- Derek Dean *Instructor in Biology*
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- Edan Dekel *Assistant Professor of Classics*
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- Lisa Gilbert *Assistant Professor of Marine Science and*
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- * Michael A. Glier *Professor of Art*
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- Allison Glover *Visiting Lecturer in Spanish*
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- * George R. Goethals II *Professor of Psychology*
A.B. (1966) Harvard; Ph.D. (1970) Duke
- Christopher Goh *Visiting Assistant Professor of Chemistry*
B.S. (1989) University of Durham; Ph.D. (1996) Harvard
- * Sarah Goh *Assistant Professor of Chemistry*
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- *** Eric J. Goldberg *Associate Professor of History*
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- * Darra J. Goldstein *Francis Christopher Oakley Third Century Professor of Russian and*
Fellow of the Oakley Center for the Humanities and Social Sciences, Fall Semester
B.A. (1973) Vassar; Ph.D. (1983) Stanford
- Douglas Gollin *Associate Professor of Economics*
A.B. (1983) Harvard; Ph.D. (1990) University of Minnesota
- * Edward Gollin *Assistant Professor of Music and*
Fellow of the Oakley Center for the Humanities and Social Sciences
B.A. (1992) MIT; Ph.D. (2000) Harvard
- Elisabeth Goodman *Visiting Lecturer in Environmental Studies, Fall Semester*
B.A. Rutgers University; J.D. American University, Washington College of Law
- Marc Gotlieb *Director of the Graduate Program in Art History and*
Class of 1955 Memorial Professor of Art
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- ** Suzanne L. Graver *Visiting Professor of English and*
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- ** Edward S. Grees *Assistant Professor of Physical Education*
B.A. (1975) Windham; M.S. (1982) University of Massachusetts
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- Amie Hane *Assistant Professor of Psychology*
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- Caroline Hatton *Visiting Assistant Professor of French Language and Literature*
 B.A. Rutgers; Ph.D. (2002) Yale
- Jason D. Haugen *Mellon Postdoctoral Fellow in Linguistics*
 B.A. (1997) University of Texas, Austin; Ph.D. (2004) University of Arizona
- Wendi A. Haugh *Visiting Assistant Professor of Anthropology*
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- ** Charles W. Haxthausen *Robert Sterling Clark Professor of Art History*
 B.A. (1966) University of St. Thomas, Houston; Ph.D. (1976) Columbia
- Laurie Heatherington *Edward Dorr Griffin Professor of Psychology*
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- Andrew W. Jaffe *Lyell B. Clay Artist-in-Residence in Jazz, Senior Lecturer in Music
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- * Joy A. James *John B. and John T. McCoy Presidential Professor of Africana Studies and
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- * Kai N. Lee *Rosenburg Professor of Environmental Studies*
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Diversity and Community: Wendy Raymond, *Chair*, Gayle Barton, Gail Bouknight-Davis, Shannon Bryant (*Fall Semester*), Marie Elena Cepeda, Edward Epping, Joyce Foster, Christine Menard, Michelyn Pinard (*Spring Semester*), Michael Reed*, Stephanie Robolin, Liliana Rodriguez, Gail Rondeau, Omar Sangare, Richard Spalding, Kimberly Dacres '08, Louisa Hong '08, Paulette Rodriguez '08, Uzaib Y. Saya '08, Sarah C. Hill '09, Anthony Coleman '10, Mia Desimone '10.

Educational Policy: Monique Deveaux, *Chair*, Christopher Bolton, Kerry Christensen, Will Dudley, Manual Morales, Anne Reinhardt, Cesar Silva, Karen Merrill*, William Wagner*, Charles Toomajian Jr.*, Morton Owen Schapiro*, Rachel Allen '08, Adam Baron '10, Alexander Beecher '10, Jared Currier '09, Cameron Henry '09, Hnin Hnin '10, Julia Kropp '08, Martin Sawyer '08.

Faculty Review: Sarah Bolton, Andrea Danyluk, William Darrow, Satyan Devadoss, Stephen Fix, Jennifer French, Katie Kent, Jim Mahon, Wendy Raymond, Noah Sandstrom, Lucie Schmidt, Janneke van de Stadt.

Honorary Degrees: Julie Cassiday, David Dethier, Michael MacDonald, Jefferson Strait*, Keli Kaegi*, students to be announced.

Honor System-Discipline: Duane Bailey†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Ronadh Cox, Robert Dalzell†, Theo Davis†, Susan Engel, Peter Just, Gag McWeeny, Alix Rorke†, Karen Merrill†*, students to be announced.

Information Technology: Hank Art, *Chair*, Jared Carbone, Aida Laleian, Mihai Stoiciu, William Lenhart*, David Pilachowski*, Dinny Taylor*, Charles Toomajian Jr., Thomas Dwyer, Srjun Narayan '10, Aaron Schwartz '09, Rahul Shah '09.

Lecture: John Limon, *Chair*, Gene Bell-Villada, Markes Johnson, Lucie Schmidt, Adam Baron '10, Jessica Clarke '10, Martin Sawyer '08, Juanita Monsalve '10.

Library: Jennifer Bloxam, *Chair*, Allison Pacelli, Anand Swamy, William Lenhart*, David Pilachowski*, Robert Volz*, Sara duPoint '08, Elizabeth Leibinger '09, Brittini Micham '10, Narae Park '10.

Priorities and Resources: Colin Adams, *Chair*, Edan Dekel, Steve Freund, Safa Zaki, Stephen Birrell*, Keith Finan*, William Lenhart*, Steve Klass*, students to be announced.

Steering: Tiku Majumder, *Chair*, Denise Buell, Stephen Fix, Amy Gehring, Gretchen Long, Bernie Rhie.

Undergraduate Life: Stewart Johnson, *Chair*, Roger Kittleson, Fran Vandermeer, Amanda Wilcox, Jason Wilder, Douglas Bazuin*, Mack Brickley '08, Mia DeSimone '10, Allie Gardner '10, Tammy Kim '08, Jenny Schnabl '10, Jon Stone '08.

Faculty-Student Committees, Special Advisors

Winter Study Program: Ollie Beaver, *Chair*, Ilona Bell, Robyn Marasco, Nathan Sanders, Arafat Valiani, Barbara Casey*, Paula Consolini*, Christine Menard*, Kimberly Dacres '08, Diana Jaffe '08, Stephanie Kim '10, Jenny Schnabl '10.

* Ex-officio

† Honor Subcommittee

SPECIAL ADVISORS 2007-2008

Architecture: Ann K. McCallum

Business Schools and Business Opportunities: Robin Meyer

Divinity Schools: Richard E. Spalding

Engineering: Jefferson Strait

Faculty Fellowships: William G. Wagner

Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.): Keith Finan

Graduate Fellowships and Scholarships: Joseph C. Spooner

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

Mellon Fellowship

Rhodes, Marshall Scholarships

Harry S. Truman Scholarship

Watson Traveling Fellowship

Graduate Schools of Arts and Sciences: Department Heads

Health Professions Advisor: Charles H. Stevenson

International Student Advisor: Gina Coleman

Law Schools: Dawn Dellea

National Science Foundation: Department Chairs

Peace Corps: Dawn Dellea

Public and International Affairs Schools and Foreign Service: James McAllister

Special Academic Programs: Molly L. Magavern (on leave 2007-2008); Stewart Burns (2007-2008)

Student Writing Tutorial Program: Joyce P. Foster

Study Abroad Programs: Laura B. McKeon

Teaching, M.A.T. Programs: Susan L. Engel, John Noble

Williams College Fellowships for Graduate Study: Joseph C. Spooner

Winter Study Practice Teaching: Susan L. Engel

SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. There are also two faculty, two staff, and two student advisors who have received training in sexual harassment and other discrimination advising.

Gina Coleman, *Associate Dean, Hopkins*
David Johnson, *Associate Dean, Hopkins*
Laura McKeon, *Associate Dean, Hopkins*
Charles Toomajian, *Associate Dean and Registrar, Hopkins*
TBA, *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*
Kimberly Dacres '08
Jason Kohn '08
Cathy Johnson, *Political Science, Stetson*
Enrique Peacock-López, *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: Sarah Bolton, Andrea Danyluk, William Darrow, Stayan Devadoss, Stephen Fix, Jennifer French, Katie Kent, James Mahon, Wendy Raymond, Noah Sandstrom, Lucie Schmindt, Janneke van de Stadt

Provost's Panel: TBA (6)

Vice President's Panel: TBA (6)

College Council Panel: Hannah Cho '09, Andres Lopez '09, Fathimath Musthaq '09, Peter Nurnberg '09, TBA (2)

Minority Faculty-Staff Representatives: Appointed by the President

Faculty Chair: Appointed by President

Staff Chair: Appointed by President

OFFICES OF ADMINISTRATION 2007-2008

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 *Assistant to the President and Secretary of the College*
 B.A. (1988) Wellesley College; M.S. (1991) University of Rochester

Office of the Provost

William J. Lenhart *Provost and Treasurer*
 B.S. (1977) St. Joseph's College (Philadelphia); A.M. (1979) Dartmouth; Ph.D. (1983) Dartmouth
 Keith C. Finan *Associate Provost 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
 Chris Winters *Director of Institutional Research*
 B.A. (1995) Williams; M.S./M.B.A. (1996) Northeastern University, GSPA
 Kristan Renish *Budget and Planning Analyst*
 B.A. (1981) Bates College
 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

Karen R. Merrill *Dean of the College*
 B.A. (1986) Oberlin; Ph.D. (1994) University of Michigan
 David C. Johnson *Associate Dean for First-Year Students*
 B.A. (1971) Williams; M.A. (1995) Williams
 Stephen D. Sneed *Associate Dean*
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University
 Charles R. Toomajian, Jr. *Associate Dean and Registrar*
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell
 Gina Coleman *Associate Dean*
 B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts; Ph.D. (2007) University of Nebraska
 Laura B. McKeon *Associate Dean and Director of International Study*
 B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago
 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
 Juan G. Baena *Alumni Relations Intern*
 B.A. (2007) Williams College
 Robert V. Behr *Alumni Travel Coordinator*
 B.A. (1955) Williams; Ed.M. (1962) Harvard
 Pam Besnard *Senior Development Officer*
 B.A. (1984) Williams
 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

Offices of Administration

Michael A. Burdick	<i>Web Manager</i>
Patricia M. Burton B.A. (1984) Hartwick College	<i>Assistant Director of Donor Relations</i>
Mary Ellen Czerniak B.A. (1972) DePaul University; B.A. (1977) University of Wyoming	<i>Director of Corporate and Foundation Relations</i>
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>Stewardship Officer</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 and Director of Classes and Reunions</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Gillien Graye B.A. (1988) Bard College; M.S. (1991) S.U.N.Y., New Paltz; M.L.S. (1998) St. John's University	<i>Development Research Specialist</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>
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 and Director of Technology/Affinity Programs</i>
Amy T. Lovett B.A. (1994) University of Richmond; M.A. (2000) S.U.N.Y., Albany	<i>Editor of Alumni Publications</i>
Sheila Mason B.A. (1990) Massachusetts College of Liberal Arts	<i>Assistant Director of the 50th and 25th Renion Programs</i>
Margaret A. McComish B.A. (1991) University of Pennsylvania; M.A.R. (1993) Yale; J.D. (1998) University of Connecticut	<i>Associate Director of Planned Giving</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Marybeth F. Mitts B.A. (1985) Mount Holyoke; M.P.M. (1997) University of Maryland	<i>Assistant Director of Corporate and Foundation Relations</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>
Jane Nicholls B.A. (1977) Pennsylvania State University; M.S. (1999) Oxford	<i>Director of Parents Fund</i>
Heather L. O'Brien B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</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>
Donna M. Richardson A.S. (1988) Berkshire Community College	<i>Coordinator of Donor Relations 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>
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 and Director of Lifelong Learning</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>

Offices of Administration

Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>
Alice E. Wilson B.A. (1971) University of Iowa	<i>Director of 25th Reunion Program</i>
Catherine M. Yamamoto B.B.A. (1973) University of Wisconsin	<i>Senior Development Officer</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>
Rob Rivas B.A. (2003) Williams	<i>Assistant Director of Admission</i>
Elizabeth Tilley B.A. (2001) Williams	<i>Assistant Director of Admission</i>
Liliana Rodriguez B.A. (2001) Williams; M.S. (2004) University of Massachusetts, Amherst	<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>
Katharine M. Kamieniecki B.A. (2006) Goucher	<i>Campus Life Coordinator</i>
Arif Smith B.A. (2001) Oklahoma State	<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>

Offices of Administration

Ronald L. Gallagher
B.S. (1976) Springfield; A.S. (1974) Springfield Technical College *Assistant Director of Career Counseling*

Kristen McCormack
B.S. (1987) Ithica College; M.S. (1992) Lesley College *Assistant Director of Recruiting*

Robin L. Meyer
B.A. (1991) Gustavus Adolphus College; M.S. (1996) Mankato University *Associate Director of Career Counseling*

Joseph C. Spooner
*Associate Director of Career Counseling and
Director of Fellowships and Advanced Study Advising*

B.A. (1991) Yale; M.A. (1995) Florida State University

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
B.A. (1976) Yale; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY) *Chaplain to the College and Coordinator of Community Service*

Gary C. Caster
B.A. (1988) Catholic University of America; Licentiate (1989) Catholic University of America; M.A. (1992) Mt. St. Mary's University; M.Div. (1992) Mt. St. Mary's University *Catholic Chaplain*

Robert S. Scherr
B.A. (1968) University of California, Berkeley; M.A. (1971) California State University (San Francisco); M.T.S. (2001) Harvard Divinity School *Jewish Chaplain*

Office of the Chief Investment Officer

Collette Chilton
B.S. (1981) University of California, Berkeley; M.B.A. (1986) Amos Tuck School of Business Administration at Dartmouth *Chief Investment Officer*

Robert A. Seney
B.S. (1985) North Adams State College; M.B.A. (1990) University of Lowell *Investment Administrator*

Kathleen L. Therrien
B.S. (1997) Massachusetts College of Liberal Arts *Trust Administrator*

Conference Office

Marjorie M. Wylde
B.A. (1964) Regis *Director of Conferences*

Office of the Controller

Susan S. Hogan, CPA
B.S. (1980) Syracuse *Controller*

Karen P. Jolin
B.S. (1982) Massachusetts College of Liberal Arts *Director of Financial Information Systems*

David W. Holland
B.S. (1967) Suffolk University *Bursar*

Kelly F. Kervan
B.S. (1990) North Adams State College *Assistant Controller*

Robert Seney
B.S. (1985) North Adams State College; M.B.A. (1989) University of Lowell *Investment Accountant*

Lisa A. Gazaille
B.S. (1993) North Adams State College *Accounting Systems Technical Coordinator*

Office of Financial Aid

Paul J. Boyer
B.A. (1977) Williams *Director of Financial Aid*

Betsy Hobson
B.S. (1989) University of Colorado *Associate Director of Financial Aid*

Jessica L. Bernier
B.A. (1998) Bowdoin College *Assistant Director of Financial Aid/Student Employment Coordinator*

Office of Health

Ruth G. Harrison
B.S. (1973) Hunter College; M.A. (1982) New York University *Director of Health Services*

Frances Lippmann, Ph.D.
B.A. (1955) Adelphia; Ph.D. (1966) New York University *Psychotherapist*

John A. Miner, M.D.
B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota *Psychiatrist*

Offices of Administration

Craig Piers, Ph.D. B.A. (1986) Salve Regina University; Ph.D. (1993) New School for Research	<i>Psychotherapist</i>
Karen Theiling, L.M.H.C. M.A. (2000) Antioch College	<i>Psychotherapist</i>
Judith Win, Ph.D. B.A. (1966) Bates College; Ph.D. (1998) The Fielding Institute	<i>Psychotherapist</i>
Margaret H. Wood, L.I.C.S.W. B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany	<i>Psychotherapist</i>
Donna M. Denelli-Hess B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts	<i>Health Educator</i>
Alyssa Sporbert B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College	<i>Health Educator</i>
Michael Pinsonneault	<i>Pharmacist</i>
Deborah J. Flynn, F.N.P. B.S.N. (1983) University of Massachusetts, Amherst; M.S.N. as F.N.P. (1996) University of Massachusetts, Amherst	<i>Nurse Practitioner</i>
Maria Cruz, R.D., L.D.N. B.S. (1990) University of Wisconsin, Madison	<i>Nutritionist</i>

Office of Human Resources

Martha R. Tetrault B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany	<i>Director of Human Resources</i>
Robert F. Wright	<i>Associate Director of Human Resources</i>
Rosemary K. Moore B.A. (1968) Viterbo College; M.S. (1974) S.U.N.Y., Albany	<i>HRIS Manager</i>
Richard B. Davis B.A. (1971) Lowell Tech; M.B.A. (1981) University of Massachusetts	<i>Payroll Manager</i>
Kristine A. Maloney B.S. (2002) Business Administration, Massachusetts College of Liberal Arts	<i>Benefits Administrator</i>
Lisa L. Corbitt B.S. (1981) Siena College	<i>Employment Manager</i>

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>

Offices of Administration

Criss S. Laidlaw B.A. (1982) Carleton College	<i>Director of Administrative Information Systems</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, M.S. (2007) University of Massachusetts, Amherst	<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 B.A. (2007) Massachusetts College of Liberal Arts	<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>
Jianjun Wang B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs	<i>Instructional Technology Specialist</i>
Christopher S. Warren B.A. (1996) Williams	<i>Database Integration Specialist</i>
Bruce Wheat B.M. (1973) Eastman School of Music	<i>Instructional Technology Specialist</i>

Office of Physical Education, Athletics and Recreation

Harry C. Sheehy III B.A. (1975) Williams; M.Ed. (1988) University of Washington	<i>Director of Athletics</i>
Lisa Melendy M.S. (1985) University of Massachusetts	<i>Senior Women's Administrator and Associate Director of Athletics</i>
Karen Whalen B.S. (1988) Temple University	<i>Assistant Director of Athletics/Finance</i>
Michael J. Frawley B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion	<i>Director of Sports Medicine</i>
Gary J. Guerin B.S. (1975) Boston University	<i>Associate Director for Operations, Athletics</i>
Ronald A. Stant	<i>Trainer</i>
Lisa Wilk B.S. (1992) Northeastern; M.S. (1995) Indiana State	<i>Assistant Trainer</i>
Holly E. Silva B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College	<i>Assistant Coordinator of Dance</i>

Office of Public Affairs

James G. Kolesar B.A. (1972) Williams	<i>Assistant to the President for Public Affairs</i>
Heather H. Clemow B.A. (1975) Stephens College; M.S. (1976) Nova University	<i>Director of Publications for the Office of Public Affairs</i>
Kristian S. Dufour B.A. (1990) S.U.N.Y., Old Westbury	<i>Assistant Director of Sports Information and Public Affairs</i>

Offices of Administration

A. Jo Procter *Associate Director of Public Affairs*
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
Skye Johnson *Web Developer*
B.I.T. (2003) University of Ballarat (Victoria, Australia)

Office of the Registrar

Charles R. Toomajian, Jr. *Associate Dean of the College and Registrar*
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell
Barbara A. Casey *Associate Registrar for Student and Faculty Services*
B.A. (1983) Williams
Mary L. Morrison *Associate Registrar for Records and Registration*
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

Special Academic Programs Office

Margaret L. Magavern *Coordinator of Special Academic Programs (on leave 2007-2008)*
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College
Stewart Burns *Acting Coordinator of Special Academic Programs (2007-2008)*
BA (1975) University of California, Santa Barbara; Ph.D. (1984) University of California, Santa Cruz

Academic Resources

Joyce P. Foster *Director of Academic Resources*
B.A. (1973) Northeastern University; Ph.D. (1997) Brown

Center for Development Economics

Gerard Caprio, Jr. *Chair, Executive Committee*
B.A. (1972) Williams; Ph.D. (1976) University of Michigan
Thomas S. Powers *Director*
B.A. (1981) Williams; M.B.A. (1987) Harvard
Susan N. Kohut *Assistant Director*
B.A. (1973) Oberlin College
Suzanne J. Stinson *Assistant Director*
B.A. (1978) University of Chicago; M.B.A. (1982) New York University

Center for Environmental Studies

Douglas Gollin *Director*
A.B. (1983) Harvard; Ph.D. (1990) University of Minnesota
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
TBA *Assistant Director/Queer Issues Coordinator*
Marcela Villada Peacock *Multicultural Center Program Coordinator*

Oakley Center for the Humanities and Social Sciences

Michael F. Brown *Director*
A.B. (1972) Princeton; Ph.D. (1981) University of Michigan

Academic Support

Bryce A. Babcock *Coordinator of Science Facilities and Staff Physicist*
B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan
Mary K. Bailey *Systems Support Specialist*
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts

Offices of Administration

Susan L. Engel	<i>Director of Education Programs</i>
A.S. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.	
Linda A. Reynolds	<i>Visual Resources Curator</i>
B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams	
Anne R. Skinner	<i>Safety Officer</i>
B.A. (1961) Radcliffe; Ph.D. (1966) Yale	

Dining Services

Robert Volpi	<i>Director of Dining Services</i>
A.S. (1973) Hudson Valley; A.S. (1974) Weber State University; B.S. (1976) Southern Vermont College	
I. Chris Abayasinghe	<i>Assistant Director, Student Dining</i>
B.A. (2002) Eastern Connecticut State University	
Jeanette Kopczynski	<i>Assistant Director, Faculty House/Catering</i>
A.S. (1992) Berkshire Community College	
Mark Thompson	<i>Executive Chef</i>
Erwin Bernhart	<i>Manager, Faculty House/Catering</i>
B.S. (1993) College of the Hague, The Netherlands	
Molly B. Guest	<i>Assistant Manager, Faculty House/Catering</i>
Michael A. Cutler	<i>Operations Manager, Paresky Center</i>
Carol A. Luscier	<i>Associate Operations Manager, Paresky Center</i>
Stephen Smith	<i>Assistant Operations Manager, Paresky Center</i>
Michele N. O'Brien	<i>Manager, Mission</i>
Gayle L. Donohue	<i>Manager, Dodd/Driscoll/CDE</i>
B.A. (1984) University of Denver	
Gary L. Phillips	<i>Accounts Manager</i>
B.A. (1973) Massachusetts College of Liberal Arts	

Facilities

Irene Addison	<i>Associate Vice President for Facilities and Auxiliary Services</i>
B.S. (1985) South Dakota State University; M.E. (1993) Texas A&M University	
Beatrice M. Miles	<i>Director of Facilities Services</i>
Joseph M. Moran	<i>Manager of Safety and Environmental Compliance</i>
A.S. (1998) Berkshire Community College	
Timothy J. Reisler	<i>Assistant Director for Administrative Services</i>
B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College	
Thomas A. Bona	<i>Architectural Maintenance Supervisor</i>
B.S. (2000) Westfield State College	
Michael R. Briggs	<i>Senior Project Manager</i>
Donald B. Clark	<i>Utility Program Manager</i>
B.S. (1971) St. Lawrence University	
Christina A. Cruz	<i>Project Manager</i>
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	<i>Senior Project Manager</i>
David F. Fitzgerald	<i>Horticulturist and Grounds Supervisor</i>
B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University	
Robert C. Jarvis	<i>Project Manager</i>
B.A. (1952) University of Miami	
Kenneth L. Jensen	<i>Mechanical Maintenance Supervisor</i>
Thomas R. Mahar	<i>Project Manager</i>
A.S. (1999) Berkshire Community College	
Jason Moran	<i>Project Manager</i>
B.S. (2001) Worcester Polytechnic Institute	
Jean F. Richer	<i>Manager of Telecommunications</i>
A.S. (1967) St. Joseph College	
Christopher Williams	<i>Assistant Director for Architectural Services</i>
B.F.A. (1978) Pratt Institute	

'62 Center for Theatre and Dance

Cosmo A. Catalano, Jr.	<i>Production Manager for the Theatre Department, Lecturer and Technical Supervisor for the '62 Center for Theatre and Dance</i>
B.A. (1976) University of Iowa; M.F.A. (1979) Yale	

Offices of Administration

Deborah A. Brothers *Costume Designer and Lecturer*
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts
George T. Aitken *Senior Scene Technician*
B.A. (1970) Williams College
Maia Robbins-Zust *Technical Director, Adams Memorial Theatre and CenterStage*
B.F.A. (2000) Massachusetts College of Liberal Arts
Nathanial T. Weissner *Technical Director, MainStage*
B.A. (2004) Trinity College

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, 2007

Conferring of the Degree of Master of Arts

Nadia Sera Baadj
Laura Meleri Fried
Darci Elizabeth Hanna
Allison Jean Harding
Aimee Christina Hirz
Katherine Hover-Smoot

Sarah Christine Linford
* Joshua Joseph O'Driscoll
Emily Katherine Torbert
Wu, Yao
Kori Lisa Yee Litt

* *Clark Fellow*

Conferring of the Degree of Master of Arts in Development Economics

Mohammed Mahinur Alam
Waseem Alawi Al-Hashemi
Syed Basit Aly
Faiqa Badar
Trang Ai Bui
Thresa C. Luswili Chanda
Oula Coulibaly
Natia Gigiashvili
Fida Hussain
Sonia Butris Ilias
Vichet In
Sabina Khurram Jafri

Diyora Kabulova
Mussah Alemame Kamara
Mariia Khrystynchenko
Onyumbé Enumbe Benoit Lukongo
Phuong Thi Hoang Luu
Mohammad Shakir Majeedi
Yulia Mironova
Margaret Chinyama Moonga
Shiref Fahmy Mohamed Shabana
Abu Zafar Md. Shahriar
Seilbek Urustemov

Bachelor of Arts, Summa Cum Laude

*†Katherine Anne Baldiga, *with honors in Mathematics*
*†Priyanka Bangard, *with highest honors in Psychology*
*Youngjin Francis Hahn, *with honors in Art*
*Ashley Hartman
*†Ross Daniel Kravitz, *with highest honors in Mathematics*
*Bryan Yoder Norton
*†William Hazen Parsons, *with highest honors in Chemistry*
*†Brian Zachary Simanek, *with highest honors in Mathematics*
*†Daniel Leif Migdow Suess, *with highest honors in Chemistry*
*Natalie Irina Ursula Vokes, *with honors in Chemistry*
*Lindsey Caroline Wu, *with highest honors in Contract Major: Statistical Theory, Methodology and Applications*
*†Devin Susanne Yagel, *with highest honors in Biology*

Bachelor of Arts, Magna Cum Laude

*Philip Francis Weller Arnolds, *with highest honors in Economics*
*Alexandria Nicole Augustine
*Shane Bobrycki, *with highest honors in History*
*†Ian Andre Buchanan, *with honors in Biology*
*Ezra Avery Burch
*Emily Louise Button
*†Alexandra Elena Constantin, *with honors in Computer Science*
*Candice Marie Corvetti, *with highest honors in Economics*
*Michelle Claire Cousland
*Alison Baldwin Davies
*Angela Marie Doyle

*Eugenie Du, *with honors in Biology*
*†Merritt Parker Edlind, *with highest honors in Biology*
*Blake Edward Broadus Emerson, *with highest honors in Political Science*
*Michael Paul Fairhurst, *with honors in Political Science*
*Nathan Douglas Friend
*Allegra Little Funsten, *with highest honors in History*
*Courtney Elizabeth Gainer
*Maria Gambarov
*Kate Beniamina Geoghegan, *with highest honors in History*
*Alexander Taylor Ginman
*Sarah Lauren Ginsburg, *with highest honors in Biology*
*†Emily Damsgaard Gladden, *with highest honors in Psychology*
*†Michael Jay Gnozzio, *with highest honors in Computer Science*
*Benjamin David Grass, *with highest honors in Biology*
*Douglas Robert Hammond, *with honors in Mathematics*
*Caitlin Marie Hanley, *with honors in Classics*
*†Julie-Erika Marie Haydu, *with highest honors in Biology*
*Douglas Coleman Holm
*Patrick Alt Huffer
*Matthew James Kane
*Catherine McLean Kelly, *with highest honors in English*
*Annabel Lee Kim, *with highest honors in French*
*Eileen Gyungbin Kim
*Elizabeth Neches Koltai
*Alison Michelle Koppe
*†Joanna Korman, *with highest honors in Psychology and honors in Cognitive Science*

* Phi Beta Kappa
† Sigma XI

Degrees Conferred

- †Rebecca Lynn Lawrence, *with highest honors in Geosciences*
 *†Kathryn Anne Lindsey, *with highest honors in Mathematics*
 *†Margaret Williams Lowenstein, *with honors in Biology*
 *†Jared Ross Mayers, *with highest honors in Biology*
 *Matthew Thomas McCarthy
 *Neil Mendoza
 Lauren Jade Moscoe
 *Brendan Timothy Mulrain
 *†Brian James Munroe, *with honors in Physics*
 *My Quynh Nguyen
 *Elizabeth Pearce, *with honors in English*
 *Hyejin Rho, *with honors in Economics*
 *Alan Rohit Rodrigues, *with highest honors in Chemistry*
 *Paul Martin Rogers, *with highest honors in Classics*
 *†Toby Edwin Glann Schneider, *with honors in Physics*
 *Rachel Gabriella Shalev
 *Anne Elizabeth Smith, *with honors in History*
 *Matthew Gilmer Steding, *with highest honors in English*
 Andrew Robert Stevenson, *with highest honors in Environmental Studies*
 †Jared Hillel Strait, *with honors in Physics*
 *†Daniel Marc Sussman, *with highest honors in Physics*
 *Robert Hallock Svensk, *with highest honors in English*
 *Lindsay Zhen-Ye Ting
 *Wesley Dean Tjosvold
 *Sarun Peter Tosirisuk
 Mariana Matilde Uribe
 *Laura Day Wagner, *with highest honors in Comparative Literature*
 *Martin Jefferson Williams, *with highest honors in Economics*
 *Daniel Arthur Wollin, *with honors in Biology*

Bachelor of Arts, Cum Laude

- Stephen Austin Abbott, *with honors in Economics*
 Akio H. Adams, *with honors in History*
 Rowena Ahsan, *with highest honors in Economics*
 Daniel James Aiello, *with highest honors in American Studies*
 Elysia Anne Alleman
 Sharon Marie Anderson
 Nicholas Henry Antoniou
 Aleha Ashiqeh Aelham Aziz
 Justin Timothy Bates
 Çagatay Bircan, *with highest honors in Economics*
 Noah Charles Keller Bonsey, *with highest honors in Political Science*
 Melissa Joan Bota, *with highest honors in Comparative Literature*
 Emily Claire Bruce, *with honors in History*
 Ananda Venkata Burra, *with highest honors in History*
 Sean Anthony Carollo
 Betsy Yun Chang
 Jetsada Chuenchoojit
 †Sarah Elizabeth Chuzi, *with highest honors in Psychology*
 Cailin Terese Collins, *with highest honors in Chemistry*
 Anna Elizabeth Condino
 †Alden Frances Conner, *with honors in Biology*

- Sarah Jessamine Corwin
 William Hanford Curtiss, *with highest honors in History*
 †Diana Joan Davis, *with honors in Mathematics*
 Hallie Crighton Davison
 Anna Kathleen Edmonds, *with honors in Philosophy*
 Kate Hale Fleming, *with honors in Art*
 Laura Tracy Schoonmaker Foote, *with highest honors in History*
 Ryan Neun Fote
 Lily Madeleine Gray
 Tyler Carroll Gray
 Zachary Micah Grossman, *with honors in Economics*
 Helena Maeichioka Harnik
 Charles Nicholas Howard
 †Sara Emilie Jablonski, *with honors in Biology*
 †Jennifer Elizabeth James, *with honors in Mathematics*
 Andrew Jeehyun Jang
 Rachel Clare Jordan, *with honors in Psychology*
 Katharine Anne Josephson
 Alexander Scott Karlan, *with honors in Economics*
 Nazli Eylul Kasal, *with honors in Political Science*
 Matthew Lindfors Keegan, *with highest honors in Religion*
 Min Kim
 Miles Patrick Klee
 Alexis Cunningham Knepp
 Katelyn Elizabeth Knox, *with highest honors in French*
 †Tomoki Kurihara, *with honors in Biology*
 Katherine Sheffer Larabee, *with honors in Chemistry*
 Andrew Jay Lazarow, *with honors in Contract Major: Performance Studies*
 Laura Elizabeth Lee
 Steven Charles Lunau Jr.
 Alyssa Christine Mack
 Sarah Beth MacWright, *with honors in Art*
 Alexander Bradford Mallory
 Sarah O'Neal Martin
 Katherine Ann McAllister
 Peter Daniel McManmon Jr.
 Jennifer Zoe Menzies
 †Myron Minn-Thu-Aye, *with honors in Mathematics*
 Katherine Frances Montgomery, *with honors in English*
 †Auyon Mukharji, *with honors in Biology*
 William Scot Murray
 Krista Mary Nylen, *with honors in Economics*
 Matthew James O'Donnell
 Robert Joseph O'Loughlin III
 Karen Elizabeth Olson
 Ariana Orozco
 Leigh Elizabeth Owens, *with honors in Psychology*
 Alison Margaret Penning
 Margaret Celeste Pigman
 Andrew Peter Pizzi
 †Andrew Philip Platt, *with honors in Chemistry*
 Gurcag Poyraz
 †Elizabeth Gail Preston, *with honors in Biology*
 Jennifer Lauren Ray
 Kristof Redei
 Wei Ren, *with highest honors in Art*
 Emma Wade Reynolds, *with honors in History*
 Martha Hartley Rogers, *with honors in Economics*
 Matthew Thomas Rogers

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Helen Celeste Selonick, *with honors in English*
 David Culver Senft
 Joseph Paul Shippee
 Anne Catherine Smith, *with honors in Art*
 Noah Smith-Drelich
 Abigail Elizabeth Southard
 Elizabeth Lee Spragins, *with highest honors in Spanish*
 Ruth Jackson Steinhardt, *with honors in English*
 Amanda Gail Strogoff
 Caitlin Elizabeth Sullivan
 Bartolome Walter Tablante
 Kaylan Elizabeth Tildsley
 †Samuel Everett Tuttle, *with honors in Geosciences*
 Vimommas Vachaitanont, *with honors in Art*
 Mark Marty van Mechelen
 Stephanie Pak-Ying Wai
 †Gregory Brett Walker
 Emily Lauren Wasserman
 Jeffrey D. H. Wessler, *with highest honors in Chemistry*
 Kathleen Ann Whipple
 Matthew James Wibbenmeyer
 †Lauren Leshen Williamson
 Hanjie Yu
 Alexei Zaliznyak, *with honors in Physics*
 Jan Michal Zankowski

Bachelor of Arts

†Aashish Nath Adhikari, *with honors in Chemistry*
 Jane Libby Allen
 Rebecca Monica Allen
 Morgan Thomas Anderson
 Sikan Assarat
 †Elizabeth Grace Atkinson, *with honors in Biology*
 Upton Zhuo-Xi Au, *with honors in Philosophy*
 Tyler Preston Auer
 Lauren Elizabeth Ayres, *with highest honors in Spanish*
 Juan Gabriel Baena Parra
 Godfrey Mutoro Bakuli
 Krystle G. Barhaghi
 Christopher Gardner Basham
 †Courtney Alexandra Jean Bearn
 Luana Barbosa Bessa
 Alison Matthews Beswick
 Ronit Bhattacharyya
 Daniel Alexander Binder
 Robert David Bland, *with honors in History*
 Brian Matthew Blood
 Matthew William Boggia
 Elizabeth Meghan Bond
 Amanda McLaurin Boote
 Brittany Anne Branch
 Sheryl Elizabeth Bréa
 Joanna Pei Breslow
 Kristyn Jane Bretz
 Mitchell Sturgis Brooks
 Kara Annette Hart Brothers
 Ashley Katrina Brown
 Brandi Alexis Brown
 David Taylor Brown
 Michael August Brown
 †Megan Anne Bruck, *with honors in Astrophysics*
 Mary Alice Buck
 Sara Marie Buckley
 Marisa Kristin Cabrera
 Katherine Lindsay Cail
 Juan Pablo Carro Jiménez
 †Colin Daniel Carroll, *with honors in Mathematics*
 Brandon Joseph Carter

Nicholas Hemphill Carter, *with highest honors in History*
 Jeffrey Charles Castiglione
 Cory Allen Catelli
 Arjun Chanda, *with honors in Economics*
 John Gladson Chatlos
 †Shea Daniel Chen, *with honors in Mathematics*
 Shuo Chen
 Emily Rogers Chepiga, *with honors in English*
 Ameeda Haseen Chowdhury
 †Jessica Maxine Chung
 Cathleen Ruth Clark
 Kevin Alexander Colwell
 Eliot Edward Corley II
 Ana Yaraida Correa
 Rebecca Allyn Corwin
 Edgardo Giovanni Costas-Bracero
 Pamela Carmen Council, *with honors in Art*
 Nils Lawrence Craig-Muller
 Morgan Nicole Cronin
 Lisa Jean Davenport
 Matthew Ryan Davis
 Michael Bryant Davitian
 Thomas Richardson Day Jr.
 Michael Anthony Del Río
 Daniel Nathan DeMoss
 Nirmal Mohan Deshpande
 David Drew DeVaughn
 Katherine Leigh Diéber
 Elizabeth Anne Dill
 Michael Brian Disner
 Stephanie Leigh Dockery
 Caroline Silva Doctor
 Jonathan Patrick Dolan
 Michael Connor Dougherty
 Eileen Kate Douglas
 Jonathan Frederick Drenckhahn
 Casey Elaine Drosehn, *with highest honors in Comparative Literature*
 Katherine Haight Durlacher
 Laurence Kaiser Dworkin, *with honors in Economics*
 Matthew Swyer Earle
 Sara Elena Echenique
 Benjamin Andrew Echols
 David Victor Eisenson
 Andrew Wilcox Eklund
 Christopher Raymond Ellis-Ferrara
 Laura Elizabeth Ellison
 Marlena Ashley Elmore
 Abelee Ruth Esparza
 Julie Therese Esteves
 Nicholas Joseph Fera
 William George Ference
 Lauren Amalia Fernandez, *with highest honors in Economics*
 Folaolu Folorunso Folowosele
 †Hannah Elizabeth Foote, *with honors in Psychology*
 Christopher Glen Locandro Fort, *with honors in Political Economy*
 Rafael Gabriel Frias
 Perry Linville Fridley III
 William S. Friedman
 Brendan Rice Fulmer
 Christopher Robert Furlong
 Mateusz Pawel Furmaga
 Juan Pablo Galindo
 Nicholas Anthony Gallucci
 Suzanne Delight Geer
 Isaac Pablo Gerber
 Daniel John Gerlan
 Colleen Rogers Gerrity
 Ryan Scott Gerrity

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Michael Plunket Gillmor
 Sean Patrick Gleeson
 Virginia Brown Glenn
 Hannah Regina Gray, *with honors in English*
 Richard Beach Gray
 Kiana Marshall Green, *with highest honors in American Studies*
 Michael Jonathan Greenberg
 Colin Reed Greenhalgh
 Emanuel La'Shon Gregg
 Daniel Paul Gross
 Danielle Alexandra Grunwald
 Lingwei Gu
 Meghan Kilcomons Guinee
 Linda Marie Gutiérrez
 Brian Odell Hagan
 Kevin Kyungwoo Hahm
 Theodore Frank Haley
 Zachary David Hall Brewer
 Frank Steven Haluska
 Bhrandon Allister Neville Harris
 Olivia Mei He
 Elliot Richard Heilman, *with honors in Classics*
 Lauren Elizabeth Hester
 John Christian Hillman
 Jessica Nakata Hing
 Alison Miyako Hlivak
 Andrew Bartlett Hobbs
 Alexander Hannafey Hogan
 Allyson Marie Holmes
 Jonathan Michael Horn
 Alyssa Kyeong Howard
 Jessica Joy Howard
 Kathryn Anne Howard
 Veda Lewis Igbiniedion
 Benjamin Irving Isaa
 Alcia Camille Jackson
 Elizabeth Rountree Jackson
 Amanda Margaret Janusz
 Sarah Elisabeth Jenks
 Ian Matthew Jensen
 Nora George Johnsmeyer, *with honors in English*
 Edwin Merle Johnson
 Yosef Imhotep Johnson
 Allycia Devon Kurt Jones
 Katherine Alexis Jong
 Yukako Karato
 Kevin Robert Kellert
 Mark Alexander Kelley-Matthews
 Tessa Marie Kelly
 William Anthony Kelly
 Jonaya Dorvai Kemper
 Christopher Francis Kenney
 Chris Kim
 Jennifer Elizabeth Kim
 †Thomas Emmett Frank Kindred, *with highest honors in Mathematics*
 Daley Jones Kirby
 Thomas Martin Koperniak
 Adam Christopher Kowalski
 Jonathan Choon Yaw Kuah
 Sarah Kwak
 Tyler Gebert Kyle
 Amanda Arlene LaSane, *with honors in English*
 Taya Borg Latham
 Dana Osborne Leary
 Angela Yujin Lee
 Christopher Duane Lee
 Jane Yoojung Lee
 Jason Lee
 Michele Young Lee
 Seulghee Lee, *with highest honors in English*
 Ann Sophia Levin
 Jennie Ann Levitt

Regina Lynette Leyva
 Regine Marie Lim
 Leroy Raphael Lindsay II
 Ebonie Lee Little
 Darius Saber Long
 Bethany Ruth Lorge
 Hannah Howland Lum
 Reid Michael Lynch
 Phillips Pilar Macdonald
 Elizabeth Norene Macek, *with honors in Art*
 Daniel Michael MacGregor
 Alexis Mariel Machabanski
 Jennyfer Patricia Machuca
 Dominique Corinne Mack
 Meghan Hoff MacNaughton
 Lawrence Tawanda Madziwa
 Ines Major
 Jacob Federspiel Manley
 Brett St. John Marinelli
 Juliet Diane Markis
 Mariama Amina Massaquoi
 Walden Maurissaint
 Laura Caitlin McCarthy
 Ren Chi McDermott
 Ashley Crinean McDonnell
 Daniel Ross McKenna-Foster
 Tameika Melaine McLean
 David Dorn McMani
 Rohan Girish Mehra
 Christopher David Merwin
 Tova Jesse Meyer
 Jacquelyn Avallon Miller
 Margaret Carline Miller
 Branden Louis Mirach
 Jonathan Nasrallah Misk, *with highest honors in History*
 Daumantas Mockus
 Elliott Jay Moffie
 Meleko Mokgosi, *with honors in Art*
 Alejandro Emil Mones
 Brett DeVries Moody
 Paul Roger Morgan
 Anna W. Morrison
 Sara Morrissey
 Giorgio Mosoni
 Manuel Anthony Moutinho IV
 Alexandra Murphy
 Michael Paul Neely
 Brian Paul Nelson
 John Foster Nelson
 Graydon Keith Newman III
 Amanda L. Nicol
 Norman Greeley Nicolson
 Matthew Michael Nolan
 Timothy John Nolen
 Sean Frederick O'Grady
 James Michael O'Leary
 Alix Kealy Oliver
 Brett Randall Olsen
 Meghan Deborah O'Malley
 Patricia Elaine O'Reilly
 Nataliya Ostrovskaya
 †Anne Elizabeth O'Sullivan, *with honors in Biology*
 Baafour Otu-Boateng
 Ashley Dwyer Overlander
 Matthew Philip Paster
 Samuel Gates Peckham
 Christina Anne Perron
 Brenda Melissa Perry
 Alexandra Louise Phillips
 Jessica Kaylor Phillips
 †Elizabeth Lane Pierce, *with honors in Geosciences*

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Matthew Beck Piven
 Charles Reginald Plaisimond
 Ian Dunwoody Poirier
 Jonathan Paul Poppe
 Patricia Jean Quinlan
 †Conor Buckley Quinn, *with honors in Mathematics*
 Tamanna Rahman
 Gregory James Rahmlow
 Ridhima Shailesh Raina
 Alexandra Hana Raizin
 Ariel Ginot Ramchandani
 Julia Kim Ramsey
 James Rockwell Randall
 Kellie Grace Randall, *with honors in Psychology*
 Aalayah Rasheed
 William Jeffrey Rathgeber
 Aaron Daniel Redfern
 Kaitlin Marie Rees
 José Rubén Reyes Pérez
 Amari Elan Richardson
 Carly Dolan Robinson
 Chaédria LaBouvier Robinson
 Phoebe Nicholas Rockwood
 †Magali Holt Rowan, *with honors in Psychology*
 Kathryn Mary Rowland
 Laura Camille Saegert-Winkel
 Grant L. Sanders
 Pablita Santos, *with honors in Art*
 Tucker Williams Sawin
 Ryan Fitzgibbons Scannell
 †Kate Cochran Scheider, *with honors in Geosciences*
 Matthew Francis Schratz, *with honors in English*
 Steven Michael Schumsky
 Devin Karl Schweppe
 Kiana Melrose Scott, *with honors in History*
 John Hadley Sessler
 †Ashley Anne Sewell, *with honors in Geosciences*
 †Arjun Sharma, *with honors in Physics*
 Erika Lynn Sharpe
 Christopher Garrett Sherman
 Bradford Eric Shirley
 Go Eun Shon
 †Owen Clark Simpson, *with honors in Physics*
 Carolyn Margaret Skudder
 Jennifer Rachel Sleeper

Allison Nicole Smith
 Michael Andrew Smith
 Stephen Spinelli III
 †Paul Nathan Stansifer, *with honors in Computer Science*
 Meghan Margaret Stetson
 Kathryn Theresa Stiffler
 Robert Streicker
 Matthew Clay Summers
 Krista Ann Suojanen
 Noah Gates Susskind, *with honors in Philosophy*
 Alexander Herrick Tanton
 Abigail Quigley Taylor
 Shane Tela
 Suranjit Tilakawardane
 Haley Elizabeth Tone
 Jonathan Tyler Turriago, *with honors in Biology*
 Kimberly Maxwell Ulmer
 William Christopher Upjohn
 Jose Eduardo Valenzuela
 Teresa Lynn Van Horn
 Alexander Luke Van Poznak
 Cristina Gottschalk Van Wart
 Brian James Van Wyck, *with honors in History*
 Liliana Patricia Vargas
 Vanessa Marie Viruet
 James Philip Wall
 William Basil Walter
 Henry Adam Weber
 Margot Claire Weller
 Theodore Allen Wells
 Ellen McKnew Wilk
 Katherine May Wilks
 Rachel Williams
 Samantha Williams, *with honors in English*
 Philip Wailand Willner
 Stephen Chandler Wills
 Cristin Allyson Wilson
 Greta Lindberg Wilson
 Ashley Noreen Wood
 Martha Paola Yepes
 An-Lo Yu
 Nicholas Sankul Yukich
 Robert Joseph Zalkind
 Richard Yichi Zhang
 Bo Zhao

CONFERRING OF HONORARY DEGREES

Commencement, June 2007

Douglas J. Bennet	LL.D.	Shiranee Tilakawardane	LL.D.
Katie Couric	LL.D.	Neil deGrasse Tyson	Sc.D.
Robert F. Engle III	LL.D.	Edward O. Wilson	Sc.D.

* Phi Beta Kappa

† Sigma XI

PRIZES AND AWARDS—2006-2007

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2007. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. Diana M. Canterbury, *Worcester Academy, Worcester, Massachusetts*; Kathryn Chang, *Monte Vista High School, Danville, California*; Roger Maynard, Jr., *Hartford High School, White River Junction, Vermont*; Tracy L. Suggs, *Vestal High School, Vestal, New York*.

Fellowships Awarded by Williams College in 2006-2007

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP. Emily L. Button '07.
 CLASS OF 1945 STUDENT WORLD FELLOWSHIP. Walter P. Black Golde '08, Marcela A. DiBlasi '08, Kendell L. Newman '08, David C. Schwab '08, Laura E. Specker '08.
 HORACE F. CLARK, CLASS OF 1833, FELLOWSHIPS. Priyanka Bangard '07, Seulghee Lee '07.
 DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Martin J. Williams '07.
 FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIPS. Annabel L. Kim '07, Myron Minn-Thu-Aye '07.
 HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Ian M. Jessen '07, Meleko Z. Mokgosi '07, Ruth J. Steinhardt '07, Caitlin E. Sullivan '07, Haley E. Tone '07.
 CHARLES BRIDGEN LANSING, 1829, FELLOWSHIP IN LATIN AND GREEK. Emily L. Button '07, Si-Hyun S. Woo '09.
 MARY AND NATHANIEL LAWRENCE MEMORIAL TRAVEL FELLOWSHIP. Megan E. Brankley '08, Benjamin I. Rudick '08, Anna E. Tsykalova '08.
 JOHN EDMUND MOODY 1921 FELLOWSHIP. Martin J. Williams '07.
 ROBERT IKEMORI QUAY '04 OUTING CLUB MEMORIAL FELLOWSHIP. Samuel C. Kapala '09.
 RUCHMAN STUDENT FELLOWSHIPS. Zoia Alexanian '08, Yevgeniy Korsunskiy '08.
 DR. HERCHEL SMITH FELLOWSHIPS. Shane Bobrycki '07, Caitlin M. Hanley '07, Matthew L. Keegan '07, Catherine M. Kelly '07, Joanna Korman '07, Margaret W. Lowenstein '07, Paul M. Rogers '07, Natalie I. Vokes '07, Jeffrey D. Wessler '07, Devin S. Yagel '07.
 WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIP. Marie-Christine Andre '08, Kimberly S. Elicker '09, Stefan A. Elrington '09, Monserrat Munoz '09, Fathimath Musthaq '09, Annette K. Quarcoopome '09.
 WILLIAMS TEACHING FELLOWSHIP, UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG. Veda L. Igbinedion '07, Meghan M. Stetson '07.
 ROBERT G. WILMERS JR., 1990 MEMORIAL STUDENT TRAVEL ABROAD FELLOWSHIP. Pakinee Banchuin '08, Jonathan M. Barry '08, Eric B. Bautista '08, Luz M. Gomez '08, Didem Ilter '08, Ilya Khodosh '08, Faaiza Lalji '08, Stephanie C. Lin '08, Thai Q. Nguyen '08, Jared F. Oubre '08, Christopher S. Paci '08, Caroline M. Plitt '08, Elizabeth S. Robie '08.

National Fellowships Awarded in 2006-2007

DEPARTMENT OF HOMELAND SECURITY UNDERGRADUATE SCHOLARSHIP. Mary E. Haas '09.
 FULLBRIGHT GRANTS. Morgan N. Cronin '07, Nathan D. Friend '07, Ariana Orozco '07, Andrew R. Stevenson '07, Martin J. Williams '07.
 GATES CAMBRIDGE SCHOLARSHIP. Alan R. Rodrigues '07.
 BARRY M. GOLDWATER SCHOLARSHIP. Sarah J. Fink '08, Erika K. Williams '08.
 MARSHALL SCHOLARSHIP. Rachel G. Shalev '07.
 MELLON MAYS UNDERGRADUATE FELLOWSHIP. Beverly D. Acha '09, Shyla C. Foster '09, Ana P. Morron '09, Stephanie V. Reist '09, Anisha N. Warner '09.
 MINISTRY OF EDUCATION SCHOLARSHIP FOR THE STUDY OF CHINESE. Eliot E. Corley '07.
 ROCKEFELLER BROTHERS FUND FELLOWSHIP. Jodi A. Gajadar '08.
 MORRIS K. UDALL UNDERGRADUATE SCHOLARSHIP. Julia B. Sendor '08.
 THOMAS J. WATSON FELLOWSHIP. Casey E. Drosehn '07, Auyon Mukharji '07, Wei Ren '07.

General Prizes Awarded in 2006-2007

JOHN SABIN ADRIANCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Natalie I. Vokes '07.
 CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Ananda V. Burra '07.
 THE MICHAEL DAVITT BELL PRIZE. Daniel L. M. Suess '07.
 ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) First Prize: Merritt P. Edlind '07, Second Prize: Julie-Erika M. Haydu '07; (*Greek*) First Prize: Caitlin M. Hanley '07; (*Latin*) First Prize: Matthew C. Wellenbach '09; (*French*) First Prize: Annabel L. Kim '07, Second Prize: Katelyn E. Knox '07; (*German*) First Prize: D; (*History*) First Prize: Shane Bobrycki '07, Second Prize: Rachel G. Shalev '07; (*Mathematics*) First Prize: Peter S. Nurnberg '09, Natee Pitiwan '09, Scott G. Smedinghoff '09.
 GAUS C. BOLIN, 1889, ESSAY PRIZE IN AMERICAN STUDIES. Kiana M. Green '07.
 RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. Kate B. Geoghegan '07.

Prizes and Awards

- KENNETH L. BROWN, CLASS OF 1947, PRIZE IN AMERICAN STUDIES. Daniel J. Aiello '07.
- NATHAN BROWN PRIZE IN HISTORY. Sarah S. Lee '10.
- STERLING A. BROWN, CLASS OF 1922, CITIZENSHIP PRIZE. Robert D. Bland '07.
- THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Matthew T. Rogers '07.
- JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Jared R. Mayers '07.
- HENRY RUTGERS CONGER MEMORIAL PRIZE. Miles P. Klee '07, Amanda F. Korman '10.
- DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. Casey E. Drosehn '07.
- GARRET WRIGHT DEVRIES, 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Elizabeth L. Spragins '07.
- DEWEY PRIZE. Priyanka Bangard '07.
- JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Tova J. Meyer '07.
- HENRY A. DWIGHT, 1829, BOTANICAL PRIZE. Lauren J. Moscoe '07.
- ENVIRONMENTAL STUDIES COMMITTEE AWARD. Alison B. Davies '07, Alison M. Koppe '07, Pablita Santos '07, Kimberley T. Taylor '08.
- THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. Richard B. Gray '07.
- FREEMAN FOOTE PRIZE IN GEOLOGY. Kate C. Scheider '07.
- SAM GOLDBERG PRIZES. (*Computer Science*) Paul N. Stansifer '07; (*Mathematics*) Jennifer E. James '07, Alexei Zaliznyak '07.
- FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY. Daniel L. M. Suess '07.
- WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Patrick A. Huffer '07.
- ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Charles N. Howard '07; (*Economics*) Matthew J. Wibbenmeyer '07; (*History*) Shane Bobrycki '07; (*Philosophy*) Anna K. Edmonds '07; (*Political Science*) Sarun Peter Tosirisuk '07; (*Religion*) Hannah R. Gray '07.
- THE GRAVES PRIZES FOR DELIVERY OF ESSAY. David V. Eisonson '07, Stephen N. Hunter '08, Christopher D. Merwin '07, William B. Walter '07.
- GROSVENOR MEMORIAL CUP. William B. Bruce '08.
- FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Matthew T. McCarthy '07.
- TOM HARDIE 1978 MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Andrew R. Stevenson '07.
- C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Bryan Y. Norton '07.
- WILLIARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Patrick A. Huffer '07.
- CHARLES W. HUFFORD BOOK PRIZE. Lily M. Gray '07, Karen E. Olson '07.
- ARTHUR JUDSON PRIZES IN MUSIC. Stephen Spinelli '07.
- ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Catherine M. Kelly '07.
- MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Elizabeth N. Koltai '07, Martin J. Williams '07.
- WILLIAM W. KLEINHANDLER PRIZES FOR EXCELLENCE IN MUSIC. Justin T. Bates '07, Emily C. Bruce '07, Matthew J. Kane '07, Catherine M. Kelly '07, Leroy R. Lindsay '07, Tova J. Meyer '07, Samuel G. Peckham '07, Joseph P. Shippee '07, Elizabeth L. Spragins '07, Jared H. Strait '07, Jeffrey D. Wessler '07, Martin J. Williams '07.
- ROBERT M. KOZELKA PRIZE IN STATISTICS. Lindsey C. Wu '07.
- RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Tova J. Meyer '07.
- JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZES. Cagatay Bircan '07, Martin J. Williams '07.
- RICHARD LATHERS, CLASS OF 1877, ESSAY PRIZE IN GOVERNMENT. Noah G. Susskind '07.
- LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Alyssa C. Mack '07; (*Chinese*) Theodore F. Haley '07; (*Japanese*) Eliot E. Corley '07.
- H. GANSE LITTLE, JR. PRIZE IN RELIGION. Robert K. Streicker '07.
- DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Elizabeth L. Pierce '07.
- LEVERETT MEARS PRIZE IN CHEMISTRY. Alan R. Rodrigues '07.
- JOHN W. MILLER PRIZES IN PHILOSOPHY. Blake E. Emerson '07, Maria Gambarov '07.
- MORGAN PRIZE IN MATHEMATICS. Diana J. Davis '07, Angela M. Doyle '07.
- NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES. Matthew G. Steding '07.
- WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS. Amanda A. LaSane '07.
- RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. Margot D. Bernstein '10.
- JAMES ORTON AWARD IN ANTHROPOLOGY. Emily L. Button '07.
- FREDERICK M. PEYSER PRIZE IN PAINTING. Betsy Y. Chang '07.
- URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Michelle C. Cousland '07.
- JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. Bryan Y. Norton '07, Paul M. Rogers '07, Paul A. Woodard '08.
- ROBERT F. ROSENBERG PRIZE IN ENVIRONMENTAL STUDIES. Justin T. Bates '07.
- ROBERT F. ROSENBERG AWARDS FOR EXCELLENCE IN MATHEMATICS. Ross D. Kravitz '07, Brian Z. Simanek '07.

Prizes and Awards

MURIEL B. ROWE PRIZE. Alan R. Rodrigues '07.
SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Ashley Hartman '07.
BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Margot C. Weller '07.
SCHEFFEY AWARD FOR ENVIRONMENTAL LEADERSHIP. Alison B. Davies '07.
ROBERT C. L. SCOTT PRIZE IN HISTORY. Jonathan N. Misk '07.
ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. Shane Bobrycki '07.
SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Eileen G. Kim '07.
SHIRIN SHAKIR, CLASS OF 2003, BOOK PRIZE. Noah C. Bonsey '07.
EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. R. Hallock Svensk '07, Devin S. Yagel '07.
JAMES F. SKINNER PRIZE IN CHEMISTRY. William H. Parsons '07, Daniel L. M. Suess '07.
ELIZUR SMITH RHETORICAL PRIZE. Michael Gnozzio '07.
HOWARD P. STABLER PRIZE IN PHYSICS. Brian J. Munroe '07.
SHIRLEY STANTON PRIZE IN MUSIC. Aleha Aziz '07, Mark M. van Mechelen '07.
STANLEY R. STRAUSS, CLASS OF 1936, PRIZE IN ENGLISH. Seulghee Lee '07, R. Hallock Svensk '07.
WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Ren C. McDermott '07.
WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN HISTORY. Nicholas H. Carter '07.
CARL VAN DUYN PRIZE IN ECONOMICS. Aatif Abbas '08, Pakinee Banchuin '08, Christine M. Marshall '08, Zhichun Ying '08.
A. V. W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Miles P. Klee '07.
LASZLO G. VERSENYI MEMORIAL PRIZE. Bryan Y. Norton '07.
BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Katherine J. Lee '08.
HAROLD H. WARREN PRIZE IN CHEMISTRY. Kenneth J. Taubenslag '09.
DAVID A. WELLS PRIZES IN POLITICAL ECONOMY. Candice M. Corvetti '07.
KARL E. WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. (*Art History*) Annabel L. Kim '07; (*Art Studio*) Youngjin F. Hahn '07.
WILLIAMS COLLEGE COMMUNITY BUILDER OF THE YEAR. Mariama A. Massaquoi '07.
WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENTS OF THE YEARS. Amanda A. LaSane '07.
WITTE PROBLEM SOLVING AWARD. Natee Pitiwan '09.

Athletic Prizes Awarded in 2006-2007

FRANCIS E. BOWKER, JR. SWIMMING PRIZE. Robert T. Hannigan '10.
JAMES R. BRIGGS '60 BASEBALL AWARD. Ryan N. Fote '07.
BELVIDERE BROOKS FOOTBALL MEDAL. Brendan R. Fulmer '07, Jonathan F. Drenckhahn '07.
J. EDWIN BULLOCK WRESTLING TROPHY. (Men) Jonathan P. Dolan '07.
W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Katherine A. Baldiga '07.
BOURNE-CHAFFEE WOMEN'S TENNIS AWARD. Lauren E. Ayres '07.
CLASS OF 1981 BASKETBALL AWARD. (Women) Margaret C. Miller '07 and Meghan M. Stetson '07.
CLASS OF 1925 SCHOLAR-ATHLETE AWARDS. Sarah L. Ginsburg '07.
DR. EDWARD J. COUGHLIN, JR. BOWL. (Football) Brendan R. Fulmer '07.
DR. I. S. DRIBBEN 1924 AWARD. Alexander B. Mallory '07, Kevin R. Kellert '07.
RICHARD J. FARLEY AWARD. Sean P. Gleeson '07.
FOX MEMORIAL SOCCER TROPHY (Men). Thomas R. Day '07, Dana O. Leary '07.
MATTHEW GODRICK AWARD. James P. Wall '07.
HIGH POINT SWIMMING AWARD. (Women) Amanda S. Nicholson '09.
KATE HOGAN 27th ANNIVERSARY OF WOMEN IN ATHLETICS PRIZE. Abigail Q. Taylor '07.
WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Stephen C. Wills '07.
TORRENCE M. HUNT '44 TENNIS AWARD. (Men) Karol S. Furmaga '09.
TORRENCE M. HUNT '44 TENNIS AWARD. (Women) Katrina J. Ferrara '08.
NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Alexander Smigelski III '10.
KIELER IMPROVEMENT AWARD. (Men) Alexander T. Ginman '07.
ROBERT W. JOHNSTON MEMORIAL TROPHY. Ryan N. Fote '07.
ALEXANDRA LEE WOMEN'S SQUASH RACQUET PRIZE. Toby R. Eyre '10.
WILLIAM E. MCCORMICK COACH'S AWARDS (THE COACHES AWARD). Kevin A. Colwell '07, Colin R. Greenhalgh '07.
MEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Steven C. Lunau '07.
ROBERT B. MUIR MEN'S SWIMMING TROPHY. Nicholas A. Gallucci '07, David D. McManic '07, Stephen Spinelli '07.
ROBERT B. MUIR WOMEN'S SWIMMING TROPHY. Laura C. McCarthy '07, Matha H. Rogers '07, Cailin T. Collin '07, Sara M. Buckley '07.
FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men) Stephen C. Wills '07.
ANTHONY PLANSKY TRACK AWARDS. Branden L. Mirach '07.

Prizes and Awards

LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. Christina a. Metcalf '10.
PURPLE AND GOLD AWARD. (Women) Kaylan E. Tildsley '07.
PURPLE KEY TROPHY. (Men) Jonathan P. Dolan '07, Stephen Spinelli '07.
PURPLE KEY TROPHY. (Women) Kaylan E. Tildsley '07.
MICHAEL E. RAKOV MEMORIAL AWARD. Michael C. Eisert '07, Christopher F. Kenney '07.
PAUL B. RICHARDSON SWIMMING AWARD. Christopher D. Millen '08.
CHARLES DEWOODY SALMON AWARD. Timothy R. Batty '09.
SCRIBNER MEMORIAL TENNIS TROPHY. (Men) Theodore F. Haley '07.
EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) Tyler G. Kyle '07.
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Men's Tennis) Richard P. Devliln '09.
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Women's Tennis) Anne E. Schneidman '08.
SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Women) Ridhima S. Raina '07.
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Men) Nicholas G. Lebedoff '10.
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Women) Allison M. Rottkamp '08.
SQUASH RACQUETS PRIZE. (Men) William B. Walter '07.
MATTHEW H. STAUFFER '96 AWARD. Patrick A. Huffer '07.
OSWALD TOWER MOST VALUABLE PLAYER AWARD. Christopher Shalvoy '08.
DOROTHY TOWNE AWARD. (Women's Track) Caroline S. Doctor '07.
RALPH TOWNSEND SKI AWARD. (Men) Ian Poirier '07.
ROBERT B. WILSON '76 MEMORIAL TROPHY (Most Improved Player). Brett Y. Haraguchi '09, David B. Ramsay '09.
WOMEN'S ALUMNAE SKI TROPHY. Christina Perron '07.
WOMEN'S ALUMNAE SOCCER AWARD. Jessica N. Hing '07.
WOMEN'S CROSS COUNTRY AWARD. Laura E. Ellison '07.
WOMEN'S LACROSSE AWARD. Emily D. Gladden '07.
WOMEN'S LACROSSE MOST IMPROVED AWARD. Elizabeth L. Pierce '07.
WOMEN'S MARYLAND ALUMNAE LACROSSE MOST VALUABLE PLAYER AWARD. Kaylan E. Tildsley '07.
WOMEN'S SQUASH AWARD. Kathleen A. Whipple '07.
YOUNG JAY HOCKEY TROPHY. Matthew T. McCarthy '07.

ENROLLMENT

BY CLASSES, SEPTEMBER 2006

Graduate Students	46
Seniors	531
Juniors	522
Sophomores	533
First-Year Students	538
Total	2170

BY CLASSES, FEBRUARY 2007

Graduate Students	45
Seniors	517
Juniors	515
Sophomores	531
First-Year Students	540
Total	2148

Of the 528 new first-year students who entered in the fall of 2000, 91% graduated from Williams within 4 years and 96% within 6 years; of the 520 who entered in 2001, 91% graduated within 4 years and 95% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

Alabama	3	Afghanistan	2
Alaska	3	Austria	1
Arizona	15	Bahrain	1
Arkansas	4	Bangladesh	7
California	183	Bermuda	1
Colorado	27	Bolivia	1
Connecticut	130	Bosnia and Herzegovina	1
Delaware	8	Botswana	3
District of Columbia	21	Bulgaria	4
Florida	58	Burkina Faso	1
Georgia	24	Cambodia	1
Hawaii	17	Canada	17
Idaho	5	China	13
Illinois	56	Congo, The Democratic Republic	1
Indiana	7	Dominican Republic	1
Iowa	5	Ecuador	1
Kansas	7	Egypt	3
Kentucky	5	France	2
Louisiana	4	Georgia	3
Maine	38	Germany	2
Maryland	68	Ghana	1
Massachusetts	311	Greece	1
Michigan	11	Hong Kong	7
Minnesota	29	Hungary	1
Mississippi	4	India	10
Missouri	13	Indonesia	1
Nevada	4	Iraq	1
New Hampshire	33	Jamaica	6
New Jersey	140	Japan	2
New Mexico	2	Kenya	3
New York	392	Korea, Republic of	11
North Carolina	19	Kyrgyzstan	2
Ohio	36	Liberia	1
Oklahoma	1	Lithuania	3
Oregon	20	Malaysia	1
Pennsylvania	91	Maldives	2
Puerto Rico	8	Mexico	2
Rhode Island	10	Mongolia	2
South Carolina	3	Myanmar	1
Tennessee	12	Nepal	4
Texas	56	Nigeria	1
Utah	3	Norway	1
Vermont	33	Pakistan	7
Virginia	53	Peru	2
Washington	26	Poland	1
West Virginia	2	Romania	5
Wisconsin	24	Russian Federation	2
Wyoming	1	Singapore	2
		Spain	3
		Sri Lanka	1
		Switzerland	3
		Taiwan, Province of China	2
		Thailand	5
		Turkey	8
		Ukraine	2
		United Kingdom	6
		Uzbekistan	2
		Viet Nam	6
		Yugoslavia	1
		Zambia	2
		Zimbabwe	3

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CALENDAR 2007-2008

2007

Aug. 28 - Sept. 5	Tuesday through Wednesday	First Days
September 5	Wednesday	First-Year Student Advising
September 6	Thursday	Fall Semester classes begin
September 8	Saturday	Convocation
October TBA	One of the first three Fridays	Mountain Day
October 8-9	Monday & Tuesday	Fall Reading Period
October 26-28	Friday through Sunday	Class of 2011 Family Days
November 10	Saturday	Homecoming
November 21-25	Wednesday through Sunday	Thanksgiving Recess
December 7	Friday	Fall Semester classes end
December 8-11	Saturday through Tuesday	Reading Period
December 12-17	Wednesday through Monday	Final Examinations
December 18	Tuesday	Vacation begins

2008

January 3	Thursday	Winter Study Period begins
January 25	Friday	Winter Study Period ends
January 31	Thursday	Spring Semester classes begin
February 15-16	Friday & Saturday	College Holidays (Winter Carnival)
March 15-30	Saturday through Sunday	Spring Recess
April 26-27	Saturday & Sunday	Spring Family Days
May 9	Friday	Spring Semester classes end
May 10-13	Saturday through Tuesday	Reading Period
May 14-19	Wednesday through Monday	Final Examinations
May 31	Saturday	Class Day
May 31	Saturday	Baccalaureate Service
June 1	Sunday, 10:00 a.m.	Commencement
June 5-8	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