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

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**W**illiams College admits men and women of any background to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religion, creed, sexual orientation, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs. The College does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1973, or the regulations thereunder, in the education programs or activities which it operates, including employment therein. The College does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990, or the regulations thereunder, in admission or access to its programs and activities.

The Williams community includes talented students with documented disabilities who may require learning, sight, hearing, manual, speech, or mobility accommodations. Although Williams operates no specially structured academic programs for individuals with disabilities, the College is committed to providing support services and accommodations in all programs to students who need them.

Williams endeavors to provide equal access to campus programs and activities for all members of the college community. The Dean's Office, through the Associate Dean for Academic Programs, coordinates the various accommodations required to make students' educational experiences successful. Inquiries concerning the College's nondiscrimination policies may be referred to the Dean of the College, Williamstown, MA 01267 (413-597-4171).

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

Charles Toomajian  
*Editor*

## HISTORY OF THE COLLEGE

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

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

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

### I

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

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

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

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

## *History of the College*

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

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

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

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

## *II*

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

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

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

## *III*

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American

## *History of the College*

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

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

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

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

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

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

## MISSION AND OBJECTIVES

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

President Mark Hopkins '24  
Induction Address (1836)

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

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

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

James D. Canfield '68  
Centennial Oration (1893)

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

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

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

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

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

President Francis Oakley  
Induction Address (1985)

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

### *Mission and Objectives*

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

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

Morton Owen Schapiro  
Induction Address (2000)

## THE CURRICULUM

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

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

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

## REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

### Academic Requirement

To be eligible for the Bachelor of Arts degree a student must pass 32 regularly graded semester courses and receive grades of *C minus* or higher in at least 19 of those semester courses, pass four Winter Study Projects, fulfill the distribution requirement, complete all requirements for the major including an average of *C minus* or higher, and complete the physical education requirement. Beginning with the Class of 2006, students must also fulfill the quantitative/formal reasoning and writing requirements.

### Distribution Requirement

The distribution requirement falls into four parts. (*Parts 3 and 4 DO NOT apply to the Class of 2005.*)

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

For the purposes of the 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.

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.



## The Curriculum

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

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

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

Art History ( <i>except ArtH 268</i> )	INTR 107, 259, 264
Art Studio ( <i>except ArtS 212</i> )	Japanese ( <i>except Japanese 217, 218, 221, 486T</i> )
Chinese	Latin
Classics	Linguistics
Comparative Literature	Literary Studies
Critical Languages	Maritime Studies 231
English	Music
First-Year Residential Seminar 101	Russian
French	Spanish
German	Theatre
Greek	

### DIVISION II. *Social Studies*

African-American Studies	Japanese 217, 218, 221, 486T
American Studies	Jewish Studies
Anthropology	Latina/o Studies
Art History 268	Leadership Studies
Art Studio 212	Legal Studies
Asian Studies	Maritime Studies 201, 351
Cognitive Science	Philosophy
Economics	Political Economy
Environmental Studies 101, 351	Political Science
Experimental Studies—EXPR	Psychology ( <i>except PSYC 212, 312, 315, 316, 317T</i> )
History	Religion
History of Science ( <i>except HSCI 224</i> )	Science and Technology Studies
Interdepartmental Studies ( <i>except INTR 107, 259, 264, 315</i> )	Sociology
International Studies 101, 402	Women's and Gender Studies

### DIVISION III. *Science and Mathematics*

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

## The Curriculum

- 2) **PEOPLES AND CULTURES REQUIREMENT**—intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with : (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native American peoples and cultures; or (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean. 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 2004-2005 which meet the requirement is on page 317.

- 3) **QUANTITATIVE/FORMAL REASONING REQUIREMENT**—intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. Beginning with the Class of 2006, prior to their senior year, all students must satisfactorily complete a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q).” Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, 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 2004-2005 which meet the requirement is on page 321.

- 4) **WRITING REQUIREMENT**—*Beginning with the Class of 2006*, all students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year. Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19. A list of courses offered in 2004-2005 which meet the requirement is on page 324.

## 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.

### MAJOR FIELDS

Majors are offered in the following fields:

American Studies	History
Anthropology	Japanese
Art	Literary Studies
Asian Studies	Mathematics
Astronomy	Music
Astrophysics	Philosophy
Biology	Physics
Chemistry	Political Economy
Chinese	Political Science
Classics (Greek, Latin)	Psychology
Comparative Literature	Religion
Computer Science	Russian
Economics	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 particular major may also require an additional course and/or one Winter Study Project during the junior or senior year.

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

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

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

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

### Physical Education Requirement

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

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

Students must complete four quarters of physical education by the end of the sophomore year unless excused by the Dean of the College and the Director of Health. Students must enroll in at least two different activities in fulfilling the requirement.

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

### 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 Curriculum*

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

### **ADDITIONAL CURRICULAR OPPORTUNITIES**

#### *Advanced Placement and International Baccalaureate*

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

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

#### *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. For students majoring in physics, chemistry, computer science, or mathematics at Williams, the requirements for the senior year courses and major exercise are waived for the Williams degree. Only students who have taken the prerequisite courses, who have at least a B average in scientific subjects, and who have a good record in other subjects will be recommended by their major department and approved by the Committee on Academic Standing for this program.

Williams has a formal agreement that simplifies the application process to the 3-2 engineering program at Columbia University. Other engineering schools offer 3-2 programs which might be approved on a case-by-case basis. All engineering schools expect that 3-2 students will have completed several science and mathematics courses at Williams, so it is necessary to plan course selections carefully. The booklet "Choosing First Year Courses" includes a list of Williams courses recommended to prospective engineers.

The 3-2 program offers an established route to entry-level employment as an engineer. In recent years, however, most Williams students have chosen to complete the Williams B.A. in the usual 4 years and then go to graduate programs in engineering. Please see the section of this catalog titled "Preparation for Graduate and Professional Study." Also, prospective engineers at Williams have the opportunity to take undergraduate engineering courses at other institutions through various exchange

programs. For information about these opportunities, please see the section titled “Exchange Programs.”

The pre-engineering advisor, Professor Jefferson Strait, will be happy to assist students interested in any of the options leading to engineering careers. Many more details about pre-engineering can be found on the Physics department page 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:

African-American 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; 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 2004-2005 is on page 316.

### *Cross-Enrollment Programs*

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

## *The Curriculum*

### *Exchange Programs*

The Twelve College Exchange Program includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and, for a semester program, the National Theatre Institute, in Waterford, Connecticut. In addition, the College maintains an exchange with California Institute of Technology, Howard University, Fisk University, the Thayer School of Engineering at Dartmouth, and with Rensselaer Polytechnic Institute.

Information on the programs and copies of the participating schools' catalogs are available at the Dean's Office. Application deadline is in February of the preceding academic year.

### *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, more faculty have been challenging students to become more personally engaged 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 with an experiential learning component 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 learning as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program (page 336) to courses involving one small field research project. The amount and nature of the experiential component(s) will vary according to the instructor's judgement. See page 316 for a list of 2004-2005 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 Williams College Museum of Art all provide students the chance to "learn by doing" outside the classroom. Information on each of these non-credit forms of experiential learning is provided below.

#### *Community Service:*

Opportunities to put creative energy and initiative to use abound in community organizations in the Williams College area. Service ranges from well-known work such as tutoring or building homes with Habitat for Humanity, to working with newer, developing non-profit organizations such as Chrysalis, an advanced stage AIDS residence. 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 College Chaplain and Coordinator of Community Service, Rick Spalding ([Richard.E.Spalding@williams.edu](mailto:Richard.E.Spalding@williams.edu)).

#### *Internships and Research Opportunities:*

A wide variety of summer internship opportunities is available to interested students through the Office of Career Counseling (OCC) and the Center for Environmental Studies (CES). Research work opportunities are also available through individual departments.

Information regarding OCC's Williams College Alumni Sponsored Summer Internships can be found at <http://www.williams.edu/admin-depts/occ/> or by contacting Ron Gallagher, Program Counselor at the Office of Career Counseling, Stetson Hall ([Ronald.L.Gallagher@williams.edu](mailto:Ronald.L.Gallagher@williams.edu)). Information regarding CES's summer internship and research opportunities can be found at [www.williams.edu/CES/resources/summeropps.htm](http://www.williams.edu/CES/resources/summeropps.htm) or by contacting Sarah Gardner, Assistant Director of the Center for Environmental Studies, Kellogg House ([Sarah.S.Gardner@williams.edu](mailto:Sarah.S.Gardner@williams.edu)). Information about research opportunities sponsored by individual departments is available from Department Chairs.

#### *Museum Associates:*

The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history, to learn about the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of Arth 101-102. Applications are

accepted every spring. For more information, contact Barbara Robertson, Director of Education at x2038 or by e-mail at broberts@williams.edu.

For more information about experiential education in general, contact Paula Consolini, Coordinator of Experiential Education (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 if applicable, 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 with permission of CAS. All other degree requirements must be met with courses taken under the supervision of Williams faculty.

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

### *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 sophomores; sophomores are usually given enrollment preference for such courses, though interested juniors and seniors (and, in some cases, first-year students) are often welcome. Tutorials at the 300/400 level are designed primarily for jun-

## *The Curriculum*

iors 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). (2) 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. (3) Tutorials may not be taken on a pass/fail basis.

*More information:* Please see page 323 of this catalog for a list of tutorials offered in 2004-2005. 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, 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 and Pacific Coasts, and to undertake original research of their own design in the humanities and sciences. A term at Williams-Mystic satisfies both a semester's



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credit and one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the American Maritime Studies section in this catalog). Williams College faculty members serve as the Director and Marine Scientist. Travel includes an off-shore 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@williams-mystic.org](mailto:admissions@williams-mystic.org), call (860-572- 5359), visit the website ([williamsmystic.org](http://williamsmystic.org)), or obtain a Williams-Mystic catalog from the Dean's office. Applications are on the web and at the Dean's office. Financial aid and scholarships are available.

## ACADEMIC STANDARDS AND REGULATIONS

### *Attendance*

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

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

### *Registration*

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

New students register by mail in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made with the approval of the Faculty Advisors. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester. For full details, see page 45.

### *Course Change Period*

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

First-year and first-semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may once in subsequent years withdraw from a course under the same conditions. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. See references to making up deficiencies on page 20.

### *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 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 20). Students who fail through gross neglect of work will normally be required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course, which may be graded on the regular A-E or pass/fail basis, in the following spring or fall semester.

### *Grading System and Records*

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

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

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

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

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

### *First-Year Student Warnings*

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

### *Extensions of Deadlines*

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

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

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

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

## *Academic Standards and Regulations*

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

### *Deficiencies*

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

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

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

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

## *Academic Standards and Regulations*

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 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 28.

### *Eligibility for and Completion of Majors*

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

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

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

### *Eligibility for Extracurricular Activities*

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

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

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

### *Dean's List*

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

### *Phi Beta Kappa Society*

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

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

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

## *Academic Standards and Regulations*

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

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

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

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

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

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

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

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

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

## *Awarding of Degrees*

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

## *Graduation with Distinction*

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

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

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

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

## ACADEMIC ADVISING

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

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

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

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

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

## ACADEMIC ASSISTANCE

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

## EXCHANGE AND STUDY ABROAD

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

## POSTGRADUATE AND PROFESSIONAL STUDY

Please see page 31.

## ACADEMIC HONESTY

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

### *Statement of Academic Honesty*

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

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

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

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

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

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

Adopted 1971

### *Guidelines*

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

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



## *Academic Honesty*

The basic rules of attribution require that:

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

### *Procedures for Alleged Violations*

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

## EXPENSES

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

### *Payment of Term Bills*

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

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

### *College Bills*

College charges for tuition, room, board, and fees for the academic year 2004-2005 are as follows:

Tuition	\$29,786
Room Fee (including telephone service)	4,060
Full Board	4050
Student Activities Fee*	154
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$38,100

### *Other Expenses*

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

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

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

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

### *Additional Items*

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

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

## *Expenses*

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

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

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

### *Payment of College Bills*

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

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

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

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

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

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

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

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

## *Expenses*

### *Refund Policy*

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. In accordance with that regulation, below is the Williams College Refund Policy for the 2004-2005 academic year.

#### **Fall Semester 2004**

##### *Date of Withdrawal*

Prior to start of classes	September 9	100% (tuition, room, board)
Week 1	September 9–15	90% (tuition, board only)*
Week 2	September 16–22	80% (tuition, board only)*
Week 3	September 23–29	70% (tuition, board only)*
Week 4	September 30–October 6	60% (tuition, board only)*
Week 5	October 7–13	50% (tuition, board only)*
Week 6	October 14–20	40% (tuition, board only)*
Week 7	October 21–27	30% (tuition, board only)*
Week 8	October 28–November 3	20% (tuition, board only)*
No refund after November 3, 2004.		

#### **Winter Study/Spring Semester 2005**

##### *Date of Withdrawal*

Prior to start of classes	February 3
February 3–9	
February 10–16	
February 17–23	
February 24–March 2	
March 3–9	
March 10–16	
March 17–23	
March 24–30	
No refund after March 30, 2005.	

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

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

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

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

The College offers, through A.W.G. Dewar, Inc., a Tuition Refund Plan which supplements the Williams College Refund Policy in certain circumstances. A brochure describing this plan will be sent to you under separate cover, or you may contact Dewar, Inc. directly at (781) 380-8770.

### *Financial Aid*

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

### *Distinctive Undergraduate Scholarships*

Williams College, through the Office of Financial Aid, administers over three hundred endowed scholarships, all of which are based on demonstrated need. 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 foreign students.

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

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

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

## *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 acknowledges 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 in honor of their 25th and 50th Reunions: Hugh Germanetti 1954, David A. Gray 1954, 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*

Although requirements set by various art and architectural schools differ, the basic requirements for a variety of visual arts fields are summarized in the pamphlet "Guide to the Studio Art Major," available from the Department of Art office in the W.L.S. Spencer Studio Art Building or the Office of Admission. A summary of the requirements of all art and architecture schools offering Master of Arts and/or Master of Fine Arts is available in the bulletin of the College Art Association (CAA), "MFA Programs in the Visual Arts: A Directory." According to the current edition:

Admission to MFA programs should be based on the nature, extent, and quality of undergraduate preparation, including courses in studio, art history, and other academic subjects. Quality of studio preparation can best be judged on the basis of careful evaluation of work done at the undergraduate level; therefore, a portfolio review (usually represented by slides) is regarded as an absolute necessity in the admission process.

While many institutions consider the BFA to be the standard qualifying degree, the fact that the applicant has attended a BA- or BS-granting institution does not necessarily rule out acceptance in most MFA programs. Whatever the undergraduate degree, most entering graduate students tend not to be completely prepared in one or more of the areas cited above and will require remedial make-up work...

Some institutions use the MA degree as a qualifying prerequisite for final acceptance into MFA candidacy, allowing the student to apply the earned credits toward the higher degree. (pp. 139-40)

Students are advised to take into consideration not only current minimum requirements but also recommended courses. A summary of the essential information required for curricular planning may be found in the "Guide to the Studio Art Major" and in the pamphlet "Choosing First Year Courses."

### *Business Administration*

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

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

### *Preparation for Graduate and Professional Study*

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

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

Students interested in graduate work in business administration should consult with Fatma Kassamali at the Office of Career Counseling.

### *Engineering*

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

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

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

### *Law*

Williams graduates regularly proceed directly to law schools on the strength of their liberal education. No special courses are presented for pre-law students.

Students intending to study law should consult with the Pre-Law Advisor, Fatma Kassamali, at the Office of Career Counseling.

### *The Health Professions*

Many Williams graduates elect to pursue a career in medicine, dentistry, veterinary medicine, public health, or other health-related fields. All are welcome to seek guidance from the Health 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 Advisor early in the college career to ensure that planned coursework will meet specific admissions requirements.

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



## *Preparation for Graduate and Professional Study*

### *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 or the Office of Career Counseling.

### *Teaching After Williams*

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

The Office of Career Counseling has a very active on-campus educational recruiting program that includes many private schools as well as Teach for America and similar programs. The program begins in the fall and continues through the spring. Students interested in teaching at private elementary- or secondary-level schools or participating in the Teach for America or similar programs directly after graduation from Williams (certification is not required) should consult with 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, or teacher of religion. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases it may be possible to make progress on certain credentials in academic study or field experience during the undergraduate years. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. Students contemplating advanced academic work in religious studies in preparation for a career in teaching or scholarship should give serious consideration to concentrated undergraduate study in the field.

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

## GRADUATE PROGRAMS AT WILLIAMS

### *Master of Arts in Development Economics*

The Center for Development Economics, which opened at Williams College in 1960 with the support of a grant from the Ford Foundation, offers an intensive one-year program in economic analysis and quantitative techniques leading to the degree of Master of Arts in Development Economics. The program is specifically designed for economists from developing countries who are already embarked on professional careers in public agencies. It includes required courses in development economics, international trade and finance, monetary and fiscal policy, econometrics, and public finance. Center Fellows choose among seminars in such fields as open-economy macroeconomics, agricultural economics, and economic transition.

Fellows are normally nominated by the public agencies from which they will be on leave. A candidate must have a B.A. or B. Sc. degree of honors quality in Economics, have two or more years of relevant work experience, and have an effective command of spoken and written English. Juniors and seniors majoring in economics or political economy who have special interest in economic development or in a particular area of the world may, with the consent of the Chair of the Center and of the individual instructor, satisfy some of their degree requirements by taking courses at the Center.

All communications relating to the degree of Master of Arts in Development Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, Massachusetts 01267, or e-mail [cde@williams.edu](mailto:cde@williams.edu).

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

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

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

## PRIZES AND AWARDS

The names of persons to whom awards have been made in 2003-2004 are given in the back of the catalog.

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

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

### *Prizes in Special Studies*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**GILBERT W. GABRIEL 1912 MEMORIAL PRIZE IN THEATRE.** From a fund established in 1953 by a group of friends in memory of Gilbert W. Gabriel, 1912, a cash prize is awarded to that senior who has made the most notable contribution to the advancement of theatre at Williams College. The committee of award includes the director of the Adams Memorial Theatre, one other faculty member, and the president of the Gargoyle Society.

## *Prizes and Awards*

**SAM GOLDBERG COLLOQUIUM PRIZES.** Established in 1985 by a gift from Professor Sam Goldberg of Oberlin College. For the best colloquium presentations in mathematics and in computer science.

**FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY.** Established by Mrs. L. Carrington Goodrich to honor her son, Professor Frank C. Goodrich '45. An award in Chemistry given each year to a student (or students), chosen by the chemistry faculty who demonstrated excellence in chemistry research. This award supports travel to professional meetings where the student may present his or her research.

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

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

**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 Kleinhandler '50 as an annual prize for excellence by a student in the department of Music.

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

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

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

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

**LINEN SENIOR THESIS PRIZE IN ASIAN STUDIES.** Prize to a graduating senior who writes an outstanding honors thesis, with preference given to majors in the Department of Asian Studies, but also open to non-majors who write a highest honors thesis, with a substantial focus on Asia, supervised by a member of the Asian Studies faculty.

**H. GANSE LITTLE, JR. PRIZE IN RELIGION.** Established in 1997 by former students to honor Professor Little, who taught in the religion department at Williams from 1963-1997, to be awarded to a senior major for excellence in the study of religion.

## *Prizes and Awards*

**DAVID N. MAJOR 1981 PRIZE IN GEOLOGY.** Established in 1984 in memory of David N. Major, 1981, who died in an accident aboard an oceanographic vessel in June 1980. Awarded to an outstanding graduating senior in geology.

**NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES.** A cash prize established by Gwen Rankin '75 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 Mathematics, Statistics, or Mathematics teaching as judged by members of the department.

**RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY.** In honor of Richard Ager Newhall, distinguished historian and teacher of history at Williams College, 1924-1956, the department of history awards a book to the first-year student or sophomore who writes the best essay in an introductory course in European History.

**JAMES ORTON AWARD IN ANTHROPOLOGY.** Established in commemoration of James Orton, 1855, a naturalist and explorer, to be awarded to a senior major for excellence in Anthropology.

**FREDERICK M. PEYSER PRIZE IN PAINTING.** Awarded annually by a faculty selection committee to a student for a distinguished painting.

**JAMES LATHROP RICE 1854 PRIZE IN CLASSICAL LANGUAGES.** From the bequest of James Lathrop Rice, 1884, for the encouragement of Latin and Greek scholarship, a cash prize is awarded to a junior or senior for distinguished work in Latin studies, and a similar prize is awarded for distinguished work in Greek.

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

**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.

## *Prizes and Awards*

**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.

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

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

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

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

### *General Prizes*

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

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

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

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

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

## *Prizes and Awards*

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

**WILLIAMS COLLEGE COMMUNITY BUILDER OF THE YEAR.** Given to the graduating senior who demonstrates outstanding leadership in developing Multiculturalism and building community as a Williams College Community Builder.

**WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS.** Given to the graduating senior who, in his/her four years at Williams, personified the tenets and ideals of Multiculturalism and through his/her activism worked towards its realization.

## *Rhetorical Prizes*

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

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

**ELIZUR SMITH RHETORICAL PRIZE.** Established in the year 1866, this cash prize is awarded each year to encourage excellence in public speaking.

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

## *Athletic Prizes*

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

**JAMES R. BRIGGS '60 BASEBALL AWARD.** Presented annually to a member of the varsity baseball team regardless of graduating class who, in the opinion of his teammates, best embodies the ideals of leadership, teamwork, and the values of the student-athlete.

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

**BOURNE-CHAFFEE WOMEN'S TENNIS AWARD.** Presented in 1978 by members and former members of the Williams Women's Tennis Team for the varsity player who best embodies the qualities of leadership, skill, spirit, and sportsmanship that exemplify the traditions of women's tennis at Williams College.

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

**J. EDWIN BULLOCK WRESTLING TROPHY.** Presented in 1960 by his fellow coaches and awarded annually to that varsity wrestler who because of his superior performance, courage, and loyalty has been of credit to his college.

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

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

**CLASS OF 1986 MOST IMPROVED AWARD.** Awarded to that member of the men's lacrosse team who in his second year of varsity competition has shown the most improvement.

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



## *Prizes and Awards*

**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 25TH 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 '87, a participant on the Varsity Soccer and Lacrosse teams, the Junior Varsity Lacrosse and Squash teams, as well as an avid intramural basketball player and runner. Awarded annually at Class Day to the senior woman who has distinguished herself in her commitment and contributions to the Department of Physical Education, Athletics and Recreation. The winner will have engaged in any of the activities offered by the department and will have been an example of the joy and pleasure derived by participation in such activities.

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

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

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

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

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

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

**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 sportsmanship.

**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.

## *Prizes and Awards*

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

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

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

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

**PAUL B. RICHARDSON SWIMMING TROPHY.** Presented by Mr. Paul B. Richardson of Belmont, on which is recorded each year the name of the male swimmer or diver winning the greatest number of points in dual collegiate meets during the swimming season.

**ROCKWOOD TENNIS CUP.** In memory of Lieutenant Richard Burton Rockwood, 1916, who was killed in action in France, his mother, Mrs. R. L. Rockwood, has given a fund to provide a cup to be awarded annually to the winner of the singles in the fall tennis tournament.

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

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

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

**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.

## *Prizes and Awards*

**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.

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

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

### *Fellowships Awarded by Williams College*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ROBERT G. WILMERS JR., 1990 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, '90, this grant provides support for summer travel and research for students in their junior year at Williams.

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

## *George J. Mead Fund*

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

A portion of this gift constitutes a Revolving Fund that directly assists promising students with inadequate means who are specializing in political science, history, American Studies, political economy, or economics. The remaining portion, or Special Fund, is primarily intended to finance a summer intern program in government involving selected sophomores and juniors.

## *Teaching Fellowships, Hong Kong and Guangzhou*

**UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG.** Begun in 1961, this two-year fellowship is offered to a member of the graduating class for teaching English and possibly other subjects at United College, one of three sister colleges comprising the Chinese University of Hong Kong. The appointee, known as a Teaching Fellow or Tutor, also studies Chinese (Mandarin or Cantonese) and selected aspects of Chinese culture. Students are chosen by a selection committee, chaired by Professor Crane. Interested students should contact Professor Crane for application forms. Deadline November 30th.

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

## **COURSES OF INSTRUCTION 2004-2005**

### **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 (green) to the C.A.S. before the start of the semester in which a student plans to take the independent study.
- 7) Forms for any of the above requests may be obtained at the Registrar's Office.
- 8) When choosing a course cross-listed in two or more subjects, students should specify which designation they wish to have recorded—*at the time they register for that course*.
- 9) Courses listed as (*Not offered 2004-2005*) normally will be offered in the following academic year.
- 10) Courses normally meet three times a week in fifty-minute periods, twice a week in seventy-five-minute periods, or once a week for 150 minutes as indicated within the course description. The days of the week that courses meet are represented by the first letter of each day, for example, *M* for *Monday* (except that *R* is used for *Thursday*).
- (11) Tutorials may not be taken on a pass/fail basis. Students may not drop or add a tutorial after the first week of class.

## AFRICAN-AMERICAN STUDIES (Div. II)

*Chair*, Professor ALEX WILLINGHAM

*Advisory Committee*: Professors: SINGHAM, D. L. SMITH, A. WILLINGHAM. Associate Professors: E. D. BROWN, MUTONGI\*. Assistant Professors: BEAN, HICKS\*, LONG. Sterling Brown Professor: M. N. MORGAN§.

African-American Studies is an interdisciplinary program that examines the history, the cultures, and the social and political experiences of people of African ancestry in the Western Hemisphere. The program encourages students to take advantage of its interdisciplinary focus and to examine the vibrant and varied intellectual traditions that constitute the study of the African Diaspora.

All candidates for a concentration in African-American Studies must complete a total of five courses: *one* United States subject, *one* Caribbean or South American, *one* African, and *two* electives. At least one of these courses must be in the performing or fine arts.

Students may select their required courses from the following:

*One* course in a United States or Canadian subject:

English/American Studies 109 Now and Then: Classic African American Literature (Deleted 2004-2005)  
English/American Studies 220 Introduction to African-American Writing  
English/American Studies 367 Harlem Renaissance (Deleted 2004-2005)  
History 281 African-American History, 1619-1865  
History 282 African-American History From Reconstruction to the Present  
Music 122 African-American Music  
Music 130 History of Jazz  
Political Science 213 Theory and Practice of Civil Rights Protest  
Religion/American Studies 227/History 382 Religion and Revolution: Black Theology from 1969 to the Present (Deleted 2004-2005)  
Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*

*One* course in a Caribbean/South American subject:

History 242 Latin America From Conquest to Independence  
History 249 The Caribbean From Slavery to Independence  
History 331 The French and Haitian Revolutions  
History 342 Creating Nations and Nationalism in Latin America  
History 346 History of Modern Brazil  
History 443 Slavery, Race and Ethnicity in Latin America  
History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900

*One* course in an African subject:

History 202 Early-African History Through the Era of the Slave Trade  
History 203 Sub-Saharan Africa Since 1800  
History 304 South Africa and Apartheid  
History 308 Gender and Society in Modern Africa  
History 402 African Political Thought  
Music 125 Music Cultures of the World  
Music 232T Latin Music USA

*Two* electives (from the above or the following):

AAS 491 or 492 Senior Project  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
English 236 Witnessing: Slavery and Its Aftermath  
English 238 American Women Writers (Deleted 2004-2005)  
English 324 Black Literary Texts of the Eighteenth Century (Deleted 2004-2005)  
English/American Studies 345 Black Arts  
English 355 Fictions of Race  
English/American Studies 372 African-American Literary Criticism and Theory  
History 164 Slavery in the American South  
History 165 The Quest for Racial Justice in Twentieth-Century America  
History 166 The Age of Washington and Du Bois  
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 456 Civil War and Reconstruction

History 467 Black Urban Life and Culture  
Music 140 Introduction to the Music of Duke Ellington  
Music 141 Introduction to the Music of John Coltrane  
Music 209 Music in History III: Musics of the Twentieth Century  
Music 212 Jazz Theory and Improvisation I  
Music 213 Jazz Theory and Improvisation II  
Political Science 235 Multiculturalism and Political Theory  
Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
Political Science 318 The Voting Rights Act and the Voting Rights Movement  
Political Science 331T Non-Profit Organization and Community Change  
Political Science 343T Multiculturalism in Comparative Context  
Psychology 341T Stereotypes, Prejudice, and Discrimination  
Theatre 210 Multicultural Performance

#### HONORS PROGRAM IN AFRICAN-AMERICAN STUDIES

A candidate for honors in African-American Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). A candidate will enroll for either AAS 491 or 492 (and Winter Study) during her/his senior year to write a forty-page thesis or to do an equivalent project in the performing and studio arts. A faculty advisor, in consultation with the chair, can change the particulars of an honors project.

An honors project should demonstrate unusual creativity, depth, and intellectual rigor. A candidate for honors is permitted and encouraged to pursue non-traditional projects, such as presentations in the performing arts, visual arts, or creative writing, as well as more traditional interdisciplinary studies. The advisor will evaluate an honors project, and the program faculty will decide whether to confer honors. A student wishing to become a candidate for honors in African-American Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

**AAS 223(S) Women in Theatre from Africa and the African Diaspora (Same as Theatre 223 and Women's and Gender Studies 223)\***  
(See under Theatre for full description.)

**AAS 250(F) African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233)\***  
(See under IPECS—INTR 287 for full description.)

**AAS 255(S) Leadership in the Civil Rights Movement (Same as Leadership Studies 255)\***  
(See under Leadership Studies for full description.)

**AAS 350(F) Significant Texts in the Social Sciences and Humanities: "The Souls of Black Folk," An Exemplar (Same as Philosophy 350)\***

This course involves a thorough examination of a classic race relations text to explore its utility within and across the boundaries of the several disciplines of the social sciences and humanities. The focus is on the interdisciplinary meaning of 14 chapters in *...Souls...* that signal the terms of analysis in the major disciplines that became standard in the academy during the pivotal twentieth century, including music, sociology, economics, politics, literature, and public policy. Readings cover the primary text and supplementary commentary to revisit the role of songs, poems, criticism, education, religion, leadership and other factors in individual and group development as these took form in W. E. B. Du Bois' analysis of race.

Format: discussion. Requirements: class discussion, three research and writing assignments over the semester.

Prerequisites: Students should have completed a basic or survey course in a relevant discipline. *Enrollment limit: 25 (expected 25). Preference given to African-American Studies concentrators, seniors and juniors.*

Hour: 8:30-9:45 MW

M. N. MORGAN

**AAS 491(F)-W030, W030-492(S) Senior Project**

Non-honors candidates do a regular winter study project offered by the program or a "99." Candidates for honors in African-American Studies must do W030 for the winter study period following 491 or prior to taking 492.

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

THE AFRICAN-AMERICAN STUDIES CONCENTRATION AND THE AMERICAN STUDIES MAJOR

Several courses in African-American Studies count for credit in the American Studies major. Therefore, students in American Studies can easily complete requirements for an African-American Studies concentration by electing one course in an African subject and by taking African-American Studies 491. Another three courses must be chosen which satisfy both American Studies and African-American Studies requirements.

## AMERICAN STUDIES (Div. II)

*Chair, Professor:* SCOTT WONG

*Faculty 2004-2005:* Professors: KUNZEL, REINHARDT. Associate Professor: KENT. Assistant Professors: AUBERT, BEAN, L. JOHNSON\*\*, RÚA. Senior Lecturer: CLEGHORN.

### GENERAL PROGRAM DESCRIPTION

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

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

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

### RATIONALE FOR COURSE NUMBERING

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

### THE MAJOR

#### *Required major courses:*

- American Studies 201
- 300 level courses designated Junior Seminar
- 400 level courses designated Senior Seminar

#### *Elective courses:*

Eight courses: five should be chosen from one of the *specialization fields* listed below, the other three chosen from among any of the electives listed. Students are expected to take courses from at least two disciplines when choosing the courses that make up their specializations. Students are also required to take at least one course from a list of pre-1900 courses. Advanced Placement credit in appropriate areas, or departmental courses not listed here, may be substituted for electives in the major, with permission of the program chair.

### THE DEGREE WITH HONORS IN AMERICAN STUDIES

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

### ADVISING

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

### AMERICAN STUDIES AND OTHER PROGRAMS

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

### STUDY AWAY FROM WILLIAMS

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully.



Many courses that will be approved for College credit may also count toward the American Studies major if their subject matter is American culture.

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

**AMST 201(FS) 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: 9:55-11:10 TR  
First Semester: KENT  
Second Semester: RUA

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

(See under English for full description.)

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

(See under English for full description.)

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

(See under English for full description.)

**AMST 246 Cultural Encounters in the American West (Same as History 368) (Not offered 2004-2005)\***

(See under History for full description.)

**AMST 256 Literature of the Americas: Dialogues in Historical Perspective (Same as Comparative Literature 256) (Not offered 2004-2005) (W)**

(See under Comparative Literature for full description.)

**AMST 264 American Art and Architecture, 1600 to Present (Same as ArtH 264) (Not offered 2004-2005)**

(See under Art—ArtH for full description.)

**AMST 302(S) Junior Seminar: Takin’ it to the Streets: The Sixties in America**

This course will explore a number of facets of one of the most interesting and contested periods of modern American history, “The Sixties.” Using historical studies, novels, memoirs, films, and music, the course will cover the impact and historical memory of the war in Viet Nam, the counterculture, the Civil Rights Movement, the Women’s Movement, and the rise of the New Right.

Format: discussion/seminar. Requirements: two critical essays and a final project carried out in consultation with the instructor.

Prerequisites: American Studies 201. *Enrollment limit: 25. Preference given to senior American Studies majors and those American Studies majors who have been or plan to be away their junior year.*

Hour: 1:10-3:50 W

WONG

**AMST 310(S) Junior Seminar: Latino Cityscapes: Mapping Place, Community, and *Latinidad* in US Urban Centers (Same as Latina/o Studies 310)\***

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

**AMST 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as Theatre 330) (Not offered 2004-2005)\***

(See under Theatre for full description.)

**AMST 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as Latina/o Studies 331, Theatre 331 and Women’s and Gender Studies 331)\***

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

## American Studies

**AMST 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as Theatre 335 and Women's and Gender Studies 337)\***

(See under Theatre for full description.)

**AMST 338 Literature of the American Renaissance (Same as English 338) (Not offered 2004-2005)**

(See under English for full description.)

**AMST 345(F) The Black Arts (Same as English 345)\***

(See under English for full description.)

**AMST 362 Art of California: "Sunshine or Noir" (Same as ArtH 362) (Not offered 2004-2005)**

(See under Art—ArtH for full description.)

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

(See under History for full description.)

**AMST 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as History 488T) (Not offered 2004-2005) (W)**

(See under History for full description.)

**AMST 372(S) African-American Literary Criticism and Theory (Same as English 372) (W)\***

(See under English for full description.)

**AMST 379T American Pragmatism (Same as Philosophy 379T) (Not offered 2004-2005) (W)**

(See under Philosophy for full description.)

**AMST 381 Old New Technologies (Same as ArtS 381) (Not offered 2004-2005)**

(See under Art—ArtS for full description.)

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

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

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

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

Hour: 1:10-2:25 TF

CLEGHORN

**AMST 403 Senior Seminar: Notions of Race and Ethnicity in American Culture (Same as History 469) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/amst/amst 403.html](http://www.williams.edu/Registrar/catalog/depts/amst/amst%20403.html))

WONG

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

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

**AMST 491(F)-W030, W030-492(S) Senior Honors Project**

**AMST 493(F)-W031, W031-494(S) Senior Thesis**

## SPECIALIZATION FIELDS

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

**CULTURAL PRACTICES**

*Elective courses:*

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

Anthropology 207 North-American Indians  
ArtH/Environmental Studies 201 American Landscape History  
ArtH/American Studies 264 American Art and Architecture, 1600 to Present  
ArtH 302/Environmental Studies 320 Plans, Planners, Planning (Deleted 2004-2005)  
ArtH 307/Environmental Studies 327 The North-American Park Idea (Deleted 2004-2005)  
Comparative Literature/Spanish 205 The Latin-American Novel in Translation  
Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice  
English 110 The Age of the Short Story  
English/American Studies 209 American Literature: Origins to 1865  
English/American Studies 210 American Literature: 1865-Present  
English/Women's and Gender Studies 219 Literature by Women  
English/American Studies 220 Introduction to African-American Writing  
English/AMS/Maritime Studies 231T Literature of the Sea  
English 335 Transcendentalism  
English/American Studies 338 Literature of the American Renaissance  
English/Women's and Gender Studies 341 American Genders, American Sexualities  
English 354 Contemporary American Poetry  
English 357 Contemporary American Fiction  
English/Women's and Gender Studies 371 Feminist Theory and the Representation of Women in Film  
English/American Studies 372 African-American Literary Criticism and Theory  
English 447 Henry James (Deleted 2004-2005)  
English 450 Herman Melville and Mark Twain  
History 148 The Mexican Revolution: 1910 to NAFTA  
History 157 The Great Depression: Culture, Society, and Politics in the 1930's  
History 301B Autobiography as History: An American Character?  
History 358 The "Good War": World War II and American Culture and Society  
History 368/American Studies 246 Cultural Encounters in the American West  
History 378 /Women's and Gender Studies 344 The History of Sexuality in America  
History 379/Women's and Gender Studies 324 Women in the United States Since 1870  
History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
History 466 /American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.  
History of Science 240 Technology and Science in American Culture  
Music 111 Popular Music: Revolutions in the History of Rock  
Music 114 American Music  
Music 122 African-American Music  
Music 130 History of Jazz  
Music 140 Introduction to the Music of Duke Ellington  
Music 141 Introduction to the Music of John Coltrane  
Music 212 Jazz Theory and Improvisation I  
Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
Sociology 215 Crime in the Streets  
Sociology 311 Modern and Postmodern Culture  
Sociology 368 Technology and Modern Society  
Sociology 387 Propaganda  
Spanish 306T/Comparative Literature 302T Latino Writing: Literature by U.S. Hispanics (Deleted 2004-2005)  
Theatre 210 Multicultural Performance  
Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*

**POWER, POLITICS, AND BELIEF**

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

Economics/Women's and Gender Studies 203 Gender and Economics  
Economics 205 Public Finance

## *American Studies*

Economics 208 Modern Corporate Industry  
 Economics 209 Labor Economics  
 Economics 220 American Economic History  
 Economics 355 Feminist Economics (Deleted 2004-2005)  
 English/American Studies 220 Introduction to African-American Writing  
 English/Women's and Gender Studies 341 American Genders, American Sexualities  
 History 148 The Mexican Revolution: 1910 to NAFTA  
 History 157 The Great Depression: Culture, Society, and Politics in the 1930's  
 History 164 Slavery in the American South  
 History 243 Modern Latin America, 1822 to the Present  
 History 252B America from San Gabriel to Gettysburg, 1492-1865  
 History 253 The United States From Appomattox to AOL, 1865 -Present  
 History 270 American Politics From Populism to the Present  
 History 281 African-American History, 1619-1865  
 History 282 African-American History From Reconstruction to the Present  
 History 343 Gender and History in Latin America  
 History 344 Latin-American Revolutions and the United States  
 History 346 History of Modern Brazil  
 History 357 The Rise of American Conservatism  
 History 358 The "Good War": World War II and American Culture and Society  
 History 364 History of the Old South  
 History 365 History of the New South  
 History 368/American Studies 246 Cultural Encounters in the American West  
 History 370 Studies in American Social Change  
 History 372 The Rise of American Business  
 History 379/Women's and Gender Studies 324 Women in the United States Since 1870  
 History 380 Comparative American Immigration History  
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
 History 456 Civil War and Reconstruction  
 History 488T/American Studies 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents  
 History of Science 240 Technology and Science in American Culture  
 Political Science/American Studies 100 Politics and Freedom (Deleted 2004-2005)  
 Political Science 101 Moral and Political Reasoning  
 Political Science 201 Power, Politics, and Democracy in America  
 Political Science 207 Political Elections  
 Political Science 208 The Politics of Family Policy  
 Political Science 209 Poverty in America  
 Political Science 211 Public Opinion and Political Behavior  
 Political Science 214 Congressional Politics  
 Political Science 216 Constitutional Law II: Individual Rights  
 Political Science 218 The American Presidency  
 Political Science 219 Constitutional Law I: Structures of Power  
 Political Science 230 American Political Thought  
 Political Science 239 Political Thinking about Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
 Political Science 242 Planning a Tragedy: America and the Vietnam War  
 Political Science 316 Public Policymaking in the U.S.  
 Political Science 318 The Voting Rights Act and the Voting Rights Movement  
 Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory  
 Political Science 338 American Legal Philosophy  
 Political Science 410 Senior Seminar in American Politics  
 Sociology 206 Religion and the Social Order  
 Sociology 215 Crime in the Streets  
 Sociology 218 Law and Modern Society  
 Sociology 265 Drugs and Society  
 Sociology 387 Propaganda

## *SPACE AND PLACE*

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

Anthropology 103 Pyramids, Bones, and Sherds: What is Archaeology?  
 Anthropology 207 North-American Indians  
 Anthropology 215 Secrets of Ancient Peru: Archaeology of South America  
 Anthropology 217 Mesoamerican Civilizations

Anthropology/INTR/Religion 273 Sacred Geographies  
ArtH/American Studies 264 American Art and Architecture, 1600 to Present  
ArtH 307/Environmental Studies 327 The North-American Park Idea (Deleted 2004-2005)  
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 317/Environmental Studies 307 Environmental Law  
Political Science 335 Public Sphere/Public Space  
Political Science 349T Cuba and the United States  
Sociology 215 Crime in the Streets  
Sociology 311 Modern and Postmodern Culture

#### *RACE AND ETHNICITY*

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

Anthropology 207 North-American Indians  
Anthropology 216 Native-Peoples of Latin America  
English/American Studies 220 Introduction to African-American Writing  
English/Women's and Gender Studies 341 American Genders, American Sexualities  
English/American Studies 372 African-American Literary Criticism and Theory  
History 148 The Mexican Revolution: 1910 to NAFTA  
History 164 Slavery in the American South  
History 243 Modern Latin America, 1822 to the Present  
History 249 The Caribbean from Slavery to Independence  
History 281 African-American History, 1619-1865  
History 282 African-American History From Reconstruction to the Present  
History 286 Latino(a) History from 1846 to the Present  
History 364 History of the Old South  
History 365 History of the New South  
History 368/American Studies 246 Cultural Encounters in the American West  
History 370 Studies in American Social Change  
History 380 Comparative American Immigration History  
History 384 Comparative Asian-American History, 1850-1965  
History 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History\*  
History 443 Slavery, Race and Ethnicity in Latin America  
History 456 Civil War and Reconstruction  
History 470 The Chinese-American Experience  
History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900  
History/American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents  
Music 122 African-American Music  
Music 130 History of Jazz  
Political Science 101 Moral and Political Reasoning  
Political Science 213 Theory and Practice of Civil Rights Protest  
Political Science 249 Latin-American Politics  
Political Science 318 The Voting Rights Act and the Voting Rights Movement  
Political Science 344 Rebels and Revolution in Latin America (Deleted 2004-2005)  
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\*

## *American Studies, Anthropology and Sociology*

### *PRE-1900 COURSES*

American Studies 403 Representing Slavery (Deleted 2004-2005)  
ArtH/American Studies 264 American Art and Architecture, 1600 to Present  
Economics 220 American Economic History  
English/American Studies 209 American Literature: Origins to 1865  
English/American Studies 338 Literature of the American Renaissance  
History 164 Slavery in the American South  
History 242 Latin America From Conquest to Independence  
History 252B America from San Gabriel to Gettysburg: 1492-1865  
History 281 African-American History, 1619-1865  
History 364 History of the Old South  
History 368/American Studies 246 Cultural Encounters in the American West  
History 380 Comparative American Immigration History  
History 472 Slavery, Capitalism, and Revolution: the Impact of the New World on Europe, 1700-1900  
History of Science 240 Technology and Science in American Culture  
Political Science 230 American Political Thought

## **ANTHROPOLOGY AND SOCIOLOGY (Div. II)**

*Chair, Professor* MICHAEL F. BROWN

Professors: M. F. BROWN, D. EDWARDS\*\*, JACKALL\*, JUST. Associate Professors: FOIAS, NOLAN\*. Assistant Professor: SHEVCHENKO. Distinguished Visiting Professor: ERIKSON§. Visiting Assistant Professor: STANCZAK.

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

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

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

### **MAJORS**

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

### *Requirements*

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

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

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

- (2) *Elective Courses.* Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors,

students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

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

#### STATISTICS AND DATA ANALYSIS

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

#### AREA STUDIES CONCENTRATION

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

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

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

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

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and *must* submit a proposal for the thesis for department approval *no later* than preregistration in the spring of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W031-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

### ANTHROPOLOGY / SOCIOLOGY COURSES

#### JOINT CORE COURSES

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

An exploration of how one makes sense of the social world. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems concretely rather than abstractly through a series of case studies of how men and women in the world of affairs, ranging from detectives, epidemiologists, and corporate lawyers, make sense of their worlds in order to act responsibly. We will also draw upon the field experiences of departmental faculty in settings as diverse as the jungles of Guatemala, the mountains of Sumbawa, Afghan refugee camps, Russian kitchens, big city police departments and district attorney offices, corporate offices on 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.

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

Prerequisites: Anthropology 101 or Sociology 101 or permission of instructor. *Expected enrollment: 20.*

Hour: 1:10-3:50 W

SHEVCHENKO

##### **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

## *Anthropology and Sociology*

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: 22).*

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 fall 2004 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

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

Hour: 11:00-12:15 MWF

FOIAS

## **ANTHROPOLOGY COURSES**

### **ANTH 101(FS) The Scope of Anthropology\***

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

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

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

Hour: 1:10-2:25 MR

11:20-12:35 TR

First Semester: M. F. BROWN

Second Semester: D. EDWARDS

### **ANTH 102 Human Evolution: Down From the Trees, Out to the Stars (Same as Environmental Studies 106) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/anth/anth102.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth102.html))

### **ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology? (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth103.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth103.html))

### **ANTH 107(F) Introduction to Linguistics (Same as Linguistics 101)**

(See under Linguistics for full description.)

### **ANTH 207 North-American Indians (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth207.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth207.html))

M. F. BROWN

### **ANTH 209 Human Ecology (Same as Environmental Studies 209) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth209.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth209.html))

M. F. BROWN

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

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

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

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

Hour: 11:00-12:15 MWF

JUST

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

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations? Human prehistory and history have shown the repeated



cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in the light of the archaeological evidence.

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

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

Hour: 2:35-3:50 TF

FOIAS

**ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2004-2005)\***

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

FOIAS

**ANTH 216 Native Peoples of Latin America (Not offered 2004-2005)\***

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

M. F. BROWN

**ANTH 217 Mesoamerican Civilization (Not offered 2004-2005)s\***

([www.williams.edu/Registrar/catalog/depts/anth/anth217.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth217.html))

FOIAS

**ANTH 219(F) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Arth 209)\***

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of art history and archaeology. The evolution of the Maya state during the Preclassic period (1000 B.C.-A.D. 250) will be evaluated by looking at the rich archaeological evidence and at the Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology and art of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under Spanish rule (A.D. 1000-1600) will be critically evaluated through a detailed review of the archaeological and iconographic evidence.

Format: lecture/discussion. Requirements: midterm and final exams, research paper.

No prerequisites, but an introductory Art History or Anthropology course highly recommended.

Hour: 11:20-12:35 TR

FOIAS and EDGERTON

**ANTH 224 Morality and Modernity in the Muslim Middle East (Not offered 2004-2005)\***

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

D. EDWARDS

**ANTH 225(S) Visible Culture\***

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

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

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

Hour: 1:10-2:25 MR

D. EDWARDS

**ANTH 231 The Written Word: Writing Systems and Literacy (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth231.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth231.html))

JUST

**ANTH 247T Saints and Sainthood (Same as Religion 271T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/anth/anth247.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth247.html))

JUST

**ANTH 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Chemistry 262T) (Not offered 2004-2005) (W)**

(See under Chemistry for full description.)

**ANTH 268T(S) Rethinking Cultural Relativism (W)**

Since the early twentieth century, anthropologists have insisted that to understand alien cultures we must suspend judgment about social practices that to us may seem absurd, repellent, or immoral. Increasingly, however, cultural relativism has come under attack by political conservatives, who associate relativism with moral decline, and by political progressives pushing universalistic ideas of human rights. This tuto-

## *Anthropology and Sociology*

rial explores the past, present, and possible future of cultural relativism as a research methodology and a point of view. After a review of the doctrine's history, we will assess its various facets and logical puzzles, drawing on a mix of theoretical and ethnographic sources. Case studies will include infanticide, male and female circumcision, and a range of less conspicuous practices that inhabit a gray area in Western morality. Additional topics include the possible implications of evolutionary psychology's claim that elements of human behavior are hard-wired into our genes, the challenges of negotiating moral consensus in multicultural societies, and the arguments for and against the increasingly broad human-rights protocols promoted by the United Nations and other international bodies.

Format: tutorial.

No prerequisites, although prior exposure to anthropology, sociology, political science, or philosophy welcomed. *Enrollment limit: 10 (expected: 10)*. Preference given to sophomores.

Hour: TBA

M. F. BROWN

### **ANTH 273 Sacred Geographies (Same as INTR 273 and Religion 273) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth273.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth273.html))

DARROW & JUST

### **ANTH 312 The Evolution of Culture (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/anth/anth312.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth312.html))

FOIAS

### **ANTH 320 (formerly ANSO 320) Health and Illness in Cross-Cultural Perspective (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth331.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth331.html))

M. F. BROWN

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

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

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

No prerequisites. *Expected enrollment: 20*.

Hour: 2:35-3:50 TF

FOIAS

### **ANTH 328T(S) Emotions and the Self (W)\***

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Format: tutorial.

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

Hour: TBA

JUST

### **ANTH 331(S) Witchcraft, Sorcery, and Magic\***

Beliefs in magic, malign and otherwise, have been nearly universal in human experience. This course examines these beliefs in an attempt to understand their cognitive basis, symbolic effectiveness, and social consequences. In particular we will approach the question of “magical thinking”: is magical thought “mistaken science” or a universal non-rational way of seeing the world? What does the fact of presumably rational people holding apparently irrational beliefs say about the whole idea of rationality? Are witches self-aware agents who believe in the malign magic they practice, or are they innocent, marginalized victims of hegemonic powers? To answer these and other questions we will draw on case studies from a broad range of ethnographic and historic sources, including Aguaruna love magic, Azande oracles, Voodoo in Brooklyn, and witches in Renaissance Italy and twentieth-century England.

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

Prerequisites: Anthropology 101 or permission of instructor. *Enrollment limit: 19*. Preference given to *Anthropology and Sociology majors and upperclassmen*.

Hour: 9:55-11:10 TR

JUST

**ANTH 342(F) Dispute and Conflict, Settlement and Resolution: The Anthropology of Law\***

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

No prerequisites. *Expected enrollment: 15.*

Hour: 8:30-9:45 MWF

JUST

**ANTH 346 The Afghan Jihad and its Legacy (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth346.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth346.html))

D. EDWARDS

**ANTH 364T Ritual, Politics, and Power (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/anth/anth364.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth364.html))

D. EDWARDS

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

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

(See under ANSO for full description.)

**ANTH 493(F)-W031-494(S) Senior Thesis**

**SOCIOLOGY COURSES**

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

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

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

Format: lecture/discussion. Requirements: a take-home midterm exam, a class presentation and a final. No prerequisites. *Expected enrollment: 30. Preference given to first-year students and sophomores.*

Hour: 11:20-12:35 TR

1:10-2:25 TF

First Semester: ERIKSON  
Second Semester: STANCZAK

**SOC 201 Violence (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc201.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc201.html))

JACKALL

**SOC 202 Terrorism and National Security (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc202.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc202.html))

JACKALL

**SOC 204(S) Social Movements**

Social movements historically emerged as labor protests with direct material demands. Such collective behavior was viewed as a form of mass deviance that threatened the status quo. During the second half of the twentieth century, analyses acknowledged that movements are much more complex social organizations that are deeply affected by the web of social arrangements in which they arise and toward which they are often directed. Recent work on social movements, as such, takes into account the important role of technology, media, meaning, culture, and identity. Rather than asking how rash mob mentality can be contained, we ask how various social movements represent expressions of "identity" and efforts to attain political power? How do organizational resources, political opportunities, and culture affect movement "success"? What are the latent communicative functions of public protest around specific goals such as barring the construction of a nuclear power facility or acquiring the legal right to marry among lesbians? This course tracks both structural and cultural approaches to movement analysis using James Jasper's *Art of Moral Protest* as well as several case studies; including Amy Binder's cultural analysis of afro-centric versus creation science curricula and Naomi Klein's critique of the global garment industry. Format: seminar.

*Enrollment limit: 20 (expected: 15).*

Hour: 10:00-10:50 MWF

STANCZAK

**SOC 206 Religion and the Social Order (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc206.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc206.html))

NOLAN

**SOC 207 New York, New York (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc207.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc207.html))

JACKALL

## *Anthropology and Sociology*

### **SOC 208(F) Religion in Society**

Early social theorists offered a variety of perspectives on the role of religion in modern social life. Analyses ranged from an emphasis on religion's positive function in providing society with a source of cohesive meaning and unity to more critical perspectives, which portrayed religion as an illusory source of legitimacy for the existing social order. Building on this legacy, more recent sociological assessments recognize both the function religion serves in sustaining social arrangements as well as its more mobilizing role in fostering radical social upheaval. This course will focus on the second part of this continuum, that is, religion's dynamic role in inspiring social mobilization and social change. It begins with an analysis of the relationship between society and religion found in classic works on the Protestant Ethic and the growth of American capitalism, and moves to more recent empirical analyses of changes among immigrant religious communities in the United States. More active religious dynamism, while evident in American examples such as domestic missionary movements and contemporary Christian Patriots, has developed worldwide. Comparative cases of "radical religion" across the globe from Liberation theology in Central America to the role of Islamic networks in the Iranian revolution require a new understanding of the assumed processes of secularization. The course ends with a consideration of religion and violence as modes of destructive social change.

Format: seminar.

Enrollment limit: 20 (expected: 15).

Hour: 10:00-10:50 MWF

STANCZAK

### **SOC 215 Crime in the Streets (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc215.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc215.html))

JACKALL

### **SOC 218 Law and Modern Society (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc218.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc218.html))

NOLAN

### **SOC 221(F) Social Change**

Sociology as a discipline emerged amid the accelerating social changes that marked the modern era, and can be interpreted as an effort, on the part of the Western intellectual community, to understand and explain this process. This course will explore a range of theories offered by sociologists in an effort to comprehend social change in its various manifestations, from the rise of capitalism to secularization, and from the French Revolution to the demise of socialism in Russia and Eastern Europe. It will address agendas and visions implicated in sociological analyses of social change, and explore the patterns in which the theories themselves change over time, with a particular emphasis on the rise and fall of such key concepts as development and modernization, or progress and evolution. Topics include: development of the nation-state and globalization, capitalism and modernity, revolutions and the public sphere, social movements and collective identities, religion and secularization, long-term and short-term societal crises and the organization of everyday life in extraordinary times.

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

Enrollment limit: (25) (expected: 25).

Hour: 9:55-11:10 TR

SHEVCHENKO

### **SOC 245(F) Image and Representation**

This course takes an historical view of photography and social thought by mapping various projects and their critiques over the past century and a half. These include the photographic reflections of missionary social hierarchies and Western morality in late nineteenth century global expansion; the photographic utility in public policy, propaganda and social awareness from image muckrakers such as Jacob Riis and Lewis Hine to the Farm Security Administration; and the representation of the "other" through the photojournalism of National Geographic. Beyond ideological influences and cultural bias in image composition the course examines the ongoing technological developments that affect image manipulation and our presumption of authentic representation. Finally, social documentation and analysis within sociology is primarily text-based. However, research utilizing photography and video is making significant contributions to our empirical and theoretical understanding of the social world. Using an historical lens of the role and use of photography for social representation, the course will critically survey a wide sample of contemporary image-based social scientific research projects.

Format: seminar. Requirements: several short written image exercises, two photography assignments (single-use cameras appropriate).

Enrollment limit: 20 (expected: 15).

Hour: 7:00-9:30 p.m. M

STANCZAK

### **SOC 250T The Collapse of 'Common Sense' (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/soc/soc250.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc250.html))

JACKALL

### **SOC 265 Drugs and Society (Not offered 2004-2005)**

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

NOLAN

### **SOC 311 Modern and Postmodern Culture (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/soc/soc311.html](http://www.williams.edu/Registrar/catalog/depts/soc/soc311.html))

NOLAN

**SOC 313(S) Food, Taste, and the Sociology of Production**

A classic gastronomical challenge taunts, "Tell me what you eat and I'll tell you who you are." This implies that food is an indicative medium of local, ethnic, religious, and perhaps most tellingly, class cultures. This course reexamines these issues and extends the stated challenge to various social arenas such as immigration, globalization, mass production, and niche marketing. If, in common parlance, we are what we eat, then what might we learn about a society in which a fish caught in Japan is served the same evening in New York? What might we learn about the migration and transformation of food culture by ordering Thai delivery in Massachusetts? Beyond the global patterns of taste, availability, and modes of consumption, we must additionally ask questions about production. For example, telling us who we are if we eat fast food hamburgers includes a full account of cattle ranching, feedlots, corporate meatpacking conglomerates, sanitation, and mass marketing of brands. Finally, the course explores the gendered patterns that food production and consumption transmit and reproduce.

Format: seminar.

Enrollment limit: 20 (expected: 15).

Hour: 8:30-9:45 TR

STANCZAK

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

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

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

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

Hour: 2:35-3:50 MR

SHEVCHENKO

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

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

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

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

Hour: 2:35-3:50 MR

SHEVCHENKO

**SOC 328(F) The Human Face of Disaster**

The purpose of this seminar is to consider the effects of disasters on community life. We now live in a world where disasters of various kinds are not only more likely to occur but more likely to do damage over a wide range. We will examine and discuss a variety of such crises: acute disasters like a flood in Appalachia, an oil spill in Alaska, a civil war in what was once Yugoslavia; and chronic disasters like the effects of colonialism on native culture, life in the inner city, and so on.

Format: seminar. Requirements include making an oral report in class and converting that report into a written term paper.

Enrollment limit: 25 (expected: 19).

Hour: 1:10-3:50 W

ERIKSON

**SOC 368 Technology and Modern Society (Not offered 2004-2005)**

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

NOLAN

**SOC 387(formerly ANSO 387) Propaganda (Not offered 2004-2005)**

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

JACKALL

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

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

(See under ANSO for full description.)

**SOC 493(F)-W031-494(S) Senior Thesis**

## ART (Div. I)

Chair, Associate Professor MICHAEL GLIER

Professors: EDGERTON, EPPING\*\*, FILIPCZAK, HAXTHAUSEN, HEDREEN, E. J. JOHNSON\*\*\*, LALEIAN, M. LEWIS\*, OCKMAN, TAKENAGA\*\*\*. Visiting Clark Professors: BALKEN§§, LEJA§. Associate Professors: GLIER, JANG, LEVIN, MCGOWAN, PODMORE. Assistant Professors: ALI\*, CHAVOYA, JACKSON, L. JOHNSON\*\*, LOW, SOLUM\*. Senior Lecturer: E. GRUDIN. Lecturer: SATTERTHWAITE. Lecturers: B. BENEDICT§§, H. EDWARDS, D. JOHNSON§, MATTHEWS, MCCALLUM§. Lecturer in Arts and Humanities: DIGGS. Lecturer in the Graduate Program in the History of Art: SIMPSON. Lecturers in the Graduate Program in the History of Art: CONFORTI, GANZ, HOLLY, LEDBURY, RAND. Arthur Levitt Jr. '52 Artist in Residence: HORNE. Mellon Doctoral Fellow in the History of Photography: DUGANNE.

### MAJOR

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

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

#### Art History Route

##### Sequence courses

ArtH 101-102 Introduction to Western Art History

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

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

One Seminar or Graduate Course

##### Parallel courses

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

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

#### Art Studio Route

##### Sequence courses

ArtS 100 Drawing I

ArtS 230 Drawing II

ArtH 101-102 Introduction to Western Art History

Any three of the 200-level ArtS (studio) courses in three different media

ArtS 319 Junior Seminar

Any two of the 300-level ArtS courses

or

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

#### History and Practice Route

##### Sequence courses

ArtH 101-102 Introduction to Western Art History

ArtS 100 Drawing I

One 200-level ArtS course

ArtH 301 Methods of Art History *or* ArtS 319 Junior Seminar

One ArtH seminar (400-level) *or* graduate (500-level) course

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

##### Parallel courses

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

**Art History Route:** The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We 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.

ArH 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 contemporary architect, Philip Johnson, said, "You cannot not know history.") The junior course (ArH 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. ArH 101-102, an introduction to the history of Western art, provides part of the necessary background in the critical analysis of art. The 200-level ArtS courses provide opportunities to learn the elements of some of the principal visual arts media: architecture, painting, photography, printmaking, sculpture, and video. These courses combine technical foundations in the medium with analysis of the interrelation of visual form and content. The 300- and 400-level courses place a greater emphasis on the application of appropriate visual skills and strategies to particular thematic concerns, and to the development of the student's individual vision. All studio art seniors exhibit their work in the Williams College Museum of Art as a part of the requirements for the major.

*History and Practice Route:* This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes or methodological issues. To mention just three examples, students may design sequences of courses that focus on architecture, gender or narration in both the history of art and contemporary practice. And students may take more courses in one wing of the department than the other, as long as the minimum requirements in each wing are satisfied. The History and Practice route is especially well-suited to students interested in arts-related careers outside of higher education, including work in art galleries, art museums, and primary or secondary school education.

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 must be approved by the art department.

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

### *Middle Digit*

#### Art Studio (ArtS)

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

## *Art*

### THE DEGREE WITH HONORS IN ART

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

#### *Art History:*

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

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

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

Students may select one of the following options:

- 1) Full-Year Thesis: Research and writing will be carried out during both semesters and WSP of the senior year (students should register for ArH 493-W031-494). The thesis topic, advisor and second reader must be determined by April 15 of junior year. Students who are on overseas programs junior year are advised to make arrangements prior to their departure, but they may submit a final proposal two weeks before the fall semester of senior year if they have made the necessary arrangements. After the thesis is submitted, the candidate for honors shall present an oral defense before faculty and peers.
- 2) Half-Year Thesis: Research and writing will be carried out during fall term and winter study or during winter study and spring term (Students should register for ArH 493-W031 or W031-ArH 494). For students who choose to complete the mini-thesis in the fall, proposals must be submitted by April 15 of the junior year. For those planning to complete the mini-thesis in the spring, proposals must be submitted by November 1.

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

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

#### *Art Studio:*

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

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

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

#### *History and Practice:*

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



making art, *or* in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

## ART HISTORY COURSES

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

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

Format: lecture/conference. Requirements: two 2- to 3-page papers each semester, each analyzing a college building or one or two original works of art from the collections of the Williams College Museum of Art and the Clark Art Institute; six short quizzes; participation in conference discussions; hour test; and a final exam.

*Arth 101-102 cannot be taken on a pass/fail basis; however, the course may be audited. Students who have audited Arth 101-102 lectures 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  
10:00-10:50 MWF, 12:00-12:50, MWF

First Semester: E. J. JOHNSON  
Second Semester: E. GRUDIN

Conferences: See Classroom Directory

### **ARTH 172(S) 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 the students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, techniques, and patterns of thinking, needed for advanced art history courses. Format: lecture. Evaluation will be based on 5 quizzes, class attendance, and 3 short essays.

No prerequisites. *No enrollment limit. Highly recommended for first-year students.*

Hour: 9:55-11:10 TR

JANG

### **ARTH 200 Art of Mesoamerica (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/arth/arth200.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth200.html))

EDGERTON

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

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

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

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

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

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

Hour: 11:00-12:15 MW

Conferences: 1:10-3:50 T,W

SATTERTHWAITE

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

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

### **ARTH 205(F) History of Photography**

Although based on a set of distinct technical processes, since its disclosure to the world in 1839, photography has remained a contested field of study. In this introduction to the history of photography from its earliest manifestations until the present, we will consider what makes photography's history disputed by exploring the different and at times conflicting contexts in which photographers have lived and worked and in which their images have been used and have come to acquire meaning. These include, among others, the art world, science, entertainment, the print media, advertising, portraiture, and the government. The aim of this course is not to be comprehensive but rather to facilitate a broad, chronological understanding of the major movements and ideas, the influential practitioners and critics, and the important social, intellectual, and technological developments that have impacted the production and reception of photography both within its historical moment and today.

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

No prerequisites. *Enrollment limit: 40.*

Hour: 2:35-3:50 MR

DUGANNE

## Art

### **ARTH 207(F) Art and Modern Life in the United States, 1865 to 1962**

This course will survey American art between the end of the Civil War and the appearance of Pop Art. How did this art relate to historical processes of modernization (industrialization, urbanization, the rise of mass media and mass markets, etc.) and to the economic polarization, social fragmentation, political conflict, and myriad cultural changes these developments entailed. In other words, what was modern art in the United States? Thomas Eakins, Mary Cassatt, Marcel Duchamp, Georgia O'Keeffe, Jackson Pollock, and Andy Warhol are among the artists to be discussed.

Format: seminar. Course requirements include informed participation in class discussion (20%), two short paper assignments (40%), midterm exam (20%), and final exam (20%).

Prerequisites: ARTH 101-102. *Enrollment limit: 20 (expected: 15). Preference to Art majors.*

Hour: 8:30-9:45 TR

LEJA

### **ARTH 209(F) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Anthropology 219)\***

(See under Anthropology for full description.)

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

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

Format: lecture, illustrated with slides. Requirements: two short papers, midterm, and a final exam.

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

Hour: 1:10-2:25 MR

MCGOWAN

### **ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Classics 216) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth216.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth216.html))

MCGOWAN

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

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

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

Hour: 1:10-2:25 TF

H. EDWARDS

### **ARTH 223(F) Early Medieval Art and Architecture**

A survey of the major works of architecture, sculpture, book illumination, monumental mural decoration (mosaic and fresco) and the minor arts (ivory carving, metalwork, etc.) produced from Dura Europos to Toledo and from the Fayum to the Isle of Iona between approximately 200 and 1050. Lectures will focus on questions of style, content, function, patronage and audience in an attempt to convey not only the remarkable diversity and inventiveness of early medieval artistic practice, but also the central role that buildings, images and fashioned objects played in articulating and even shaping early medieval life. Aiming to situate these works within their larger social, political, devotional, intellectual as well as art-historical contexts, the course also hopes to demonstrate the unique power of the visual arts to provide access into an emerging European world whose values and concerns were radically different from, and yet fundamental to, those of the modern West.

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

No prerequisites.

Hour: 2:35-3:50 MR

LOW

### **ARTH 224 Romanesque and Gothic Art and Architecture: The Medieval Church in Context (Not offered 2004-2005)**

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

LOW

### **ARTH 231 Italian Renaissance Art (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth231.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth231.html))

SOLUM

**ARTH 232 The Visual Culture of Renaissance Rome** (*Not offered 2004-2005*)  
(www.williams.edu/Registrar/catalog/depts/arth/arth232.html) SOLUM

**ARTH 241 Dutch Art of the 1600s: Hals to Vermeer** (*Not offered 2004-2005*)  
(www.williams.edu/Registrar/catalog/depts/arth/arth241.html) FILIPCZAK

**ARTH 246 Baroque Art: Images of Men and Women** (*Not offered 2004-2005*)  
(www.williams.edu/Registrar/catalog/depts/arth/arth246.html) FILIPCZAK

**ARTH 247(F) Flemish Art: Bruegel to Rubens**

The most admired art in northern Europe during the sixteenth and early seventeenth centuries was produced in Antwerp (in present day Belgium). This city was home to the best known Flemish artists, such as Pieter Bruegel and his son Jan, Rubens and Van Dyck. In studying their art in this lecture course, we will also examine their studio practices, especially the collaboration of artists on a single work, their different narrative approaches, and their religious, political, and social messages conveyed by their works. We will also discuss official and popular religious practices and the images produced for different locations, including pilgrimage sites associated with miracle-working images. Evaluation based on mid-term, 5-page paper, and final (with a prepared essay). Prerequisites: Arth 101-102.

Hour: 1:10-2:25 MR

FILIPCZAK

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

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

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

Prerequisites: Arth 101-102 or permission of instructor. *Enrollment limit: 40.*

Hour: 11:20-12:35 TR

OCKMAN

**ARTH 254(F) Manet to Matisse**

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

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

Prerequisites: Arth 101-102. *Enrollment limit: 40.*

Hour: 11:20-12:35 TR

OCKMAN

**ARTH 257 Architecture 1700-1900** (*Not offered 2004-2005*)

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

M. LEWIS

**ARTH 262 Architecture Since 1900** (*Not offered 2004-2005*)

(www.williams.edu/Registrar/catalog/depts/arth/arth262.html)

E. J. JOHNSON

**ARTH 263 European Painting and Sculpture, 1900-1945** (*Not offered 2004-2005*)

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

HAXTHAUSEN

**ARTH 264 American Art and Architecture, 1600 to Present** (Same as American Studies 264) (*Not offered 2004-2005*)

(www.williams.edu/Registrar/catalog/depts/arth/arth264.html)

M. LEWIS

**ARTH 265 Pop Art** (*Not offered 2004-2005*) (W)

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

CHAVOYA

**ARTH 266 History of Russian Art** (Same as Russian 208) (*Not offered 2004-2005*)

(www.williams.edu/Registrar/catalog/depts/arth/arth266.html)

GOLDSTEIN

**ARTH 267 Art in Germany: 1960 to the Present** (Same as Arth 567) (*Not offered 2004-2005*)

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

HAXTHAUSEN

**ARTH 268 Network Culture** (Same as ArtS 212, INTR 242 and Religion 289) (*Not offered 2004-2005*)

(See under Interdepartmental Program for Experimental and Cross-Disciplinary Studies for full description—INTR 242.)

*Satisfies one semester of the Division II requirement.*

**ARTH 270(F) Japanese Art and Culture** (Same as Japanese 270)\*

This class will focus upon the history of Japanese art from its prehistoric beginnings up through Japan's pre-modern period (the 19th c.). We will study painting, sculpture, architecture, woodblock prints, and

## Art

other decorative arts both chronologically and thematically. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art.

Format: lecture. Evaluation will be based on 5 quizzes, 3 short essays, and class attendance.

No prerequisites. *Enrollment limit: 40.*

Hour: 9:55-11:10 TR

JANG

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

This course offers students an opportunity to acquire an understanding of the theoretical and aesthetic principles of Chinese calligraphy, one of the highest art forms in China practiced by the literati. This class also offers students hands-on experience. The semester is evenly divided between technical instruction and the art history part of the course.

Format: lecture and technical instructions/practices. Evaluation will be based on weekly practice assignments, a midterm, a reading report, a group oral presentation, 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 and Chinese language skills necessary. *Enrollment limit: 16. Students MUST communicate via email with the instructor for permission before registering for this course.*

Hour: 9:00-11:50 W

JANG

### **ARTH 278 The Golden Road to Samarqand (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/arth/arth278.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth278.html))

H. EDWARDS

### **ARTH 301(F) Methods of Art History**

A survey of selected approaches to art historical writing and research. Special emphasis is given to the development of iconography, formal and stylistic analysis, social history, and materialist approaches to art history. Additional topics include pictorial perspective, visual narration, biography, postmodernism, and the feminist critique of art history. The aim of the course is to become familiar with some of the important methodological developments in the history of 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

HEDREEN

### **ARTH 302(S) "Specimens of Higher Art": The Strategies and Politics of Collecting**

In the 1860-61 *Williams Quarterly*, the students called for the donation of "specimens of higher art" for the college's collection in order to enhance their study of art. Using the Williams College Museum of Art as a case study, this course will look at the phenomenon of collecting, the rise of art museums and their permanent collections, the controversies surrounding the care and display of non-European art and artifacts in American museums, the shifts in philosophical approaches to collecting. We will examine how its collection evolved; who was responsible; what circumstances encouraged its growth; what are its strengths, especially in terms of the museum's teaching mission; what directions will it take in the future? Lectures, readings, class presentations will explore the history and role of collecting. Direct contact with galleries and auction houses in New York and elsewhere will be featured. This course will provide undergraduates with the opportunity to test their research and persuasion skills as they participate in "mock" Acquisitions meetings.

Format: seminar. Evaluation will be based on class participation, oral presentations, and two short research papers (10 pages each).

Prerequisites: Arth 101-102 or permission of the instructors. *Enrollment limit: 12 (expected: 10). Preference given to Art majors.*

Hour: 1:10-3:50 W

MOWLL MATHEWS and members of WCMA Senior Staff

### **ARTH 303(S) Countryside Planning (Same as Environmental Studies 303)**

This course is a research seminar directed at future alternatives for, and the effects of, change upon such countryside elements as the small town, tourism, the farm and ranch, woodland and wildland—in a context of private and public ownership, modernization and technological change, scale, density, sentiment, and the concepts of amenity and environmental quality. Comparisons will be made between American, Canadian, and British practice. The ideas developed will be tested against specific case studies.

Requirements: several short papers and a case study or plan.

No prerequisites. *Open to sophomores.*

Hour: 1:10-2:25 MR

SATTERTHWAITE

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

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

stock. This inquiry will explore such questions as: What has been the role of the civil engineer in American transport? What are the impacts of transport upon land use? How does one transport mode come to be supplanted by another mode? What perceptual experiences has each mode engendered? How and when does mobility become recreational or touristic?

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

No prerequisites. *Enrollment limit: 15. Open to sophomores.*

Hour: 8:30-9:45 TR

SATTERTHWAITE

### **ARTH 306(S) Photojournalism/Personal Journalism**

This class will investigate the relationship between these two categories of photography through a consideration of the specific set of social and historical conditions and debates under which photojournalism and personal journalism have been produced and received, the varying contexts in which these types of images have circulated, as well as those more elusive feelings, attitudes, and values that have influenced the manner in which such pictures have come to acquire meaning. We will follow this investigation with a consideration of the usefulness of these categories to studies of contemporary photography. Other questions that we will address include the role of the photographer as “authentic witness,” the use of photography as a “weapon,” the relationship between “art” and “news” photography, and the role of subjectivity in reportage. Requirements: class discussion, responses to readings, class presentation, and two short papers that will be developed into a final research paper.

Format: seminar. Prerequisites: Arth 101-102 or permission of instructor.

Enrollment limit: 15.

Hour: 1:10-3:50 W

DUGANNE

### **ARTH 312(S) Distant Encounters: Art, Pilgrimage, and Crusade in the 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, in addition to surveying artistic production within each of these different contexts of East-West encounter, is designed to coincide with an exhibition of Crusader art and objects at the Williams College Museum of Art entitled “The Book of Kings: Art, War, and the Morgan Library’s Medieval Picture Book.” Students will thus have the opportunity to work within a museum as well as a classroom setting.

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).*

Hour: 1:10-2:25 TF

LOW

### **ARTH 320 Picturing God in the Middle Ages (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth320.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth320.html))

LOW

### **ARTH 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as INTR 321) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth321.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth321.html))

LOW

### **ARTH 351(F) Topics in Contemporary Art: The 1980s**

This course focuses on the art and visual culture of the 1980s, a period of significant transformation in the field of contemporary art. We will critically examine major developments in the practice and theory of the visual arts during the period by focusing on social and aesthetic context. As the Cold War came to an end, the art market boomed and certain artists were granted celebrity status, meanwhile the Culture Wars loomed, generating controversial debates concerning censorship and public funding for the arts. Course readings and discussions will also consider the impact of multiculturalism on the visual arts and media, the burgeoning power of the globalized biennials, and the accompanying increase in critical literature attentive to the function of museums. Postmodern theories on appropriation, pastiche, irony, simulation, and performativity will be examined in depth and explored through case studies on select artists and through the medium of music video.

Format: seminar. Requirement: two short papers, final research paper, and class presentation.

Prerequisite: Arth 101-102, or permission of instructor, open to graduate students. *Enrollment limit: 22 (expected: 20).*

Hour: 1:10-3:50 W

CHAVOYA

### **ARTH 360 Avant-Garde Film: Kenneth Anger, Jack Smith, and Andy Warhol (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth360.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth360.html))

CHAVOYA

## SEMINARS

### **ARTH 362 Art of California: "Sunshine or Noir" (Same as American Studies 362) (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth362.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth362.html))

CHAVOYA

### **ARTH 363(F) The Holocaust Visualized**

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

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

No prerequisites. *Enrollment limited. Not open to auditors or first-year students.*

*This course is part of the Jewish Studies concentration.*

Hour: 1:10-3:50 R

E. GRUDIN

### **ARTH 364 Advanced Topics in Latina/o Studies: Latina/o Visual Culture—Histories, Identities, and Representation (Same as INTR 405 and Latina/o Studies 464) (*Not offered 2004-2005*)\***

(See under IPECS—INTR 405 for full description.)

### **ARTH 376(F) Zen and Zen Art\***

In this undergraduate seminar we will study a variety of art forms (paintings, architecture, ceramics, tea ceremony and gardens, and Noh drama) in the context of Zen Buddhism in China and Japan. We will investigate the Zen aesthetic ideals, and the religious and philosophical meanings conveyed by these art forms. We will also consider the influence of Zen in American culture.

Format: lecture/discussion. Evaluation will be based on short writing assignments, group projects, mid-term and class participation.

No prerequisites. *Enrollment limit: 16.*

Hour: 9:00-11:50 W

JANG

### **ARTH 401 Baroque Art: Miracles and Metamorphoses (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth401.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth401.html))

FILIPCZAK

### **ARTH 402(S) Monument/Antimonument: The Art of Memorial**

The urge to commemorate individuals, heroic acts, historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concept of what is monumental, as well the nature of commemorative monuments, from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical, and Hellenistic Periods; Imperial Rome) and their influence on monuments in later history, especially those of the nineteenth and twentieth centuries. The current trend towards countermonuments, or anti-monuments, such as Maya Lin's Vietnam Veterans Memorial or the Gerzes' vanishing Monument Against Fascism, War and Violence and For Peace and Human Rights in Hamburg/Harburg will be discussed in light of the monumental tradition of combining word, image, and architecture to create memorials that will endure in both spatial and temporal terms. The current discussion of Holocaust memorials and the problems inherent in the design of a monument for the WTC will also be addressed. Students will be asked to design a commemorative project for the final class meeting.

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

Hour: 1:10-3:50 T

MCGOWAN

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

(See under Art—Arth 508 for full description.)

### **ARTH 412 Monsters and Narratives: Greek Architectural Sculpture (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth412.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth412.html))

MCGOWAN

### **ARTH 421 Chartres Cathedral: The History and Reception of a Medieval "Masterpiece" (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth421.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth421.html))

LOW

### **ARTH 422 Making the Stones Speak: The Emergence and Development Of the Romanesque (*Not offered 2004-2005*) Sculpted Portal**

([www.williams.edu/Registrar/catalog/depts/arth/arth422.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth422.html))

LOW

**ARTH 432 Art and Private Life in Renaissance Italy** (*Not offered 2004-2005*)  
(www.williams.edu/Registrar/catalog/depts/arth/arth432.html) SOLUM

**ARTH 433 Mundus alter: The Arts in Renaissance Venice** (*Not offered 2004-2005*)  
(www.williams.edu/Registrar/catalog/depts/arth/arth433.html) SOLUM

**ARTH 448(S) Art about Art: 1400-2000 (W)**

This thematic seminar will focus on depictions through which artists referred to their own profession and its products. Images to be discussed include legends of the origin of art, self-portraits and other portraits of artists, scenes of contemporary and historical artists in their studios, as well as finished art on display. While tracking the major changes in imagery from the end of the Middle Ages through the twentieth century (with some reference to earlier developments) we will analyze specific images, comparing their implications with both the social conditions and the theoretical positions then current.

Requirements: a 2-page paper, two 12-page papers, and a class presentation.

Prerequisites: Arth 101-102 or permission of instructor. *Enrollment limit: 15. This course may be taken in lieu of Arth 301 (Methods of Art History).*

Hour: 1:10-3:50 W

FILIPCZAK

**ARTH 449 The Meanings of Poses in Baroque Art** (*Not offered 2004-2005*)

(www.williams.edu/Registrar/catalog/depts/arth/arth449.html)

FILIPCZAK

**ARTH 451(F) Ideal Bodies: The Modern Nude and Its Dilemmas**

The nineteenth century is so dominated by the female nude that the very term "nude" has come to stand for the female body. And yet, the history of the nude during this period is not devoid of male bodies. How did the female body come to so dominate representations of the nude? And how did the increasing challenge to the ideal (i.e., Realism, photography, Impressionism) affect the credibility of the nude? Required readings include Kenneth Clark's classic study *The Nude: A Study in Ideal Form* (1956) and Lynda Nead's *The Female Nude: Art, Obscenity and Sexuality* (1992), with special attention to texts which show how the nude and the discourse of the ideal function to obscure social issues. We will explore the ways in which certain types of bodies have been defined in opposition to the ideal, and thereby exoticized or marginalized. Our prime focus is the work of David, Ingres, Géricault, Courbet, Manet, and Renoir but more popular nineteenth-century images as well as selected works by artists working today will also be discussed.

Evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper.

Prerequisites: Arth 101-102. *Enrollment limited to 12. Preference given to senior Art majors, Women's and Gender Studies majors and European History majors.*

Hour: 1:10-3:50 W

OCKMAN

**ARTH 470 American Orientalism** (*Not offered 2004-2005*)\*

(www.williams.edu/Registrar/catalog/depts/arth/arth470.html)

H. EDWARDS

**ARTH 472(S) Forbidden Images?\***

Islam forbids the depiction of the human figure, right? Wrong. There is actually a long and rich tradition of figural imagery, particularly in Iran, Afghanistan and India. Many of those images occur in the context of Persian manuscripts, but the introduction of photography generated new possibilities and controversies. This seminar, designed to complement two important exhibitions at WCMA, will explore the history of Muslim image making and related questions about representation, iconoclasm, and power in the Islamic world.

Format: seminar. Requirements: students will have access to original materials and they will be expected to produce a major term project.

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

Hour: 1:10-3:50 R

H. EDWARDS

**ARTH 493(F)-W031, W031-494(S) Senior Thesis**

(See general description of the Degree with Honors in Art, Art History Route.)

**ARTH W033 Honors Independent Project**

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

## ART STUDIO COURSES

**ARTS 100(F,S) Drawing I**

The process of drawing develops a heightened awareness of the visual world. Your subjective experiences and your objective experiences combine to form a larger perceptual understanding of the environment in which you live. Drawing allows you an alternative use of these processes and provides a format for stating what you know about the world. Drawing is an excellent means for improving your skills in observing, seeing distinctions, and creating new meanings from your perceptions. This is an introductory course which will investigate the properties of making an image on the two-dimensional page. While drawing is an essential basis for much of the artmaking process, its use is not limited to artists. Design, illustration, engineering, and science are among the many fields which incorporate drawing.

## Art

There are three to five sections of ArtS 100 offered each semester. Although individual faculty members teaching beginning drawing do not follow a common syllabus, they share common goals. Syllabi for each section are available from the secretary's office in the W. L. S. Spencer Art Building. Evaluation will be based primarily on the quality and quantity of work produced as well as some attention to the student's progress. Lab fee.

No prerequisites. *Enrollment limit: 20. Preference given to Art majors and first-year students. This course cannot be taken on a pass/fail basis.*

Hour: 7:00-9:30 p.m. M and 9:55-11:10 R, 1:10-3:50 TR, 1:10-3:50, MW

First Semester: LEVIN, GLIER, JACKSON

9:00-11:15 TR, 7:00-9:30 p.m. M and 9:55-11:10 R Second Semester: EPPING, JACKSON, LEVIN

### **ARTS 206(S) Feminist Art Practices (Same as Women's and Gender Studies 206)**

Since the 1960s, feminism and visual culture have had a long and complex history together. This class will look at how multicultural feminists have wrestled with their political and social concerns through artmaking, and will consider effects of the exposure that comes from exhibiting or performing. Although many important visual pieces cover a broad spectrum of formats, materials, and media, we will focus on painting, sculpture and sculptural installations, print, performance, photography, and some public art projects. We will consider broad fundamental questions about art, politics and the artists' goals. Some of the important questions we will grapple with during the course may include: how is the female body represented and treated, and how do we read these? how do feminists aim to use self-representations to affect social change? how do visuals add to discussion and verbal/written arguments about women's capacities and power? how might "difference" be portrayed to grapple with stereotyping? how is freedom imagined by different groupings of women? Artists we may investigate include Joyce Scott, Yong Soon Min, Kara Walker, Lorraine O'Grady, Adrian Piper, Shirin Neshat, Renee Cox, Amalia Mesa-Bains, Mona Hatoum, Jaune Quick-to-See Smith, Catherine Opie, Deborah Kass, as well as the first generation Womanhouse feminist artists.

This will be a reading, viewing, discussion, and studio art course. Assuming a modest visual background, visual projects will be designed initially as responses to the work of an artist we are studying. Towards the end of the term, students will design their own projects concerning overarching feminist issues. Readings: *Talking Visions: Multicultural Feminism in a Transnational Age*, Ed. Ella Shohat (New Museum and MIT Press: 1998); and a reading packet.

Requirements: readings, online image study, discussion and response papers; required attendance at a PhotoShop workshop designed for the class; several hands-on art projects in materials of student's choice; one final project which can be either written or visual.

Prerequisites: none, although preference given to those who have had Women's and Gender Studies 101, ArtS 100, or ArtH 101-102.

*This Course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 11:00-12:15 MWF

DIGGS

### **ARTS 212 Network Culture (Same as ArtH 268, INTR 242 and Religion 289) (Not offered 2004-2005)**

(See under Interdepartmental Program for Experimental and Cross-Disciplinary Studies for full description—INTR 242.)

*Satisfies one semester of the Division II requirement. Does not fulfill the requirement for Studio Art.*

### **ARTS 220(S) Architectural Design I**

Instruction in design techniques and drafting with an introduction to architectural theory. Simple design problems will be used to help the student explore form and meaning in architecture.

There will be five design projects requiring drawings and models.

Evaluation will be based on quality of design, with improvement taken into account. Lab fee.

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: 12:00-12:50 MW and 1:10-3:50 W

EPPING



**ARTS 241(S) Painting**

In this course we will begin to explore the options that painting with oils has to offer. The class will be focused on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also begin to consider issues of content and representation by looking at a diverse range of paintings, both in the museums that we have on campus as well as in regular slide presentations. Evaluation will be based on fulfillment of assignment objectives, technical execution/craftsmanship, conceptual and physical investment of time, participation in critiques, and attendance. Lab fee.

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

*This Course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 1:10-3:50 TR

JACKSON

**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 of a 4x5 view camera, of a 35mm camera (both provided by the department), development of black and white film and basic printing technique. Students will be asked to respond to a series of assignments. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester. Evaluation will be based on the level of formal and technical competence of the portfolio as well as the conceptual strength and sophistication of the work completed. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 15. Preference given to Art majors who have not completed ArtS 257 and to those non-majors who have been bumped from ArtS 255, 256 or 257 in the past.*

Hour: TBA

LALEIAN

**ARTS 256(S) Fabricated and Manipulated Photography**

Based on the assumption that photography, not unlike painting, is merely a tool for the artist to incorporate in practice. This is an introduction to the expressive qualities of the medium. Shooting will be pre-conceived and accidents facilitated by the alchemy inherent in the basic properties of chemical photography. Students will use a digital camera (provided by the department), learn to develop b/w film and the basis of b/w printing technique. Students will be asked to respond to a series of both analogue and digital assignments. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

Evaluation 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 257, 256 and 255 in the past.*

Hour: 1:10-3:50 MR

LALEIAN

**ARTS 263(F) Printmaking: Intaglio and Relief**

An introduction to printmaking through the process of intaglio and relief. Techniques will include dry-point, 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: 10:00-12:50 W

TAKENAGA

**ARTS 264 Printmaking: Lithography (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth264.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth264.html))

TAKENAGA

**ARTS 266 Low Tech Printmaking (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth266.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth266.html))

TAKENAGA

**ARTS 275 Sculpture: Cardboard and Wood Plus (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth275.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth275.html))

PODMORE

**ARTS 276(F) Sculpture: Metal and Plaster Plus**

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

Evaluation will be based on the quality of work produced, depth and quality of investigative process,

## Art

participation in critiques, and attendance. Lab fee.

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

Hour: 1:10-3:50 TR

PODMORE

### **ARTS 281(F) Sound and Site**

"A sound is the material and form of its source manifested in vibration," writes sound artist Justin Bennett. Because sound is created from the physical vibration of things, it has a special relationship to place. This course examines work by sound, film and video artists who interrogate the way sound reveals and transforms a site. Readings from Michel Chion, Kaja Silverman, Roland Barthes, Friedrich Kittler, and others on theories of sound and cinema, audio recording, sound art, and acoustic perception, will form a basis for class discussion, along with explorations of work by artists. Students will create audio and video sketches that engage with the themes of the course.

Evaluation will be based on the quality of work produced and engagement in class discussions and critiques.

Prerequisites are ArtS 100 or Music 101. *Enrollment limit: 10 (expected: 10). Preference to Art majors.*

Hour:

HORNE

### **ARTS 284(S) Dance for the Camera (Same as Theatre 334)**

(See under Theatre for full description.)

*This course does not satisfy Art major requirements.*

### **ARTS 288(S) Video**

*Video* is an introduction to the moving image as a fine arts medium. The course will involve hands-on production as well as contemporary screenings and readings that demonstrate elements of the medium. The course will look specifically at performance, sound, exhibition context, documentary, high and low production values, appropriation, writing, and analysis. The course will introduce shooting and editing skills, including preproduction skills such as storyboarding and scripting, production skills such as directing, shot composition, lighting, and sound recording, and postproduction editing skills in a range of styles.

Evaluation will be based on the technical and conceptual strength of the tapes, with consideration given to individual development. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 10.*

Hour: 1:10-3:50 W

L. JOHNSON

### **ARTS 306 Practicing Feminism: A Study of Political Activism (Same as Political Science 306 and Women's and Gender Studies 306) (Not offered 2004-2005)**

(See under Political Science for full description.)

### **ARTS 311 Art and Justice (Same as INTR 307 and Political Science 301) (Not offered 2004-2005) (W)**

(See under IPECS—INTR 307 for full description.)

### **ARTS 313T(S) Art of the Public**

"New genre public art [is] visual art that uses both traditional and nontraditional media to communicate and interact with a broad and diversified audience about issues directly relevant to their lives [and] is based on engagement." So writes Suzanne Lacy, a long-time practitioner of such work. Engagement with members of the public is the premise on which this public art tutorial is founded. The hands-on work of the class will consist in exploring issues directly relevant to our context and the lives of those around us. Students do three projects—one on Place, one on Memory, and one on Community Concerns; each student does individual projects discussed in the tutorial groups. Artwork of like concerns, accompanied by readings, will preface the projects.

Format: tutorial. Requirements: readings plus directing one discussion on readings, exercises, three projects, and full critical participation in discussion of colleagues' work.

Prerequisites: any 100-level course in ArtS or ArtH, and any 200-level course in the Art Department, any course in Theater, Sociology, Political Science, Psychology, Women's and Gender Studies, and Environmental Studies, or permission of instructor. *Enrollment limit: 10. Preference given to Art majors.*

Hour: 9:00-11:50 W

DIGGS

### **ARTS 317I The Miniature (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arts/arts317.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts317.html))

LEVIN

### **ARTS 319(F) Junior Seminar**

This class will address the intersection of process and theory in order to strengthen both studio abilities and analytical skills. Art making is full of subtle complexities surrounding the issues that enforce visual communication and meaningful content. Students will examine questions about the creative process and viewer response in contemporary art and in recent history.

There will be several visiting artist presentations as well as readings to support the studio component. Evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in class discussions, attendance, field trips and critiques.

*The course is limited to Art majors and is required of junior Art majors.*

Hour: 1:10-3:50 T

PODMORE

### **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; ArH 262 highly recommended.

Hour: 1:10-3:50 F

MCCALLUM

### **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: 9:55-12:35 T

TAKENAGA

### **ARTS 371T(S) Addressing Identity—The Non-Traditional Figure**

Images of the human form have long been used to describe, classify, and give context to the human experience. This tutorial is designed as a way of exploring how non-traditional uses of the figure can describe our contemporary and personal experiences. Designed for students who have completed a 200-level introductory course, this class will be an opportunity to further explore, through a variety of media, how the figure can be used to create resonate art. Contemporary artists who work in various media such as: Lucien Freud, Cindy Sherman, Tracy Moffat, Charles Ray, Jenny Saville, Antonio Gormley, and Juan Munoz will be used to illustrate particular aspects of identity as it relates to the figure. This course is structured so that the professor meets with each tutorial pair once a week for one hour. During this weekly meeting art projects are discussed and critiqued, and presentations are given. This course will also include several sessions where the entire class meets to accommodate slide presentations, field trips, critiques, and exhibitions.

Evaluation will be based on the quality of work produced, the depth and quality of the investigative process, as well as participation and attendance.

Prerequisites: ArtS 100 plus any one of the 200-level courses. *Enrollment limit: 10. Preference given to Art majors.*

Hour: 1:10-3:50 R

PODMORE

### **ARTS 380T(S) Between Art and Cinema**

This tutorial will engage visual, kinesthetic, and narrative issues that emerge from new hybrid forms of contemporary art and cinema. Students will look at recent cinema and gallery-based video installation, and will read criticism that considers relationships among architecture, landscape, the pictured body, the body of the viewer, and the phenomenology of the moving image. Some of the topics to be considered will draw on recent scholarship about traditional cinematic forms: how can the picturing of space and motion produce feeling? How do the face and the gesture of the body register emotion? How does language relate to these visual and kinesthetic properties of the moving image? How does cinema use these elements in the service of storytelling and story structure? Other topics will pertain specifically to the ways in which contemporary installation art has brought these questions of space, motion, and narrative away from the forms and architectures of traditional cinema: How do contemporary video practices relate to histories of cinema, sculpture, and theater?

Format: tutorial. Each week, one student in each tutorial pair will produce a short work that responds to a particular assignment related to that week's screening and reading. Students will each realize five video projects, both in traditional single-screen formats and in multiple-screen installation formats. The class will also meet as a group for two critique sessions.

*Enrollment limit: 10 (expected: 10).*

Hour: 1:10-3:50 T

L. JOHNSON

### **ARTS 381 Old New Technologies (Same as American Studies 381) (Not offered 2004-2005)**

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

L. JOHNSON

## Art

### **ARTS 383(F) Caméra-Style**

This video production course will explore the essay-film. Film critic Alexandre Astruc created the term *caméra-style* in 1948 to suggest a new means of writing through cinema, in which the camera would serve as a pen, creating arguments, meditations and inquiries. The course will examine the work of several film-essayists, including Chris Marker, Harun Farocki, Trinh T. Minh-Ha, Jean-Luc Godard, Werner Herzog, Kidlat Tahimik, Agnes Varda, Errol Morris, and Michael Moore, who deploy documentary strategies, fictional and staged elements, and reflexivity in exploring their films' themes. Readings, screenings and discussions will provide a context for students to make their own video-essays. The course will encourage a creative process that moves back and forth between writing and image-making as modes of production.

Evaluation will be based on the quality of work produced and engagement in class discussions and critiques.

Prerequisites are ArtS 288 or a 100-level English course (except 150), or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference to Art majors.*

Hour: TBA

HORNE

### **ARTS 418T(S) Senior Tutorial**

The primary emphasis of the senior tutorial is on strengthening the student's skill and sensitivity in using critical analysis for the creation of visual objects and/or events. At the beginning of the term, studio art majors, in consultation with the tutor, will determine the individual projects that will serve as the focus of their work for the semester. During the course, students are expected to refine their creative directions in a coherent and structured body of work which will be exhibited at the Williams College Museum of Art. Students are responsible for buying their own materials.

Prerequisites: completion of *all* other studio courses required for the art studio route. *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 418T.*

Hour: 1:10-3:50 TR

BALKEN, GLIER

### **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). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (Arth 509), to be graded pass/fail, in their fourth semester.

In addition to completing the required courses, students must participate in a group study trip to Europe during winter study period in the first year, complete a Qualifying Paper in January of the second year, and satisfy the language requirement in the manner described below (see "Language Courses").

Senior art majors may enroll in graduate seminars, space permitting, with the permission of instructor.

### **ARTH 501(S) Museums: History and Practice**

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

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

Hour: 2:30-5:10 T

CONFORTI

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

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

the Clark Art Institute.

Prerequisites: reading knowledge of French strongly encouraged. *Enrollment limit: 11.*

Hour: 1:10-3:50 R

GANZ

**ARTH 503 Studies in Decorative Arts, Material Culture, Design History, 1700-2000 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth503.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth503.html))

CONFORTI

**ARTH 504(F) Methods of Art History and Criticism**

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

Each student will write one short mid-term paper and a longer concluding essay, as well as present a couple of the readings to the class. Limited to and required of first-year students in the Graduate Program in the History of Art.

Hour: 1:10-3:50 T

HOLLY

**ARTH 506 The Print: History, Theory, and Practice (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth506.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth506.html))

GANZ

**ARTH 507 Research in Art History Today (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth507.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth507.html))

HOLLY

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative 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, 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 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 three dry runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

Hour: TBA

HAXTHAUSEN

**ARTH 510 Topics in Fin-de-Siècle Printmaking (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth510.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth510.html))

GANZ

**ARTH 511 Dionysos in Greek Art, Poetry, and Ritual (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/arth/arth511.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth511.html))

HEDREEN

**ARTH 521(F) Picturing God in the Middle Ages**

How did Christians come to depict their God? How did they visualize the deity described in Scripture as well as such theological subtleties as the Incarnation and the Trinity? And what purposes did pictures of God serve? Paying particular attention to the rapidly growing body of recent scholarship on these questions, the seminar will consider a variety of issues concerning the sources and evolution of medieval Christian images of God, in both Byzantium and Western Europe, and the problems these images often generated. Among other specific topics, the course will investigate the impact of imperial cult and images of the dead on the earliest portraits of Christ, theological debates about the nature of spiritual vs. corporeal vision and their relationship to image-making practice, the function of sacred images in public ritual vs. private devotion, and the pictorial exploration of the sexuality of Christ. Evaluation will be based on research papers, oral presentations, and class participation. *Enrollment limit: 10.*

Hour: 1:10-3:50 F

LOW

## Art

### **ARTH 532 Italian Renaissance Theater (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/arth/arth532.html)

E. J. JOHNSON

### **ARTH 541 Peter Paul Rubens (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/arth/arth541.html)

FILIPCZAK

### **ARTH 542 Jacques-Louis David: Art and Revolution (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/arth/arth542.html)

RAND

### **ARTH 551 Winslow Homer (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/arth/arth551.html)

SIMPSON

### **ARTH 552(F) Art and Class at the Dawn of Mass Culture**

In nineteenth-century America a mass visual culture of prints, photographs, advertisements, posters, reproductive copies, and commercial amusements (including early cinema) increasingly displaced more traditional, local, and ethnic visual cultures. Did this mass culture help to unify a diverse population? Did it undermine cultural differences and homogenize audiences? Did it simply displace the grounds of difference onto new cultural hierarchies? This seminar will seek ways of addressing these questions. Theoretical examination of the concepts of "class" and "mass culture" will be combined with case studies focusing on developments in various visual media.

Students will be responsible for informed participation in weekly discussions (15%), preparation of a research paper of approximately 15 pages (70%), and short biweekly presentations based on primary research inspired by reading assignments (15%). *Enrollment limit: 10.*

Hour: 2:30-5:10 W

LEJA

### **ARTH 553 Thomas Eakins (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/arth/arth553.html)

SIMPSON

### **ARTH 555 Whistler, Sargent, and American Cosmopolitanism (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/arth/arth555.html)

SIMPSON

### **ARTH 557(F) James McNeill Whistler**

The Massachusetts-born, Saint Petersburg-raised, West Point-educated, Paris-trained, London-residing, Japan-worshipping James McNeill Whistler (1834-1903)—in addition to exemplifying the cosmopolitanism of his age—revolutionized the arts of painting, printmaking, interior decoration, exhibition design, and artistic self-promotion. We will study his many achievements in part through study of selected works and in part through considerations of the varied cultural circles in which he moved: French avant-garde painters of several generations, British Pre-Raphaelites and Aesthetes, American expatriate artists, and a panoply of European poets, industrialists, and celebrities. The considerable archival resources and substantial bibliography devoted to him will assist us in our investigations and itself be a field of inquiry.

Requirements and basis for evaluation: synopses of the weekly readings; two short written assignments, an oral report, to be presented in revised, written form at semester's end; and a five-minute critical commentary on another student's oral report. An overnight field trip to Washington, D.C., is likely.

Hour: 1:10-3:50 M

SIMPSON

### **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, Géricault, 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). 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 561(S) Ambiguous Icons: Problems of Meaning in Twentieth-Century Imagery**

"Our time is indifferent to the content of artistic representations as no time has ever been before. For today's artist form itself is the content." These remarks of the German critic Paul Westheim, published in 1919, sound strange today, yet they express an attitude that dominated critical and historical writing on modern art for most of the twentieth century. Although the question of meaning has become more central to the writing of the last four decades, often eclipsing questions of form, there remains in the current phase of intense historiographical self-reflection a surprising dearth of methodological discussion on this issue. No compelling models, comparable to that offered by Panofsky in his classic introduction to *Studies in Iconology*, have established themselves for modern art, and many interpretations proceed on the basis of anachronistic methodological assumptions. Moreover, the semiotics of twentieth-century imagery—i. e., the examination of how meaning is generated—still remains relatively little studied. This seminar will explore the problem of "meaning" in twentieth-century art and examine various models for

dealing with the issue, including iconography, semiotics, deconstruction, and reception theory. The first half of the seminar will be devoted to selected readings on the issue as well as to case studies of individual artists-e.g. Picasso, Hoch, Johns, Kiefer. During the second half of the semester students will present case studies on topics of their own choosing. Requirements: students will be responsible for leading class discussion on one set of readings, an oral report, to be presented in revised, written form at semester's end, and a 10-minute critical commentary on another student's oral report.

*Enrollment limit: 10.*

Hour: 1:10-3:50 F

HAXTHAUSEN

#### **ARTH 562(S) Andy Warhol: A Factory**

This seminar examines the expansive career and influence of one of the most famous and controversial artists of the twentieth century, Andy Warhol. The artist who wanted to be a machine has become an icon of pop culture, the avant-garde, and postmodernism. Nearly twenty years after his death, the extent of Warhol's influence thrives not only in art, but also in film, music, fashion, and the very concepts of fame and celebrity. The structure for the seminar will be both thematic and chronological, which will enable us to explore the range of his activities, from silkscreen to film and installation to publishing, while also critically examining the recurrent tropes used to evaluate his work and impact. This process will entail reexamining the critical relations between style, youth culture, appropriation, camp, and resistance.

Requirements: two short papers, final research paper, and class presentation.

*Enrollment limit: 10.*

Hour: 1:10-3:50 R

CHAVOYA

#### **ARTH 563(S) Critical Texts in American Art, 1945-1962**

As American art began to assert its independence from foreign stylistic inventions in the early to mid-1940s, the quest to name the new movement ensued in the press. This seminar will examine the various tracts and essays by writers such as Robert Coates, Clement Greenberg, Thomas Hess, Alfred Barr and Harold Rosenberg which attempted to define the singularity of American art as it rose to international prominence, in addition to the fallout and resistance to this nomenclature within the artistic community. While the terms "abstract expressionism" and "New York School" finally settled into usage by the late 1950s/early 1960s, a number of labels were floated over a fifteen-year period which reflect the heated critical debates and vitality of this seminal period.

Hour: 2:30-5:10 W

BALKEN

#### **ARTH 564 Art in the Weimar Republic (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth564.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth564.html))

HAXTHAUSEN

#### **ARTH 565 Art History, Aesthetics, and Visual Studies (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth565.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth565.html))

HOLLY

#### **ARTH 567 Art in Germany: 1960 to the Present (Same as Arth 267) (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth567.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth567.html))

HAXTHAUSEN

#### **ARTH 568 Cubism and Its Interpretations (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/arth/arth568.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth568.html))

HAXTHAUSEN

#### **ARTH 573 Images and Anti-images: Zen Art in China and Japan (*Not offered 2004-2005*)\***

([www.williams.edu/Registrar/catalog/depts/arth/arth573.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth573.html))

JANG

#### **ARTH 597(F), 598(S) Independent Study**

#### **LANGUAGE COURSES**

Reading proficiency in two European languages is required for the M.A. degree in Art History at Williams, and provision for attainment of this qualification is an integral part of the program of study. Of these two, German is *required*, and French is recommended. Elementary and intermediate undergraduate courses offered by the language departments are open to graduate students, and the graduate program offers advanced, one-semester courses in French and German art-history readings. A student who begins elementary language study after enrollment in the program should expect to take a sequence of courses. Details may be obtained from the Graduate Program office. Entering students with some previous language background will be asked to take a standard reading examination for purposes of placement. A score of 500 is required for admission to the advanced course. Students with scores below 500 will be enrolled in elementary language courses. Students should aim to complete all language work no later than the end of the third semester.

To satisfy the requirement in each of the two required languages, a student must: (a) score 700 or better on the SAT II reading examination upon enrollment in the program or, (b) complete 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.

## *Art, Asian Studies*

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: C. KUBLER, YAMADA. Assistant Professors: C. BOLTON, C. CHANG, KAGAYA, NUGENT, YAMAMOTO. *Adjunct Faculty for the Major*: Professors: CRANE, DREYFUS\*, JUST. Associate Professors: JANG, A. SHEPPARD, WONG. Assistant Professors: DE BRAUW\*\*\*, MARUKO. Visiting Assistant Professor: J. LEE.

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, Japan, and other Asian countries. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. *Please note: Courses with ASST prefix carry Division II credit and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.*

### **THE MAJOR**

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- 1) Asian Studies 201, or, with permission of the Chair, students may select a substitute from the following courses:

Anthropology 213 Center and Periphery: State, Society, and the Individual in Southeast Asia  
ArH 172 Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha  
Religion 241 Hinduism: Construction of a Tradition  
Religion 242 Buddhism: Concepts and Practices  
Religion 251 Zen History, Culture, and Critique (Deleted 2004-2005)

- 2) four semesters of Chinese or Japanese language

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
- b. Chinese 412 Introduction to Classical Chinese



- c. one course in Chinese literature 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*

Anthropology 213 Center and Periphery: State, Society and the Individual in Southeast Asia  
 Arth 172 Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha  
 Arth 270 Japanese Art and Culture  
 Arth 274 Chinese Calligraphy: Theory and Practice  
 Arth 376 Image and Anti-images: Zen Art in China and Japan  
 Chinese 131 Basic Cantonese  
 Chinese 152 Basic Taiwanese  
 Chinese 234/Comparative Literature 216 Post-Mao Literature and Culture (Deleted 2004-2005)  
 Chinese 244/Comparative Literature 218 Writer and Society in Twentieth-Century China (Deleted 2004-2005)  
 Chinese/Comparative Literature 275 China's Greatest Novel (Deleted 2004-2005)  
 Chinese 412 Introduction to Classical Chinese  
 Chinese/Linguistics 431 Introduction to Chinese Linguistics  
 Economics 207 China's Economic Transformation Since 1980  
 Economics 366 Rural Economies of East Asia  
 Economics 387 Economic Transition in East Asia  
 History 112 The Mao Cult (Deleted 2004-2005)  
 History 212 Barbarians in the Middle Kingdom: China to 1850  
 History 213 Modern China, 1850-Present: Continuity and Change  
 History/Women's and Gender Studies 313 Women in Chinese History (Deleted 2004-2005)  
 History 384 Comparative Asian-American History, 1850-1965  
 History 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
 History 470 The Chinese-American Experience  
 History 473 Stuff (Deleted 2004-2005)  
 Japanese/Comparative Literature 271 Transitional Japanese Literature into the Twentieth Century  
 Japanese/Comparative Literature 276 Premodern Japanese Literature and Performance  
 Music 126 Musics of Asia  
 Political Science 247 Political Power in Contemporary China  
 Political Science 265 The International Politics of East Asia  
 Political Science 341 The Politics of the Global Economy: Wealth and Power in East Asia  
 Religion 241 Hinduism: Construction of a Tradition  
 Religion 242 Buddhism: Concepts and Practices  
 Religion 245 Tibetan Civilization  
 Religion 304/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 sponsors 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 overseas 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-W031-494, CHIN 493-W031-494, or JAPN 493-W031-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

**THE ASIAN STUDIES ENDOWMENT**

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies estab-

## Asian Studies

lished by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

### COURSES IN ASIAN STUDIES (Div. II)

**ASST 201(F) Asia and the World (Same as Political Science 100)\***

(See under Political Science for full description.)

*Satisfies one semester of the Division II distribution requirement.*

**ASST 207(F) China's Economic Transformation Since 1980 (Same as Economics 207)\***

(See under Economics for full description.)

**ASST 243(F) Modern History and Politics of Korea (Same as History 219 and Political Science 243)\***

(See under Political Science for full description.)

**ASST 245(S) Nationalism in East Asia (Same as History 318 and Political Science 245)\***

(See under Political Science for full description.)

**ASST 493(F)-W031-494(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 in English on Chinese literature and culture in 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.

**CHIN 101(F)-W088-102(S) Basic Chinese\***

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the official language of 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 per section: 12 (expected: 10).* This is a rigorous, semi-intensive introduction to listening, speaking, reading, and writing. Students desiring a less demanding course in spoken Chinese only should register for Chinese 111-112. Students who have taken Chinese 111-112 or who possess prior background but are not yet ready for Chinese 201 due to insufficient preparation in reading and writing should speak with the Coordinator about taking Chinese 121-122.

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

Hour: 9:00-9:50 MWF and 9:55-11:10 TR, 11:00-11:50 MWF and 9:55-11:10 TR

First Semester: C. KUBLER and NUGENT

9:00-9:50 MWF and 9:55-11:10 TR, 11:00-11:50 MWF and 9:55-11:10 TR

Second Semester: C. KUBLER

**CHIN 111(F)-W088-112(S) Basic Spoken Chinese\***

This course constitutes the oral component of CHIN 101-102. For students who are interested primarily in gaining facility in spoken Chinese.

Evaluation is based on classroom performance, homework, unit tests, and an oral and written final exam.

No prerequisites. *Enrollment limit per section: 12 (expected: 10).* *Credit granted only if both semesters and the winter study sustaining program are taken. Not open to students who have completed Chinese 101-102.*

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

C. KUBLER and Staff

**CHIN 121(F), 122(S) Basic Written Chinese\***

This course constitutes the written component of Chinese 101-102. For students who have previously taken CHIN 111-112, or for those who already possess some prior background in spoken Mandarin from high school, Chinese heritage weekend school, home, or overseas residence but are not yet ready for Chinese 201 due to insufficient preparation in reading and writing.

Evaluation is based on classroom performance, homework, quizzes, unit tests, and a final exam.

Prerequisites: Chinese 111-112 or permission of the instructor. *No maximum enrollment (expected: 25).*

*Not open to students who have completed Chinese 101-102.*

Hour: 9:55-11:10 TR  
9:55-11:10 TR

First Semester: NUGENT  
Second Semester: C. KUBLER

**CHIN 131 Basic Cantonese (Not offered 2004-2005)\***

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

C. KUBLER

**CHIN 152 Basic Taiwanese (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/chin/chin152.html)

C. KUBLER

**CHIN 201(F), 202(S) Intermediate Chinese\***

This course is designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the course, students should be able to speak Chinese with some fluency on everyday topics, read within a vocabulary of about 1,200 simplified and traditional characters and common words written with them, and be able to write short compositions. *Conducted in Mandarin.*

Format: drill/discussion/reading. Evaluation will be based on classroom performance, homework, weekly tests, a midterm, and a final exam.

Prerequisites: Chinese 102 or permission of instructor.

Hour: 12:00-12:50 MTWRF

C. CHANG

**CHIN 223(F) Traditional Chinese Literature and Culture (Same as Comparative Literature 273)\***

With a written record that covers nearly 3500 years, China's traditional literary culture is one of the richest and most varied in human history. Its influence continues to be felt not only in modern China but throughout much of the world. This course will follow the origins and development of traditional Chinese culture through an examination of the literature it produced from its earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the poetry of the Tang dynasty (618-906), from Buddhist sutras to plays about prostitutes and singing girls. Some important themes will include: the role of the individual versus that of the community, responses to chaos, and ways of dealing with the culture's historical and literary legacy. All readings are in English translation.

Format: lecture/discussion. Requirements: one short paper (5-7 pages), one longer paper (10-12 pages), a take-home midterm, and a final exam. Participation in class discussions is expected.

No prerequisites. *No maximum enrollment (expected: 15). Open to all.*

Hour: 2:35-3:50 MR

NUGENT

**CHIN 234(S) Modern Chinese Literature and Film (Same as Comparative Literature 274)\***

Modern China inherited a tradition of over 3000 years of literary history that it both built upon and reacted against. This course will examine the development and themes of Chinese literature and film as these two separate but related modes of expression developed during the twentieth century (and early twenty-first) in mainland China, Taiwan, and Hong Kong. Beginning with the end of the imperial period and continuing on to the present day, we will explore how Chinese authors and film makers have and are dealing with such issues as their own cultural inheritance, the encounter with Western ideas of modernity, social upheaval, and the role of China and Chinese culture on the global stage.

Format: lecture/discussion. Requirements: one short paper (5-7 pages), one longer paper (10-12 pages), a take-home midterm, and a final exam. Participation in class discussions is expected. *All readings are in English translation and all films are subtitled in English.*

No prerequisites. *No maximum enrollment (expected: 15). Open to all.*

Hour: 2:35-3:50 MR

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

## Asian Studies

performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 202 or permission of instructor.

Hour: 10:00-10:50 MWF  
10:00-10:50 MWF

First Semester: C. CHANG  
Second Semester: C. KUBLER and Staff

### **CHIN 401(F), 402(S) Advanced Chinese\***

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Requirements: two 75-minute classes plus a conversation session; primarily reading and discussion; students are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 302 or permission of instructor.

Hour: 1:10-2:25 MR  
1:10-2:25 MR

First Semester: C. KUBLER and Staff  
Second Semester: C. CHANG

### **CHIN 412(S) Introduction to Classical Chinese\***

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

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

Prerequisites: Chinese 301 or permission of instructor.

Hour: 1:10-2:25 TF

NUGENT

### **CHIN 431 Introduction to Chinese Linguistics (Same as Linguistics 431) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/chin/chin431.html](http://www.williams.edu/Registrar/catalog/depts/chin/chin431.html))

### **CHIN 493(F)-W031-494(S) Senior Thesis\***

*Satisfies one semester of the Division I distribution requirement.*

### **CHIN 497(F), 498(S) Independent Study\***

Consult Professor Chang before registering for this course.

## **COURSES IN JAPANESE (Div. I)**

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses 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.

### **JAPN 101(F)-W088-102(S) First-Year Japanese\***

An introduction to modern spoken and written Japanese, the course will emphasize oral skills in the fall semester, with somewhat more reading and writing in the spring. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both videotapes and audiotapes will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

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

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

Hour: 9:55-11:10 TR

Conferences: 9:00-9:50 MWF, 10:00-10:50 MWF

9:55-11:10 TR

First Semester: KAGAYA (Lectures), YAMAMOTO (Conferences)  
Conferences: 9:00-9:50 MWF, 10:00-10:50 MWF Second Semester: TBA

**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: 12:00-12:50 MWF

11:20-12:35 TR

First Semester: C. BOLTON (Lectures), YAMADA (Conferences)  
Second Semester: TBA

**JAPN 217(F) Early Modern Japan (Same as History 217)\***

(See under History for full description.)

*Satisfies one semester of the Division II distribution requirement.*

**JAPN 218(S) Modern Japan (Same as History 218)\***

(See under History for full description.)

*Satisfies one semester of the Division II distribution requirement.*

**JAPN 221 History of U.S.-Japan Relations (Same as History 221)\***

(See under History for full description.)

*Satisfies one semester of the Division II distribution requirement.*

**JAPN 252 The Masks of Japanese Literature (Same as Comparative Literature 262) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/japn/japn252.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn252.html))

C. BOLTON

**JAPN 253 Japanese Film and Visual Culture (Same as Comparative Literature 263) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/japn/japn253.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn253.html))

C. BOLTON

**JAPN 254(F) Japanese Literature and The End of the World (Same as Comparative Literature 264)\***

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the twentieth century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. This course examines the literature of disaster in order to investigate the link between destruction and literary creation. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shōhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kōbō, Murakami Haruki and Murakami Ryū; and apocalyptic comics and animation by Oshii Mamoru, Ōtomo Katsuhiro and Takahata Isao. No knowledge of Japanese is necessary. All texts are translated or subtitled in English.

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

No prerequisites. *No enrollment limit (expected: 15). Open to all.*

Hour: 1:10-2:25 TF

C. BOLTON

**JAPN 270(F) Japanese Art and Culture (Same as ArtH 270)\***

(See under Art for full description.)

**JAPN 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Comparative Literature 271)\***

After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250-year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*

Format : lecture/discussion. Requirements: active class participation, presentations, written journals, two short papers, and one longer paper.

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

Hour: 2:35-3:50 MR

KAGAYA

**JAPN 276 Premodern Japanese Literature and Performance (Same as Comparative Literature 276) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/japn/japn276.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn276.html))

KAGAYA

**JAPN 301(F), 302(S) Third-Year Japanese\***

This course is a continuation of Japanese 201, 202, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will

### *Asian Studies, Astronomy, Astrophysics*

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: 1:10-2:25 MR

Conference: 11:00-12:15 WF

11:00-12:15 MWF

First Semester: YAMAMOTO (Lectures), KAGAYA (Conferences)  
Second Semester: TBA

#### **JAPN 401(F), 402(S) Fourth-Year Japanese\***

A continuation of Japanese 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in current Japan. Topics may vary according to the level of the students.

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

Prerequisites: Japanese 302 *or* permission of instructor.

Hour: 9:00-9:50 MWF

First Semester: YAMADA

9:00-9:50 MWF

Second Semester: C. BOLTON

#### **JAPN 403 Advanced Japanese (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/japn/japn403.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn403.html))

#### **JAPN 486T(F) Historical Memory of the Pacific War (Same as History 486T) (W)\***

(See under History for full description.)

*Satisfies one semester of the Division II distribution requirement.*

#### **JAPN 493(F)-W031-494(S) Senior Thesis\***

*Satisfies one semester of the Division I distribution requirement.*

#### **JAPN 497(F), 498(S) Independent Study\***

This course is for those students who have completed Japanese 402 or the equivalent.

### **ASTRONOMY (Div. III)**

*Chair, Professor JAY M. PASACHOFF*

Professors: KWITTER\*, PASACHOFF. Visiting Professor: DEMIANSKI. Observatory Supervisor/Instructor: SOUZA.

Why is the sky dark at night? What are those mysterious twinkling lights that dot the nighttime sky? What is Earth's place in the Universe? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major, administered jointly with the Physics Department, and the Astronomy major, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-type courses are intended primarily for non-science majors, and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a corequisite of Mathematics 104 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities 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 105/106 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 105/106 instead. Astronomy 111 will often be taken in the fall of

the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics. Students who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

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

#### MAJOR REQUIREMENTS FOR ASTROPHYSICS

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes  
and either Astronomy 102 The Solar System—Our Planetary Home  
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Three 400-level astronomy courses
- or Two 400-level astronomy courses and one of the following:
  - Astronomy 211 Observing and Data Reduction Techniques in Astronomy
  - Physics 302 Statistical Physics
  - Physics 402 Applications of Quantum Mechanics
  - Physics 405 Electromagnetic Theory
  - Physics 411 Classical Mechanics
  - Physics 418 Gravity
- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus
- 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 105/106 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

## *Astronomy, Astrophysics*

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 105/106 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

#### **THE DEGREE WITH HONORS IN ASTRONOMY**

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

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students



with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

## ASTRONOMY COURSES

### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

#### **ASTR 101(F) Stars: From Suns to Black Holes**

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Spitzer Space Telescope, the Chandra X-ray Observatory, the new generation of 8- and 10-meter mountaintop telescopes, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. This course is independent of and on the same level as Astronomy 102 and 104, though students who have taken those courses are welcome.

Observing sessions will include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun. Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (four times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W; 2:30-4 T,W

PASACHOFF

#### **ASTR 102 The Solar System—Our Planetary Home (*Not offered 2004-2005; to be offered 2005-2006*)**

([www.williams.edu/Registrar/catalog/depts/astr/astr102.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr102.html))

PASACHOFF

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

It has been only about 85 years since the Sun was discovered not to be at the center of the Milky Way Galaxy, and only 80 years since our Milky Way Galaxy was determined to be only one of countless "island Universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the Hubble Space Telescope, the Spitzer Space Telescope, and the Chandra X-ray Observatory bring clearer images and cover a wider range of the spectrum than have ever been obtainable before; they are speeding up progress on determining the past and future of the Universe. In addition, the Wilkinson Microwave Anisotropy Probe spacecraft's study of the early Universe and large-scale mapping programs are giving clues into how the Universe's currently observed structure arose. They are confirming and enlarging our understanding of the Big Bang. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? This course is independent of, and on the same level as Astronomy 101 and 102, though students who have taken those courses are welcome.

Observing sessions will include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun. Format: lectures (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (four times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W; 2:30-4 T,W

PASACHOFF

#### **ASTR 330 The Nature of the Universe (*Not offered 2004-2005*)**

([www.williams.edu/Registrar/catalog/depts/astr/astr330.html](http://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

## Astronomy, Astrophysics

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: 6).*

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

Hour: 1:10-3:50 W

PASACHOFF

### COURSES WITH PREREQUISITES

#### **ASTR 111(F) Introduction to Astrophysics (Q)**

A survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars, this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include astronomical instrumentation, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, stellar formation and evolution, nucleosynthesis, white dwarfs, pulsars and neutron stars, and black holes. Observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets and galaxies, as well as daytime observation 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

DEMIANSKI

#### **ASTR 207T Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr207.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr207.html))

KWITTER

#### **ASTR 211 Observations and Data Reduction Techniques in Astronomy (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/astr/astr211.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr211.html))

KWITTER

#### **ASTR 217T Planetary Geology (Same as Geosciences 217T) (Not offered 2004-2005) (W)**

(See under Geosciences for full description.)

#### **ASTR 219(F) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes**

We will discuss the last stages of stellar evolution and concentrate on the basic properties of the three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars will be discussed as well as observational confirmation of the existence of black holes. We will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.

Format: lecture/discussion, three hours per week. Evaluation will be based on homework assignments, two hour exams and a final exam.

Prerequisites: Astronomy 111, Physics 142 or 151, Mathematics 105 or 106; or permission of the instructor. *Enrollment limit: 25 (expected: 15).*

Hour: 8:30-9:45 TR

DEMIANSKI

#### **ASTR 402 Between the Stars: The Interstellar Medium (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr402.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr402.html))

KWITTER

#### **ASTR 408T The Solar Corona (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr408.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr408.html))

PASACHOFF

#### **ASTR 410(S) Introduction to Relativistic Astrophysics and Cosmology**

This course will introduce students to the basic concepts of Einstein's General Theory of Relativity. Several observational tests of general relativity will be discussed. Both special and general relativity will be applied to the study of neutron stars, black holes, gravitational waves, gravitational lenses, and time machines. The second half of the course will be devoted to cosmology, covering topics such as the Big Bang, the very early evolution of the universe, including the inflationary scenario and nucleosynthesis, and formation of galaxies and large-scale structure of the universe. Observational results from satellites, including the Cosmic Background Explorer, the Hubble Space Telescope, the Spitzer Space Telescope, the Wilkinson Microwave Anisotropy Probe, and the Chandra X-ray Observatory, will be discussed, as

## *Astronomy, Astrophysics, Bioinformatics, Genomics, and Proteomics*

well as future plans for mapping the primordial background radiation in even more detail. The required mathematics will be developed as needed but some facility with calculus is expected.

Format: lecture and discussion, three hours per week. Evaluation will be based on homework assignments, two hour exams, and a final exam.

Prerequisites: a 200-level Physics course, or permission of instructor.

Hour: 9:00-9:50 MWF

DEMIANSKI

### **ASTR 412T Solar Physics (*Not offered 2004-2005*) (W)**

([www.williams.edu/Registrar/catalog/depts/astr/astr412.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr412.html))

PASACHOFF

### **ASTR 493(F)-W031, W031-494(S) Senior Research in Astronomy**

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

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy Department

### **ASPH 493(F)-W031, W031-494(S) Senior Research in Astrophysics**

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

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**

## **BIOINFORMATICS, GENOMICS, AND PROTEOMICS**

*Advisory Committee:* Professors: ALTSCHULER, BAILEY, R. DE VEAUX, KAPLAN, LENHART\*\*\*, LOVETT\*\*, *Coordinator*, D. LYNCH\*\*, H. WILLIAMS\*. Associate Professors: AALBERTS\*, RAYMOND\*\*\*, SAVAGE\*\*, SWOAP. Visiting Associate Professor: BANTA. Senior Lecturer: D. C. SMITH. Assistant Professors: FREUND, GEHRING, HUTSON, TERESCO, TING

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

#### *Core course:*

INTR 300<sup>[a]</sup> Bioinformatics, Genomics, and Proteomics Laboratory

#### *Recommended courses (in addition to the core course):*

Biology 202 Genetics  
Biology 206T Genomes, Transcriptomes and Proteomes  
Biology 305 Evolution  
Computer Science/Biology 106 Life as an Algorithm  
Computer Science 134 Introduction to Computer Science  
Computer Science 136 Data Structures and Advanced Programming  
Computer Science 256 Algorithm Design and Analysis  
Computer Science 315 Computational Biology  
Statistics 101 or 201 Statistics

#### *Related courses:*

Biology 132 Human Biology and Social Issues  
Biology 306 Cellular Regulatory Mechanism  
Biology 322 Metabolism  
Chemistry 111 Fighting Disease: The Evolution and Operation of Human Medicine

*Bioinformatics, Genomics, and Proteomics, Biochemistry and Molecular Biology*

Chemistry 321 Structure and Function of Biological Molecules  
Philosophy 334 Philosophy of Biology  
Physics 302 Statistical Physics  
Political Science 303T Opening Pandora's Box? Moral and Political Issues in Genetic Research  
Statistics 231 Statistical Design of Experiments

[a] This course will not be offered until the fall 2005.

## **BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)**

*Chair*, Associate Professor STEPHEN SWOAP

*Advisory Committee*: Professors: ALTSCHULER, DEWITT, KAPLAN, LOVETT\*\*, D. LYNCH\*\*.  
Associate Professor: RAYMOND\*\*\*, ROSEMAN, SWOAP, SAVAGE\*\*\*. Assistant Professors:  
GEHRING, HUTSON, TING. Visiting Associate Professor: BANTA.

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 would be taken in the junior year, students are advised to take the prerequisites for this course 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. In addition, students contemplating attending graduate school in biochemistry or a related field are strongly encouraged to take BIOL/CHEM 322.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program.

BIMO 321 provides an introduction to biochemistry and molecular biology. 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)**

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, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 251 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W,R

GEHRING

## Biochemistry and Molecular Biology

### **BIMO 401(S) (formerly 406) 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 instructors.*

Hour: TBA

GEHRING and D. LYNCH

*To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take two electives from the list below (one must have a laboratory component), 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  
Biology 202 Genetics  
Biochemistry and Molecular Biology 321 Biochemistry I—Structure and Function of Biological Molecules  
Biochemistry and Molecular Biology 401 Topics in Biochemistry and Molecular Biology

#### *Elective Courses*

Biology/Chemistry 322 Biochemistry II—Metabolism  
Biology 301 Developmental Biology  
Biology 306 Cellular Regulatory Mechanism  
Biology 308 Integrative Plant Biology: Fundamentals and New Frontiers  
Biology 310 Neural Development  
Biology 313 Immunology  
Biology 315 Microbiology: Diversity, Cellular Physiology, and Interactions  
Biology 409 Molecular Physiology  
Biology 412 Biochemical Regulatory Mechanisms  
Biology 413 Molecular Basis of Biological Clocks  
Biology 414 Life at Extremes: Molecular Mechanisms  
Chemistry 324 Enzyme Kinetics and Reaction Mechanisms  
Chemistry 341 Toxicology and Cancer  
Chemistry 342 Synthetic Organic Chemistry  
Chemistry 364 Instrumental Methods of Analysis  
Chemistry 366 Physical Chemistry: Thermodynamics  
Chemistry 367 Biophysical Chemistry  
Chemistry 436T Bioinorganic Chemistry  
Chemistry 464T A Theoretical Approach to Biological Phenomena

#### *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.

## BIOLOGY (Div. III)

Chair, Professor MARSHA ALTSCHULER

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

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all subdisciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

### MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell  
Biology 102 The Organism  
Biology 202 Genetics

Any two 300-level courses, one 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. Both WIOX 215, *Biology: Ecology of Flowering Plants*, and WIOX 216, *Biology: Evolution*, in the Williams Oxford Program qualify for major credit.

### Distribution Requirement

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

### COURSE SELECTION AND PLACEMENT

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

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 *Ecology*, Biology 204 *Animal Behavior*, and Biology 220 *Field Botany* without prerequisite. Other biology courses designed specifically for students who do not intend to take additional upper-level courses in biology include Biology 132 *Human Biology and Social Issues*, Biology 134 *The Tropics: Biology and Social Issues*, and Biology 133 *Biology of Exercise and Nutrition*. All of these courses satisfy the Division III distribution requirement; in addition, Biology 134 satisfies the Peoples and Cultures distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

### COURSES RELATED TO THE BIOLOGY MAJOR

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

#### BIOCHEMISTRY AND MOLECULAR BIOLOGY

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

#### BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BIGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in *Life as an Algorithm* (Computer Science 106/Biology 106) in the Spring of 2005. The capstone course for the BIGP program will be offered in the Fall of 2005, and will have prerequisites of *Genetics* (Biology 202) and *Life as an Algorithm* (Computer Science 106/Biology 106).

#### NEUROSCIENCE

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

#### ENVIRONMENTAL STUDIES

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

#### THE DEGREE WITH HONORS IN BIOLOGY

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

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (one of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry).

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

#### CREDIT FOR COURSES AT OTHER INSTITUTIONS

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

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 MWF, 11:00-11:50 MWF, 8:30-9:45 TR, 11:20-12:35 TR

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

HUTSON, RAYMOND

## Biology

### **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: 4 sections of 45).*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF, 8:30-9:45 TR, 11:20-12:35 TR

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

SAVAGE, TING

### **BIOL 106(S) Life as an Algorithm (Same as Computer Science 106) (Q)**

(See under Computer Science for full description.)

### **BIOL 132(S) Human Biology and Social Issues**

From reading the headlines in newspapers and magazines one gets the impression that human society is on the verge of a wondrous transformation to be brought about by the application of new biological knowledge. Can science really provide us with a future that is free of disease and social problems? Is biology the important underlying dictator of who we are and how we live our lives? Or are we more than the sum of our biological parts?

In lectures, we'll examine recent scientific advances and/or setbacks in understanding and manipulating human reproduction, development, inheritance, and health. In particular, research in the areas of the Human Genome Project, gene therapy, cloning and cancer will be explored. In addition, in discussion sections we will address the implications of this current research for individuals and for society as a whole. Format: lecture/discussion. Evaluation will be based on hour exams, a final exam, a short paper, and participation on a discussion panel.

No prerequisites. *Enrollment limit: 80 (expected: 50). Preference given to seniors, first-years, sophomores, and juniors in that order. Closed to Biology and Chemistry majors; does not satisfy premedical requirement in Biology; does not count for Biology major credit.*

Hour: 10:00-10:50 MWF

Conferences: 1:10-2:25 M,T; 2:35-3:50 T

ALTSCHULER

### **BIOL 133 Biology of Exercise and Nutrition**

([www.williams.edu/Registrar/catalog/depts/biol/biol133.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol133.html))

### **BIOL 134 The Tropics: Biology and Social Issues (Same as Environmental Studies 134)\***

([www.williams.edu/Registrar/catalog/depts/biol/biol134.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol134.html))

### **BIOL 202(F) Genetics (Q)**

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

Format: 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

ALTSCHULER

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

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

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

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of instructor. *No enrollment limit (expected: 35).*

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

Hour: 9:00-9:50 MWF

Lab: 1-4 W

J. EDWARDS

### **BIOL 204 Animal Behavior (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol204.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol204.html))

### **BIOL 205(S) Physiology**

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and func-



tion, 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

ZOTTOLI

**BIOL 206T(S) Genomes, Transcriptomes and Proteomes (W)**

While determining the complete DNA sequences of organisms continues at an impressive pace, a sufficient number of eukaryotic and prokaryotic genomes have been sequenced to consider what has been learned, and, more importantly, what do we hope to learn in the post-genomic era. This tutorial course, intended for sophomores, examines the progress and limitations of genome analyses in enhancing our understanding of biology, as well as more recent investigations employing DNA, RNA and protein sequence information to gain insights into fundamental biological processes. Initially in the course, the experimental approaches and tools used to obtain and analyze DNA sequences are considered. Subsequently, topics based on recent articles exploring (i) comparative genomic analyses, (ii) genome-wide changes in expression and mRNA levels (transcriptomes), and (iii) efforts to analyze proteomes and protein-protein interactions in cells are examined.

The format includes two meetings per week, one general group meeting and one tutorial meeting between two students and the instructor. Evaluation is based on five tutorial papers (4-5 pages each), five critiques, tutorial presentations and general participation.

Prerequisite: Biology 202. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Hour: 9:55-11:10 TR

D. LYNCH

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

(See under Geosciences for full description.)

Prerequisites: Biology 101, 102, or 203, or any 100-level Geosciences course.

**BIOL 212(F) Neuroscience (Same as Neuroscience 201 and Psychology 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

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

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 72). Preference given to Biology and Psychology majors. Open to first-year students who satisfy the prerequisites.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

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: 42 (expected: : 25). Preference given to seniors, Biology majors, and Environmental Studies concentrators.*

*Satisfies distribution requirement in major.*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,W

J. EDWARDS

**BIOL 231(F,S) Marine Ecology (Same as Maritime Studies 311) (Offered only at Mystic Seaport.)**

(See under Maritime Studies for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

**BIOL 235T Biological Modeling with Differential Equations (Same as Mathematics 335T) (Not offered 2004-2005) (Q)**

(See under Mathematics for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

**BIOL 301 Developmental Biology (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol301.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol301.html))

**BIOL 302(S) Communities and Ecosystems (Same as Environmental Studies 312) (Q)**

An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology and ecosystem ecology. Lectures and workshops explore

## Biology

how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis-oriented experiments; field trips introduce the diversity of natural communities and ecosystems in New England.

Format: lecture/laboratory, six hours a week. Evaluation will be based on lab reports, a term project with presentation, a midterm exam, a midterm paper, and a final exam.

Prerequisites: Biology/Environmental Studies 203 or 220. *Enrollment limit: 28 (expected: 24). Preference given to Biology majors and Environmental Studies concentrators.*

Hour: 8:30-9:45 TR

Lab: 1-4 T,R

D.C. SMITH

### **BIOL 303 Sensory Biology (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol303.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol303.html))

### **BIOL 304 Neurobiology (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol304.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol304.html))

### **BIOL 305(F) 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, evolution and development, speciation, and the inference of evolutionary history.

Format: lecture/discussion, three hours per week. Evaluation will be based on problem sets and worksheets, two examinations, and independent research paper using phylogenetic inference, and a literature review essay. 85% of the final grade is determined by performance on written exercises and examinations. 15% on participation in discussions.

Prerequisites: Biology 202. *Enrollment limit: 36 (expected: 24). Preference given to Biology majors.*

*Satisfies distribution requirement in major.*

Hour: 10:00-10:50 MWF

Lab: 1-2:30 M; 2:30-4 M

D. C. SMITH

### **BIOL 306(F) Cellular Regulatory Mechanisms (Q)**

This course explores the regulation of cellular function and gene expression from a perspective that integrates current paradigms in molecular genetics, membrane trafficking, signal transduction, and genomics. Topics include: transcriptional and post-transcriptional control, chromosome instability, prions and other self-perpetuating protein conformations, protein degradation, organellar and cytoskeletal dynamics, epigenetic mechanisms including gene silencing and imprinting, and the appropriation of intracellular transport pathways by HIV. The course will culminate with an in-depth look at programmed cell death. A central feature of the course will be discussion of articles from the primary literature, with an emphasis on the molecular bases for a variety of human pathologies such as cancer and aging. The laboratory will consist of a semester-long project that incorporates recombinant DNA techniques, macroarray analysis of transcriptional patterns, and fluorescence microscopy to examine defense mechanisms common to plants and the human immune system.

Format: lecture/discussion/laboratory. Evaluation will be based on three take-home tests, in-class discussion of papers, the laboratory notebook, and a grant proposal.

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

Hour: 9:00-9:50 MWF

Lab: 1-4 T,R

BANTA

### **BIOL 308(F) Integrative Plant Biology: Fundamentals and New Frontiers**

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Frequent 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.*

Hour: 9:55-11:10 TR

Lab: 1-4 W,R

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### **BIOL 310 Neural Development (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol310.html](http://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 junior and then to senior Biology majors.*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,R

BANTA

**BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Chemistry 321 and Biochemistry and Molecular Biology 321)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: 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: Chemistry 251/255 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W,R

GEHRING

**BIOL 322(S) Biochemistry II—Metabolism (Same as 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. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

SWOAP

**BIOL 402T(F) Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (W)**

A tutorial course investigating the patterns and processes in human-dominated ecosystems, especially those that produce food and fiber, process wastes, or provide a context for human activities such as recreation. The course will draw heavily upon the experiences that students have had in other biology courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of biological resource systems, nutrient pools and processing in human-dominated ecosystems. Four field trips will be taken to biological resource sites in the region. These experiences will serve as introductions to readings and the topics of papers to be written by student participants. Each student will write four papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the four papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Format: tutorial/field trip, one to three hours per week. Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Prerequisites: Biology 203 or Biology 302 or Environmental Studies 203 or permission of instructor. *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.*

## Biology

*Satisfies the distribution requirement in the Biology major and the Natural World distributional requirement of the Environmental Studies program.*

Hour: 1:10-3:50 W

ART

### **BIOL 409(F) Molecular Physiology**

This discussion-based course is an advanced physiology course that examines mammalian organ function at the molecular level. Important proteins and biochemical events that dictate subcellular and cellular processes will be discussed for many organ systems. Material will be presented and discussed in the context of the molecular basis of pathophysiological states of human disease. Topics will include numerous genetic predispositions and diseases including Type II diabetes, hypertension, and obesity. Student-led discussions will come from the original literature.

Format: discussion. Evaluation will be based on class participation and four papers (four pages each). Prerequisites: Biology 202, Biology 205, or permission of instructor. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 12 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

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

SWOAP

### **BIOL 410 Cell Dynamics in Living Systems (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol410.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol410.html))

### **BIOL 412(S) Biochemical Regulatory Mechanisms**

All biological systems are subject to regulation; in recent years, we have come to understand a great deal about a wide range of regulatory systems. This course, which will explore the biochemical mechanisms by which regulatory molecules control cellular processes, is designed to provide a synthetic view of regulatory events in the living cell. Topics will include the cell cycle; cell signaling; mechanisms of action of regulatory molecules; and the molecular mechanisms of cancer, with the aim of describing cancer as a derangement of normal regulatory events that control cell growth, division, and differentiation. Class discussions will focus on readings in the original literature.

Format: discussion. Evaluation will be based on class participation and short papers.

Prerequisites: Biology 202. *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: 11:20-12:35 TR

DEWITT

### **BIOL 413(F) Molecular Basis of Biological Clocks**

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

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 (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: 11:00-12:15 WF, 11:20-12:35 TR

DEWITT

### **BIOL 414 Life at Extremes: Molecular Mechanisms (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/biol/biol414.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol414.html))

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## **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**

This listing replaces BIOL 397, 398 and BIOL 497, 498. As independent study courses do not count towards the 300-level or 400-level requirement for completion of the major (as do all other 300-level and 400-level courses except the honors thesis), the department decided to list non-honors independent study courses at the 200-level.

### **BIOL 493(F,S)-494(F,S)-W031 Senior Thesis**

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

## CHEMISTRY (Div. III)

*Chair*; Associate Professor LEE Y. PARK

Professors: KAPLAN, LOVETT\*\*, PEACOCK-LÓPEZ\*\*\*, RICHARDSON, THOMAN. Associate Professor: L. PARK, T. SMITH. Assistant Professors: BINGEMANN, GEHRING, GOH, SCHOFIELD. Professor Emeritus: MARKGRAF. Senior Lecturer: A. SKINNER. Lecturers: MACINTIRE, TRURAN. Visiting Professor: R. CHANG.

### MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with his or her background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

Usually the requirements for the major are fulfilled by completing "Required Courses" and the appropriate number of "Elective Courses." Starting at the 300 level, at least three of the courses taken must have a laboratory component. In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

### *Required Courses*

#### *Introductory Level<sup>a</sup>*

*First Year:* 151 (or 153 or 155), 156 Concepts of Chemistry, Organic Chemistry: Introductory Level

*Second Year:* 251 (or 255<sup>b</sup>), 256<sup>c</sup> Organic Chemistry: Intermediate Level, Foundations of Physical and Inorganic Chemistry

#### *Quantitative Courses<sup>d</sup>*

361<sup>e</sup> Physical Chemistry: Structure and Dynamics

364 Instrumental Methods of Analysis

366<sup>e</sup> Physical Chemistry: Thermodynamics

367<sup>f</sup> Biophysical Chemistry

#### *Elective Courses*

#### *Advanced Level<sup>g</sup>*

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324<sup>f</sup> Enzyme Kinetics and Reaction Mechanisms

332 Materials Science: The Chemistry and Physics of Materials

335 Inorganic/Organometallic Chemistry

341 Toxicology and Cancer

342 Synthetic Organic Chemistry

344 Physical Organic Chemistry

346 Heterocyclic Chemistry

368 Quantum Chemistry and Molecular Spectroscopy

436T Bioinorganic Chemistry

464T A Theoretical Approach to Biological Phenomena

#### *Independent Research Courses*

393, 394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W031-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

<sup>a</sup>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).

## Chemistry

<sup>b</sup>Students wishing to pursue a research-based version of the laboratory program in Chemistry 251 may elect 255 after consultation with the chair.

<sup>c</sup>Chemistry 256 is the fourth course in the Department's Introductory-level sequence. This course is a prerequisite (or co-requisite) for all Quantitative and Advanced-level electives.

<sup>d</sup>To complete the major in Chemistry, students must elect any one of Chemistry 361, 364, 366, or 367. The course elected, in consultation with the chair or major advisor, will depend on the student's future plans.

<sup>e</sup>Chemistry 361 and 366 are strongly recommended for anyone considering graduate school in chemistry.

<sup>f</sup>Chemistry 367 and 324 are strongly recommended for anyone considering graduate school in biochemistry.

<sup>g</sup>The Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101, 102; Computer Science 134; Mathematics 103, 104, 105; Physics 131, 132; or any courses in these departments for which the approved courses are prerequisites. No more than two advanced-level organic courses may be counted toward completion of the major.

Completion of any one of the advanced-level elective courses will satisfy the College requirement that a student complete a major seminar.

For the purpose of assisting students in selecting a program consistent with their interests, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 367, Chemistry 436T, Chemistry 464T (Students interested in biochemistry should consult with Ms. Gehring, Mr. Kaplan, or Mr. Lovett.)

Organic Chemistry: Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 346 (Students interested in organic chemistry should consult with Ms. Goh, Mr. Markgraf, Mr. Richardson, or Mr. Smith.)

Physical and Inorganic Chemistry: Chemistry 332, Chemistry 335, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368, Chemistry 436T, Chemistry 464T (Students interested in physical chemistry should consult with Mr. Bingemann, Mr. Chang, Mr. Peacock-López, or Mr. Thoman. Students interested in inorganic chemistry should consult with Ms. Park or Mr. Schofield. Students interested in materials science should consult with Ms. Goh or Ms. Park.)

The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, medicine, and the medical sciences. The major can also be useful to those whose later professional or business careers may be related to chemical materials or processes. While any accepted route through the major would permit a student to proceed to graduate study in chemistry, three electives should be considered a minimum, and the particular importance of Chemistry 321, 335, 361, 364, and 366 as preparation for advanced study should be noted. In addition, at least a semester of research and courses in computer science are strongly recommended.

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

The department is accredited by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area. Students completing these courses are designated Certified A.C.S. Majors: 151 (153 or 155), 156, 251 (255), 256, 335, 361, 364, 366, 493-494; and at least two courses from 321, 322, 342, 344, 368, BIMO 401.

### BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology should consult with the general statement under Biochemistry and Molecular Biology in the Courses of Instruction. Students interested in biochemistry are also encouraged to complete the biochemistry courses within the chemistry major by taking 367, 324, 321, and 322 in addition to the first and second year required courses.

### BIOINFORMATICS, GENOMICS, AND PROTEOMICS

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 367, 324, 321, and 322 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 the information on page 221 describing this option.

**THE DEGREE WITH HONORS IN CHEMISTRY**

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major listed above:

Chemistry 493-W31-494 *Senior Research and Thesis*

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have a B- average in all chemistry courses or the permission of the chair. At the end of the first semester, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original experimental results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

**EXCHANGE AND TRANSFER STUDENTS**

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

**COURSES FOR NON-MAJORS WITH NO PREREQUISITES****CHEM 111(F) Fighting Disease: The Evolution and Operation of Human Medicines**

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

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

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

Format: lecture, three hours per week. Evaluation will be based on problem sets, class participation, a quiz, a midterm, and a final project.

No prerequisites; students who have taken Chemistry 156 are not eligible. *No enrollment limit (expected: 40).*

Hour: 11:00-11:50 MWF

T. SMITH

**CHEM 113(S) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science**

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic

## Chemistry

chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Lindberg baby kidnapping, the Tylenol poisonings, and the identity of Anastasia.

An interactive laboratory program provides an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence collected at various crime scenes and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, and/or quizzes, hour tests, a final exam, and laboratory performance.

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

Hour: 11:00-11:50 MWF

Lab: 1-5 T,W

KAPLAN

### **CHEM 115(S) AIDS: The Disease and Search for a Cure**

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly two decades into the AIDS pandemic and the World Health Organization estimates that there are more than 50 million HIV-infected persons worldwide.

After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We discuss the origin, epidemiology and modes of transmission of HIV-1 and HIV-2, and look at how HIV-1 interacts with the human immune system. We also discuss both old and new methods of vaccine development and the prospects for making an effective AIDS vaccine.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week. Evaluation will be based on problem sets, two hour tests, quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

GEHRING

### **CHEM 119 Chemistry for the Consumer in the Twenty-First Century (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/chem/chem119.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem119.html))

### **CHEM 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/chem/chem262.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem262.html))

## **COURSES WITH PREREQUISITES**

### **CHEM 151(F) Concepts of Chemistry (Q)**

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

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

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: 120).*

Hour: 9:00-9:50 MWF

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

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: 28).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

BINGEMANN

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

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

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

Format: 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: 12).*

Hour: 8:00-8:50 MWF

Lab: 1-5 W,R

R. CHANG and L. PARK

**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

T. SMITH

**CHEM 251(F) Organic Chemistry: Intermediate Level**

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, problem sets, laboratory performance, including written lab reports, and a final exam.

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

Hour: 10:00-10:50 MWF

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

GOH

## Chemistry

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

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

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

Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion. Evaluation will be based on the requirements for the Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions.

*Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.*

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

RICHARDSON

### **CHEM 256(S) Introduction to Physical and Inorganic Chemistry**

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

Format: 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: 80).*

Hour: 9:00-9:50 MWF

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

SCHOFIELD

### **CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Biochemistry and Molecular Biology 321)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes; and 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. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W,R

GEHRING

### **CHEM 322(S) Biochemistry II—Metabolism (Same as Biology 322) (Q)**

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

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

Prerequisites: Biology 101 and Chemistry 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

SWOAP

**CHEM 324 Enzyme Kinetics and Reaction Mechanisms** (*Not offered 2004-2005*)  
([www.williams.edu/Registrar/catalog/depts/chem/chem324.html](http://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 2004-2005*) (Q)  
([www.williams.edu/Registrar/catalog/depts/chem/chem332.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem332.html))

**CHEM 335(F) Inorganic/Organometallic Chemistry**

This course is designed for the student interested in the fundamentals of inorganic and organometallic chemistry. It begins with a review of bonding theory, with an introduction to the symmetry-based approach to molecular orbitals. Next, transition-metal coordination and organometallic compounds are examined, focusing on bonding, reaction mechanisms and spectroscopy; applications of these compounds in catalytic processes and organic synthesis are discussed. Some discussion of main-group chemistry and complexes is also included. Laboratory work includes the synthesis and spectroscopic characterization of a variety of inorganic materials, and will incorporate techniques involved in the preparation and handling of air-sensitive compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two hour exams, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 T

SCHOFIELD

**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 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, and a final exam.

Prerequisites: Chemistry 156. *No enrollment limit (expected: 24).*

Hour: 8:30-9:45 TR

RICHARDSON

**CHEM 342(F) Synthetic Organic Chemistry**

The origins of organic chemistry are in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

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

Prerequisites: Chemistry 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

RICHARDSON

**CHEM 344(S) Physical Organic Chemistry**

This course extends the background derived from previous courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. Solvolysis reactions, pericyclic reactions, and molecular and cationic rearrangements are treated in detail.

Format: lecture/laboratory. Evaluation will be based on problem sets, two hour tests, laboratory work, and a final exam.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 15).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

GOH

**CHEM 346 Heterocyclic Chemistry** (*Not offered 2004-2005*)  
([www.williams.edu/Registrar/catalog/depts/chem/chem346.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem346.html))

## Chemistry

### **CHEM 361(F) Physical Chemistry: Structure and Dynamics**

This course integrates a number of physical chemistry topics. An introduction to quantum mechanics provides students with the basis for understanding molecular structure. Statistical mechanics is then used to demonstrate the formal and quantitative link between the properties of single molecules and the thermodynamic and kinetic behavior of macroscopic collections of molecules. Rate laws, molecular dynamics, and transport properties are discussed. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two exams, and an independent project.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

Lab: 1-5 M,W

PEACOCK-LÓPEZ

### **CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364)**

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

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

Hour: 11:00-11:50 MWF

Lab: 1-5 W,R

L. PARK

### **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 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: 9:00-9:50 MWF

Lab: 1-5 M

BINGEMANN

### **CHEM 367(F) 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

KAPLAN

### **CHEM 368(S) Quantum Chemistry and Molecular Spectroscopy**

This course provides an introduction to the basic principles of quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon developing an understanding of the quantum mechanical basis for classical chemical concepts and introducing students to current research applications. The laboratory provides an opportunity to utilize quantum mechanics in the interpretation of optical and magnetic resonance spectroscopy measured on the modern instruments available in the department. Several seminar sessions give the student direct experience with computational techniques in modern quantum chemistry.

Computer experience is desirable.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, an hour test, and a final exam.

Prerequisites: Chemistry 361 or equivalent background in Physics. *No enrollment limit (expected: 5).*  
Hour: 8:00-8:50 MWF Lab: 1-5 R THOMAN

**CHEM 436T Bioinorganic Chemistry (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/chem/chem436.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem436.html))

**CHEM 464T A Theoretical Approach to Biological Phenomena**

([www.williams.edu/Registrar/catalog/depts/chem/chem464.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem464.html))

RESEARCH AND THESIS COURSES

**CHEM 393(F), 394(S) Junior Research and Thesis**

**CHEM 493(F)-W031-494(S) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

**CHEM 397(F), 398(S) Independent Study, for Juniors**

**CHEM 497(F), 498(S) Independent Study, for Seniors**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**CLASSICS (Div. I)**

*Chair*, Professor KERRY A. CHRISTENSEN

Professors: CHRISTENSEN, HOPPIN\*\*. Associate Professor: KRAUS\*. Harry C. Payne Visiting Professor of Liberal Arts: PORTER. Assistant Professor: PANOUSI. Visiting Instructor: NESHOLM.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives: art, archaeology, philosophy, religion, and especially literature and history. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; the 400-level language courses explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both introductory surveys and opportunities for more specialized study of the ancient Greco-Roman world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments which would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: *Classics* and *Classical Civilization*.

*Classics*: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments.

*Classical Civilization*: (1) Either Classics 101 or 102, and either Classics 222 or 223; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments. (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level. (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy.

In addition to the courses in *Classical Civilization*, appropriate courses from other departments or from approved study abroad programs may be elected for the major. Examples of such courses, which may vary from year to year, are ArtH 412 (*Monsters and Narrative: Greek Architectural Sculpture*),

## Classics

ArtH 511 (*Dionysos in Greek Art, Poetry, and Ritual*), Political Science/Philosophy 231 (*Ancient Political Theory*), and appropriate courses at the Intercollegiate Center for Classical Studies in Rome or at another approved overseas program.

*Senior Colloquium:* In lieu of a semester-long major seminar, majors will participate in the Senior Colloquium, a student-faculty discussion group that meets twice each semester during the senior year. The meetings focus on critical readings in Classics, often in conjunction with a guest lecturer's visit.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. This thesis or independent study offers students an opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

*Language Courses:* The numbering of these courses through the 200 level reflects the prerequisites involved; the only prerequisite for any 400-level course is Greek 201 or Latin 202, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

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

## CLASSICAL CIVILIZATION

**CLAS 101 Greek Literature (Same as Comparative Literature 107) (Not offered 2004-2005; to be offered 2005-2006)**

([www.williams.edu/Registrar/catalog/depts/clas/clas101.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas101.html))

HOPPIN

**CLAS 102(F) Roman Literature (Same as Comparative Literature 108)**

Modern fascination with the ancient Romans may be due in no small measure to modern assumptions about the enduring influence of their civilization on our own. The very real continuities between our distant cultures are certainly due in large part to the enormous impact of Roman on European literature. Yet continuity is counterbalanced by significant cultural differences that are often overlooked in representations of ancient Rome in today's literature, film, and television. We will read a variety of Roman literary works in translation—epic, satire, lyric poetry, oratory, philosophy, historiography, and drama—with an aim to both appreciating them as literature and gaining a deeper understanding of Roman culture and society. Since a number of Roman authors were also important figures in Roman political life, we are in an unusually good position to analyze how Roman literature delineates and deploys cultural ideals, power structures, class hierarchies, political ideology, religious beliefs, categories of sex, gender and difference, and the relationship between the individual and the state. Readings from Plautus, Terence, Lucretius, Cicero, Caesar, Catullus, Vergil, Horace, Ovid, Seneca, Tacitus, Suetonius, and Apuleius will be supplemented by critical essays and by movies (e.g., *A Funny Thing Happened on the Way to the Forum*, *Gladiator*).

Format: lecture/discussion. Evaluation will be based on classroom participation, one or two short essays, and midterm and final exams.

No prerequisites. *Enrollment limit: 35 (expected: 35). Open to first-year students.*

Hour: 9:55-11:10 TR

PANOUSI

**CLAS 103 Greek and Roman Drama: Renewal and Transformation (Same as Comparative Literature 109 and Theatre 311) (Not offered 2004-2005; to be offered 2005-2006)**

([www.williams.edu/Registrar/catalog/depts/clas/clas103.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas103.html))

PORTER

**CLAS 207 Biblical Interpretation in Classical Antiquity (Same as Comparative Literature 207 and Religion 207) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/clas/clas207.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas207.html))

KRAUS

**CLAS 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Religion 208) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/clas/clas208.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas208.html))

KRAUS

**CLAS 209(S) The Art of Living (Same as Philosophy 207) (W)**

(See under Philosophy for full description.)

**CLAS 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210) (Not offered 2004-2005) (W)**

(See under Religion for full description.)

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

(See under Art—ArtH for full description.)

**CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as ArtH 216) (Not offered 2004-2005)**

(See under Art—ArtH for full description.)

**CLAS 221(F) Greek Philosophy (Same as Philosophy 221) (W)**

(See under Philosophy for full description.)

**CLAS 222(F) (formerly 216) Greek History (Same as History 222)**

(See under History for full description.)

**CLAS 223 (formerly 218) Roman History (Same as History 223) (Not offered 2004-2005)**

(See under History for full description.)

**CLAS 224(S) Helen, Desire and Language (Same as Comparative Literature 244 and Women's and Gender Studies 224) (W)**

When Homer's *Iliad* introduces us to "Helen of Troy," she is a perfectly beautiful and baleful cause of the Trojan War and, simultaneously, among its most sympathetic and innocent victims. In her struggle to be a desiring agent and not simply the passive screen onto which others project their own desires, Helen stands both inside the narrative, as a character created by it, and outside, as a commentator on the story and her own role in it. Through Helen as much as any other character, the *Iliad* explores the relation between *logos* and *eros*. Because Helen remains a key figure in Greek discourse of language and desire, and of death, loss, memory, repetition and substitution, we will focus on texts in which Helen figures prominently, including the *Iliad* and *Odyssey*, lyric poems by Sappho, Alcaeus, and Steisichorus, Aeschylus's *Oresteia*, Euripides's *Helen*, and Gorgias' *Encomium of Helen*, and we will consider Helen in the graphic arts and religious cults. We will also venture into texts and arenas where Helen herself is not prominent or even mentioned but where thematics familiar from stories involving her are at play, e.g. Hesiod on the Muses, Pandora, Aphrodite, and Metis, several tragedies by Sophocles and Euripides, the Athenian cult of Persuasion, women's roles in familial and communal cults, and (if time permits) Plato's *Symposium* or *Phaedrus*.

Among the questions we will ask: Why do discussions of *logos* regularly become discussions of *eros*, and *vice-versa*? Why do "feminine" activities—weaving, storing and preparing food, bearing children, caring for the dead—and why do traits particularly associated in Greek culture with females—lying and seductiveness, for instance—figure prominently in the discourse of *logos* and *eros*? Does this discourse engender as "feminine" poets, texts, and characters who, like Achilles and Odysseus as well as Helen, become "poets" within the texts that have created them? Where is "masculinity" located in this discourse?

Format: discussion with some short lectures. Requirements: active participation in class discussion, one or two oral presentations, several shorter papers and a longer final paper (more than 20 pages total). Students may devise a final paper involving later literature either about Helen or otherwise relevant to the issues in this course.

No prerequisites. Enrollment limit: 19 (expected: 10). Preference will be given to students who have previously studied some of the literature being read and to majors in Classics, Comparative Literature, Literary Studies, English and other literatures and in Women's and Gender Studies.

Hour: 2:35-3:50 MR

HOPPIN

**CLAS 239(S) The Construction of Gender in Ancient Greece and Rome (Same as History 322 and Women's and Gender Studies 239)**

The inferior political status and heavily circumscribed lives of women in ancient Greek and Roman societies have received extensive study in recent decades. Yet it is nearly impossible to understand women's lives without also studying the often stringent cultural norms that governed men's lives as well. This course seeks to understand these aspects of Greek and Roman societies over time as expectations for the behaviors, priorities, and activities of both women and men evolved. While the impact of these gendered expectations on the lives of men and women often varied considerably in kind and degree, their interplay was at the same time often intricate, and many that constructed women's lives could only be articulated with reference to corresponding expectations for men. Others emerged only during times of crisis and could even involve a reversal of the usual roles of men and women. Some norms gave men and women a shared experience that is rare in other societies.

We will explore these and related issues by reading widely in such ancient authors as Homer, Sappho, Herodotus, the Greek tragedians, Greek and Roman philosophers, Vergil and other Latin poets, and Roman didactic writers. We will also read modern scholarship on such subjects as the family, prostitution,

## Classics

the exposure of unwanted infants, demography, and the anthropology of gender in both Greek and Roman societies.

Lecture and discussion. Evaluation will be based on class preparation and participation, two short 5- to 7-page papers, a midterm, and a final exam.

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

Hour: 1:10-2:25 TF

CHRISTENSEN

**CLAS 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Religion 274) (Not offered 2004-2005)**

(See under Religion for full description.)

**CLAS 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (Not offered 2004-2005) (W)**

(See under History for full description.)

**CLAS 333 Aristotle's Ethics (Same as Philosophy 333) (Not offered 2004-2005)**

(See under Philosophy for full description.)

**CLAS 357 Aristotle (Same as Philosophy 357)**

(See under Philosophy for full description.)

**CLAS 360T(S) Augustine's City of God (Same as Philosophy 360 and Religion 218) (W)**

(See under Philosophy for full description.)

## GREEK

**CLGR 101(F)-102(S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually by Xenophon and Euripides).

This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)*

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

*Enrollment limit: 15 (expected: 8-10).*

Hour: 11:00-12:15 MWF

8:30-9:45 MWF

First Semester: PORTER

Second Semester: CHRISTENSEN

**CLGR 201(F) Intermediate Greek**

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

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

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

Hour: 2:35-3:50 MR

CHRISTENSEN

**CLGR 402 Homer: The Odyssey (Not offered 2004-2005; to be offered 2005-2006)**

([www.williams.edu/Registrar/catalog/depts/clgr/clgr402.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr402.html))

PORTER

**CLGR 403 Poetry and Revolution in Archaic Greece (Not offered 2004-2005; to be offered 2005-2006)**

([www.williams.edu/Registrar/catalog/depts/clgr/clgr403.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr403.html))

CHRISTENSEN

**CLGR 404 Greek Tragedy (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/clgr/clgr404.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr404.html))

**CLGR 405 The Greek Historians: Herodotus (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html))

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

Studying a society's modes of rearing its young, and especially the ways it prepares and tests adolescents for their "coming of age" into their adult roles, provides an excellent approach to exploring its fundamental values and institutional practices. Archaic and classical Greek literature not only reflects but actively reflects upon the socialization of boys and girls in the Greek polis. In this course we will read in Greek selections from the Homeric Hymns to Demeter and Apollo and, in its entirety, a tragedy (e.g.,



## Classics

Sophocles' *Philoctetes*), examining these texts through the lens of "coming of age." We will read in English brief selections from Homeric epic and from elegiac and lyric poetry (monodic and choral), and several Athenian tragedies and perhaps a comedy. We will also read critical literature on childrearing, religious cults for boys and girls of different ages, and the role of dance, song and poetry in preparing the young for their adult roles, particularly in fifth-century Athens.

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

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

Prerequisites: Greek 201 or permission of instructor. *Enrollment:* 10 (*expected:* 6-8).

Hour: 12:00-12:50 MWF

HOPPIN

### CLGR 407(F) The Sophists

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

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

Prerequisites: Greek 202 or permission of instructor. *Enrollment limit:* 10 (*expected:* 7).

Hour: 2:35-3:50 MW

PORTER

## LATIN

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

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

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

*Enrollment limit:* 18 (*expected:* 10-12).

Hour: 9:00-9:50 MWF

10:00-10:50 MWF

First Semester: PANOUSI

Second Semester: NESHOLM

### 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: 2:35-3:50 TF

NESHOLM

### CLLA 202(S) Intermediate Latin II: The Early Empire

Like Latin 201, this course pairs poetry and prose and aims to develop students' fluency in reading Latin while acquainting them with a vitally important period in Roman history. More than Latin 201, however, this course attends to the development of students' analytic and interpretive skills. We will read selections from Ovid's *Metamorphoses* and from such early imperial prose as Livy's account of the early republic or Petronius' *Satyricon*.

## Classics

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom performance, quizzes, a midterm and a final exam. Several oral presentations and short essays may be required as well.

Prerequisites: Latin 201 or permission of instructor; some first-year students may be advised to enroll in Latin 202 rather than Latin 201: consult the department. *Enrollment limit: 12 (expected: 6-10).*  
Hour: 1:10-2:25 MR PANOUSSI

### **CLLA 402 History and Memory in Late Republican Rome (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/clla/clla402.html)

### **CLLA 403 Roman Love Elegy (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/clla/clla403.html)

### **CLLA 404 Vergil's Aeneid (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/clla/clla404.html)

PANOUSSI

### **CLLA 405(F) 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' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present.

Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Format: discussion. Evaluation will be based on class preparation and participation, an oral presentation, one medium-length 8- to 10-page paper, a midterm, and a final exam.

Prerequisites: Latin 202 or permission of instructor. *Enrollment limit: 12 (expected: 6).*

Hour: 1:10-2:25 TF

CHRISTENSEN

### **CLLA 406 Horace Odes 1-3 (Not offered 2004-2005; to be offered 2006-2007)**

(www.williams.edu/Registrar/catalog/depts/clla/clla406.html)

HOPPIN

### **CLLA 407(S) The Rhetoric of Cruelty**

In no other period did the tensions and ambiguities inherent in Roman society manifest themselves more acutely than in the first and early second century C.E., Rome's "Silver Age." It was frequently a violent and cruel period in which absolute power could be exercised with a malignancy rarely plied since. Yet this age also produced a literature often marked by profound humanity and by an inventiveness comparable to that of the "Golden Age" a century before. The goal of this course is to gain some insight into the paradoxes of this period. Reading selections in Latin and sometimes English from authors like Pliny the Younger, Seneca, Petronius, Lucan, Persius, Juvenal, Martial, Statius, and Tacitus, we will examine the social and political conditions of writing in this period, and we will consider the degree to which these authors were aware of, and indeed played with, the hierarchies created by literary canons and reflected in epithets like "golden" and "silver."

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom performance, a midterm, several short essays and/or a final paper, and a final exam. Oral presentations may be required as well.

Prerequisites: Latin 202 or permission of instructor. *Enrollment limit: 12 (expected: 6-10).*

Hour: 7:00-9:30 p.m. M

PANOUSSI

### **CLLA 408 Myth and Biography in Later Latin Literature**

(www.williams.edu/Registrar/catalog/depts/clla/clla408.html)

KRAUS

### **CLLA 409 Satire (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/clla/clla409.html)

KRAUS

## CLASSICS

### **CLAS 493(F)-W031, W031-494(S) Senior Thesis**

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

### **CLAS 497(F), 498(S) Independent Study**

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

## COGNITIVE SCIENCE (Div. II)

*Chair*, Associate Professor KRIS N. KIRBY

*Advisory Committee*: Professors: GERRARD, H. WILLIAMS\*. Associate Professors: DANY-LUK\*\*\*, KIRBY. Assistant Professors: CRUZ, ZAKI.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science is broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

### THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior research project.

*Minds, Brains, and Intelligent Behavior* (COGS 222) is the entry-point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will conduct interdisciplinary *Research in Cognitive Science* (COGS 493), supervised by members of the advisory committee from at least two departments.

### REQUIRED COURSES

Cognitive Science 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science  
Cognitive Science 493 Research in Cognitive Science

### ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

Computer Science 108 Artificial Intelligence: Image and Reality  
Computer Science 361 Theory of Computation  
Computer Science 373 Artificial Intelligence  
Linguistics 101 Introduction to Linguistics  
Mathematics 360 Mathematical Logic  
Neuroscience 201 Neuroscience  
Philosophy 202 Analytic Philosophy—Language and the Mind  
Philosophy 331 Epistemology  
Philosophy 388T Consciousness  
Psychology 221 Cognitive Psychology  
Psychology 322 Concepts: Mind, Brain, and Culture  
Psychology 326 Decision Making

### RECOMMENDED

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

Biology 204 Animal Behavior  
Biology 305 Evolution  
Mathematics 433 Mathematical Modeling and Control Theory  
Philosophy 209 Philosophy of Science  
Psychology 201 or Statistics 101, 201, 231, or 331

### THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS

## *Cognitive Science, Comparative Literature*

W031-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

### **COGS 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, information theory, symbolic and connectionist architectures, the neural basis of cognition, perception, learning and memory, language, action, reasoning, expert systems, and artificial intelligence.

Requirements: several short papers and self-paced weekly lab exercises.

Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134 or permission of instructors. Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25).*

*Satisfies one semester of the Division II requirement.*

Hour: 2:35-3:50 TF

CRUZ

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

#### **COGS 493(F) Research in Cognitive Science**

Independent empirical or theoretical research for one semester, under the guidance of two Cognitive Science faculty from different departments. Research must be interdisciplinary, but may consist of a scholarly paper, empirical research, computer or mathematical modeling, or any combination of the above. Students will meet biweekly to discuss their projects, and give oral presentations of their projects at the end of the fall semester.

#### **COGS W031-494(S) Senior Thesis**

The senior concentrator, having completed the fall research project and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

## **COMPARATIVE LITERATURE (Div. I)**

*Chair, Professor GAIL M. NEWMAN*

Professors: DRUXES, GOLDSTEIN, B. KIEFFER, LIMON, NEWMAN, ROUHI\*, STAMELMAN. Associate Professors: CASSIDAY\*, KLEINER. Assistant Professors: C. BOLTON, FOX\*, FRENCH, KAGAYA, MARTIN, NUGENT, PIEPRZAK, VAN DE STADT\*. Bolin Fellow: 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 bound-

## Comparative Literature

aries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

*Eleven* courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any three of the following core courses:

Comparative Literature 221 The Poetry of Everyday Life: Twentieth-Century European Poets (Literary Genres)

Comparative Literature 223/English 203 Reading Films (Literary Genres)

Comparative Literature 232 European Modernism (Literary Movements)

Comparative Literature 240/English 230 Introduction to Literary Theory (Literature and Theory)

Comparative Literature 242 Science and Literature (Literature and Theory)

Comparative Literature 244/Classics 224/Women's and Gender Studies 224 Helen Desire and Language (Literature and Theory)

Comparative Literature 251T War in Modern Literature (Cultural Studies)

Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)

Comparative Literature 253 Literature and the Body (Cultural Studies)

Comparative Literature 254T The Fallen Woman in Literature and Film (Cultural Studies)

Comparative Literature 256 Literature of the Americas (Cultural Studies)

Comparative Literature 258T Reading Family Stories (Cultural Studies)

Comparative Literature 324/Theatre 312 Drama (Literary Genres)

Comparative Literature 329/English 379 Contemporary World Novel (Literary Genres)

Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)

Comparative Literature 341 Modern Theories of Jewish Textuality (Literature and Theory)

Comparative Literature 343/English 373 Modern Critical Theory (Literature and Theory)

Comparative Literature 344/Religion 304 From Hermeneutics to Post Coloniality (Literature and Theory)

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be above the 200-level.

Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 117, 126, 202, 216, 219, 220, 341, 342, 345, 361, 371, 372

Linguistics 101, 121, 212

Religion 210, 401T/307T

Theatre 210, 211, 328, 330, 331

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Comparative Literature should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. They should also complete core course requirements by the end of their junior year. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 402 offered in their senior year, even if they have previously taken 402.

### *Literary Studies*

The Literary Studies major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Unlike the major in Comparative Literature, the Literary Studies major does not require the student to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student will be paired with a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

*Eleven* courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any four of the following core courses:

Comparative Literature 221 The Poetry of Everyday Life: Twentieth-Century European Poets (Literary Genres)

## Comparative Literature

Comparative Literature 223/English 203 Reading Films (Literary Genres)  
 Comparative Literature 232 European Modernism (Literary Movements)  
 Comparative Literature 240/English 230 Introduction to Literary Theory (Literature and Theory)  
 Comparative Literature 242 Science and Literature (Literature and Theory)  
 Comparative Literature 244/Classics 224/Women's and Gender Studies 224 Helen Desire and Language (Literature and Theory)  
 Comparative Literature 251T War in Modern Literature (Cultural Studies)  
 Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)  
 Comparative Literature 253 Literature and the Body (Cultural Studies)  
 Comparative Literature 254T The Fallen Woman in Literature and Film (Cultural Studies)  
 Comparative Literature 256 Literature of the Americas (Cultural Studies)  
 Comparative Literature 258T Reading Family Stories (Cultural Studies)  
 Comparative Literature 324/Theatre 312 Drama (Literary Genres)  
 Comparative Literature 329/English 379 Contemporary World Novel (Literary Genres)  
 Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)  
 Comparative Literature 341 Modern Theories of Jewish Textuality (Literature and Theory)  
 Comparative Literature 343/English 373 Modern Critical Theory (Literature and Theory)  
 Comparative Literature 344/Religion 304 From Hermeneutics to Post Coloniality (Literature and Theory)

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 117, 126, 202, 216, 219, 220, 341, 342, 345, 361, 371, 372  
 Linguistics 101, 121, 212  
 Religion 210, 401T/307T  
 Theatre 210, 211, 328, 330, 331

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Literary Studies should aim to complete core course requirements by the end of their sophomore year. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 402 offered in their senior year, even if they have previously taken 402.

### THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

To achieve honors in Comparative Literature or Literary Studies, a student must prepare a thesis, usually 50-75 pages long, during the senior year (COMP 493-W031-494 or LIT 493-W031-494). The topic of the thesis must be comparative and/or theoretical in approach. Those majoring in Comparative Literature must include a significant amount of material in the literature of the student's specialty language. Students must apply to the Program's advisory committee for permission to pursue an honors thesis during the spring semester of the junior year.

### COURSES

**COMP 107 Greek Literature (Same as Classics 101) (*Not offered 2004-2005; to be offered 2005-2006*)**

(See under Classics for full description.)

**COMP 108(F) Roman Literature (Same as Classics 102)**

(See under Classics for full description.)

**COMP 109 Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Theatre 311) (*Not offered 2004-2005; to be offered 2005-2006*)**

(See under Classics for full description.)

**COMP 111(ES) The Nature of Narrative (Same as English 120) (W)**

In this course we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways, and for what purposes, do authors create different narrators to present a story? Our texts may include writings from Antiquity, and by Cervantes, Goethe, Austen, Gogol, Balzac, Flaubert, Dostoevsky, and Kafka. We will accompany these texts with pertinent theoretical pieces by—among others—Aristotle, Plato, Culler, Benjamin, and Foucault. *All readings in English.*

Comparative Literature

Format: lecture/discussion. Requirements: active class participation, three short papers, and a final 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19).* (Literary Genres)

Hour: 11:20-12:35 TR  
11:00-12:15 MW

First Semester: HOPE  
Second Semester: FRENCH

**COMP 201 Reading the Hebrew Bible (Same as Religion 201) (Not offered 2004-2005) (W)**  
(See under Religion for full description.)

**COMP 202(S) Modern Drama (Same as English 202 and Theatre 312)**  
(See under English for full description.) (Literary Genres)

**COMP 203 Nineteenth-Century Russian Literature in Translation (Same as Russian 203) (Not offered 2004-2005)**  
(See under Russian for full description.)

**COMP 204(F) Twentieth-Century Russian Literature in Translation (Same as Russian 204) (W)**  
(See under Russian for full description.)

**COMP 205(S) The Latin-American Novel in Translation (Same as Spanish 205)\***  
(See under Romance Languages—Spanish for full description.)

**COMP 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Religion 207) (Not offered 2004-2005)**  
(See under Classics for full description.)

**COMP 210T Tolstoy: The Major Novels (Same as Russian 210T) (W)**  
(See under Russian for full description.)

**COMP 211(S) From Voltaire to Nietzsche (Same as German 210)**  
(See under German for full description.)

**COMP 213(F) Migrants at the Borders: Contemporary Arabic and Latin American Literature and Film (Same as International Studies 213)\***

Why do the peoples and cultures of Latin America and the Middle East often elicit such passionate responses in the United States and Europe? Some feel threatened, while others are intrigued, but responses to these world regions are seldom neutral. Often seen as exotic and erotic, or as a danger to the way of life of Americans and Europeans, Islam, Arabs and Latin Americans are at the forefront of socio-political debates in the United States and Europe. This is largely due to migration and world politics. After characterizing Islam as the greatest contemporary threat to “Western” civilization in his infamous essay titled “The Clash of Civilizations,” Samuel Huntington now sees Latinos as the greatest threat to American civilization. By examining literature and film from the Middle East and Latin America, and from these immigrant communities in the United States and Europe, we will go beyond superficial images and inflammatory rhetoric to explore the cultures behind the passions. Among other things, the texts of this course examine the ties between the Arab world and Latin America, and between these two regions and their neighbors to the north. At the heart of this course are the ideas of borders and margins. What does it mean to cross borders or to live on the margins of society? The borders we will discuss will be geographic borders, but also cultural borders that will permit the exploration of the territories between life and death, civilization and barbarism, wealth and poverty, war and peace and other dichotomies that some employ to classify the world but that rarely allow for human sensibilities and the subtle experiences of being. Our texts include works by writers such as Gloria Anzaldúa, Juan Rulfo, Clarice Lispector, Milton Hatoum, Mohamad Choukri, Hoda Barakat, Naguib Mahfouz and Tayyib Saleh that treat the human condition at the borders/margins of society. Films include *El Norte*, *The Mission*, *Pixote*, *Midaq Alley*, *City of God*, *Battle of Algiers*, *A Door to the Sky*, *Y tu mamá también*, *Summer in La Goulette*, *Hate and Ali Zaoua*. There will also be a course reader. *All readings are in English translation and films have English subtitles.*

Format: lecture/discussion. Requirements: active class participation, oral presentations, two 4- to 6-page papers, and a final paper or exam.

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

Hour: 2:35-3:50 MR

VARGAS

**COMP 215 The Fashioning of Fashion: Theory and Practice (Same as French 215) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/comp/comp215.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp215.html))

STAMELMAN

**COMP 216(S) Unearthing: Literature, Melancholia, and the Redemption of Life (Same as Environmental Studies 216) (W)\***  
(See under Environmental Studies for full description.)

**COMP 217(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as English 213, History 341 and Theatre 222) (W)**  
(See under Theatre for full description.)

## Comparative Literature

### COMP 219(S) Venice: City of Stone, Water, and Dreams (Same as Italian 219)

The course will examine the “imaginary” that Venice has generated in art, architecture, literature, and film from the early Renaissance to the end of the millennium. This “imaginary”—a combination of image, myth, symbol, ideology, history, culture, aesthetics, reality, fantasy, and fascination—has enveloped Venice in an aura of paradoxes. The city is touched by mystery and melancholy, mist and clarity, water and sky, light and gloom, transparency and opacity, wonder and fear, decadence and spirituality, mirror and mask, carnival and sobriety, labyrinth and horizon, sensuality and artifice, wave and stone, movement and immobility, and commerce and art. Why has this watery city—this “ship of stone,” this “serenissima,” this “most stupendous . . . most far-reaching of humanist creations” (Adrian Stokes) at the intersection of East and West, this “unquenchable flame burning through a veil of water” (D’Annunzio)—so fascinated writers, artists, travelers, and traders for so many centuries? In what different ways and through what different images has it been represented (in painting, photography, novel, mystery, poem, travel narrative, film, etc.) over time and how have these aesthetic and cultural representations differed and yet remained the same? *All readings in English.*

Format: lecture/discussion. Requirements: active participation in class discussions, oral presentations, one hour-exam, and two papers.

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

Hour: 1:10-3:50 W

STAMELMAN

### COMP 221(F) The Poetry of Everyday Life: Twentieth-Century European Poets (W)

The course will be a comparative study of modern poetry as written in the twentieth century, and especially since World War II, by European poets of various national backgrounds as they have come to confront different historical events, lyrical traditions, and personal experiences and as they have meditated poetically on the reality of everyday things, on the nature of perception and language, on the instability of the poetic self, and on poetry’s unique power to understand and give meaning to the mysteries of human life. From England, we will study the postcolonial writings of the West-Indian poet Derek Walcott and the Darwinian atavism of Ted Hughes; from France, the celebration of trivial phenomena (oranges, shells, insects, blackberries) of Francis Ponge and the machine-age poetry of Guillaume Apollinaire; from Germany, the mystical works of Rainer Maria Rilke and the post-Holocaust and dialogical poems of Paul Celan; from Ireland, the poetry of political, feminist, and domestic struggle of Eavan Boland and Seamus Heaney; from Italy, the crystalline lyrics of Eugenio Montale; from Portugal, the heteronymic poetry of Fernando Pessoa; and from Russia, the acmeist work of Osip Mandelstam. Students will also read theoretical and critical essays on poetry and poetics by these poets and others. *All readings in English.*

Format: seminar. Requirements: active class participation, class presentations, one exam, and three papers.

No prerequisites. *Enrollment limit: 19 (expected: 10-12).* (Literary Genres)

Hour: 9:55-11:10 TR

STAMELMAN

### COMP 222 The Russian Short Story (Same as Russian 222) (Not offered 2004-2005) (W)

(See under Russian for full description.)

### COMP 223(F,S) Reading Films (Same as English 203)

(See under English for full description.) (Literary Genres)

### COMP 224 The Feature Film (Same as English 204) (Not offered 2004-2005)

(See under English for full description.) (Literary Genres)

### COMP 232(S) European Modernism

This seminar will explore literary and cultural modernism as an international phenomenon from 1860 to the 1970s. In the context of the profound social and historical transformations of Western culture in this period, we will examine the works of literary, cinematic, and theoretical creators who have shaped our “modernity”: namely, the consciousness we have of ourselves, of the worlds we live in, and of the temporal rhythms that determined the cadence of late nineteenth and twentieth-century life. Readings will include: Baudelaire, Rimbaud, Dostoevsky, Ibsen, Freud, Proust, Kafka, Apollinaire, Marinetti, Rilke, Pirandello, Breton, Mann, Woolf, Joyce, Beckett, Celan, Calvino, and Duchamp among others. Theoretical essays by Benjamin, Bataille, and Barthes will be considered as well. We will investigate the imaginative and aesthetic response of modernism (in its cubist, futurist, surrealist, existentialist, and feminist forms) to urban alienation and the rise of the machine. Attention will be given as well to modernism’s attack against religion and other forms of traditional spirituality, its revolt against rationality and social convention, its reaction to the horror and despair of world war, its attempt to empower the female voice, its acceptance of a fragmented notion of self, its privileging of multiple perspectives of perception and narration, its rejection of the past, its embracing of the present, and its metamorphosis into postmodernism. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, one class presentation, two hour-exams, two papers.

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

Hour: 9:55-11:10 TR

STAMELMAN



**COMP 240(S) Introduction to Literary Theory (Same as English 230) (W)**

(See under English for full description.) (Literature and Theory)

**COMP 241(S) The African Novel (Same as English 241)\***

(See under English for full description.)

**COMP 242(S) Science and Literature (Same as History of Science 242)**

What is the difference between science and fiction? The answer may seem intuitive to you, but this is a question that has inspired fierce debate since the Renaissance, when critics first tried to define this strange new thing called science and separate it from poetry. The controversy continues into the twentieth century: while some literary critics have struggled to turn literature into an objective science like physics, at the same time radical philosophers of science have asserted that scientific discourse itself is a kind of fiction. This course investigates the blurry boundary between science and literature from the perspective of critical theory, by examining some of the aesthetic philosophies that have tried to separate or relate the two. Texts will be drawn from several of the following areas: classical criticism (Plato, Aristotle), Empiricism (Locke, Reynolds), theories of the sublime (Longinus, Addison, Burke, Kant, Schiller, Nietzsche), American New Criticism, critiques of modernism and postmodernism (Baudrillard, Lyotard, Jameson, Karatani, Hayles), and/or philosophy of science (Kuhn, Feyerabend). As our test cases, we will also look at a sampling of fiction that seeks to cross or confuse the line between literature and science, by authors like Abe Kōbō, Philip K. Dick, Don DeLillo, William Gibson, Mark Leyner, and/or Thomas Pynchon. *All readings in English.*

Format: lecture/discussion. Requirements: two short papers, in-class presentation, and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 10).* (Literature and Theory)

Hour: 1:10-2:25 TF

C. BOLTON

**COMP 244(S) Helen, Desire and Language (Same as Classics 224 and Women's and Gender Studies 224) (W)**

(See under Classics for full description.)

**COMP 251T(F) War in Modern Literature (W)**

This tutorial considers literary representations of war, with emphasis on wars fought by Europe and the U.S. from the nineteenth century to the present: the Napoleonic Wars, the Crimean War, the U.S. Civil War, World Wars I and II, the Vietnam War, and the War on Terror. Despite this contemporary focus, we begin our readings with Homer's *Iliad*, as the foundational text for exploring the relationships among warfare, representation and cultural memory in the West. Topics to be explored throughout the semester include: the textualization of violence (including psychoanalytical approaches to the writing of trauma), the place of war in national imaginaries (including the cultural, political, and spiritual functions that memorials to the war dead perform), the ethics of representing violence and suffering from various perspectives and degrees of direct participation, the ideology of military mobilization and the cultural changes it produces, and the implications of war for gendered relationships, including sexual violence and the sexualization of violence. Readings may include the work of Homer, Stendhal, Tolstoy, Conrad, Roa Bastos, Woolf, Greene, Heller, and Sontag. *All readings in English.*

Format: tutorial. Requirements: weekly tutorial papers and oral responses.

Prerequisites: one 100-level Comparative Literature or English course, or permission of the instructor.

*Enrollment limit: 10 (expected: 10). This course is writing intensive. (Cultural Studies)*

Hour: TBA

FRENCH

**COMP 252 Modern Women Writers and the City (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/comp/comp252.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp252.html))

**COMP 253 Literature and the Body (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/comp/comp253.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp253.html))

VAN DE STADT

**COMP 254T The Fallen Woman in Literature and Film (Same as Women's and Gender Studies 254T) (W)**

([www.williams.edu/Registrar/catalog/depts/comp/comp254.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp254.html))

NEWMAN

**COMP 256 Literature of the Americas: Dialogues in Historical Perspective (Same as American Studies 256) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/comp/comp256.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp256.html))

FRENCH

**COMP 258T(S) Reading Family Stories (W)**

The sort of family we now regard as natural and eternal—two loving parents focused on nurturing a few children toward personal independence—is in fact thoroughly grounded in a particular sociohistorical situation. The nuclear family emerged in Europe in the mid- to late-eighteenth century, as the household economy, with its extended “family” of apprentices, farm hands, or servants and its combined work/family living space, gave way to the separation of work and home, production and (emotional as well as biological) reproduction. This tutorial will be concerned with how the family writes and “reads” or interprets its own stories. First, we will explore these issues in general, examining closely some of the characteristic plots and character configurations that form the bedrock of familial self-definition, focusing on the nineteenth century, including literature by Lessing, Mary Shelley, Kleist, Hawthorne, Hoffmann,

## Comparative Literature

Austen, Flaubert, Turgenev, Maupassant, Hauptmann, and Tolstoy. Then, we will turn to our own era as another transitional time in the development of the family, discussing narratives that enact experimentation with other forms of family relationship. Readings for the last part of the course will be chosen by students together with the instructor; in addition, students might write one paper in which they explore the ways in which they or other members of their families engage with reading their own family. All readings in English.

Format: tutorial. Requirements: Students meet weekly with a tutorial partner and the instructor to discuss one student's paper and the other student's response. Each student writes five 5-page arguments and five 2-page critiques.

Prerequisites: one 100-level Comparative Literature or English course, or permission of the instructor.

Enrollment limit: 10 (expected: 10). (Cultural Studies)

Hour: TBA

NEWMAN

**COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)(W)\***

(See under Religion for full description.)

**COMP 262 The Masks of Japanese Literature (Same as Japanese 252) (Not offered 2004-2005)\***

(See under See under Asian Studies—Japanese for full description.)

**COMP 263 Japanese Film and Visual Culture (Same as Japanese 253) (Not offered 2004-2005)\***

(See under Asian Studies—Japanese for full description.)

**COMP 264(F) Japanese Literature and The End of the World (Same as Japanese 254)\***

(See under Asian Studies—Japanese for full description.)

**COMP 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Japanese 271)\***

(See under Asian Studies—Japanese for full description.)

**COMP 273(F) Traditional Chinese Literature and Culture (Same as Chinese 223)\***

(See under Asian Studies—Chinese for full description.)

**COMP 274(S) Modern Chinese Literature and Film (Same as Chinese 234)\***

(See under Asian Studies—Chinese for full description.)

**COMP 276 Premodern Japanese Literature and Performance (Same as Japanese 276) (Not offered 2004-2005)\***

(See under Asian Studies—Japanese for full description.)

**COMP 283(F) Great Big Books (Gateway) (Same as English 233) (W)**

(See under English for full description.)

**COMP 304 Dante (Same as English 304) (Not offered 2004-2005)**

(See under English for full description.)

**COMP 305(S) Dostoevsky and His Age (Same as Russian 305)**

(See under Russian for full description.)

**COMP 309(F) Medieval Women Writers (Same as English 309 and Women's and Gender Studies 309)**

(See under English for full description.)

**COMP 311(F) America's Nature, and Nature in the Americas (Same as Environmental Studies 311) (W)\***

(See under Environmental Studies for full description.)

**COMP 314(S) The Ecology of Ideas of Nature (Same as Environmental Studies 314) (W)\***

(See under Environmental Studies for full description.)

**COMP 319(S) Magic Realism (Same as English 339)**

(See under English for full description.) (Literary Movements)

**COMP 322T Performance Criticism (Same as Theatre 322T) (W) (Not offered 2004-2005)**

(See under Theatre for full description.)

**COMP 324 Modern Drama (Same as Theatre 314) (Not offered 2004-2005) (W)**

(See under Theatre for full description.)

**COMP 329(S) Contemporary World Novel (Same as English 379)**

(See under English for full description.) (Literary Genres)

**COMP 340 Literature and Psychoanalysis (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/comp/comp340.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp340.html))

NEWMAN

*Comparative Literature, Computer Science*

**COMP 341 Writing Against Writing: Modern Theories of Jewish Textuality (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/comp/comp341.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp341.html))

STAMELMAN

**COMP 343(F) Modern Critical Theory (Same as English 373)**

(See under English for full description.) (Literature and Theory)

**COMP 344 From Hermeneutics to Post-Coloniality (Same as Religion 304) (Not offered 2004-2005)\***

(See under Religion for full description.) (Literature and Theory)

**COMP 351(F) Reading Africa: Gender and Sexuality (Same as English 351 and Women's and Gender Studies 351)\***

(See under English for full description.)

**COMP 369T(F) The Australian New Wave (Same as English 369T) (W)**

(See under English for full description.)

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

**COMP 402(S) Senior Seminar: Everyday Life in Literature and Film**

To bring the all too familiar everyday to our attention, artists and writers have made it strange. What happens when we view everyday life from elsewhere? While everyday culture has often been experienced as repressive and alienating in modern Western societies, a new importance assigned to everyday life was seen as liberating in Japan during the twenties and in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is its privileged place the street or the home? Is it lived largely in institutions that regulate our daily lives, or is it lived between and outside them? Everyday commodities like sugar, the car, standardized housing, and the postcard will be analyzed. Fiction by Flaubert, Tolstoy, Kafka, Woolf, Perec, Saramago, Suri, Ha Jin, and Yoshimoto. Several films will also be discussed. Theory may include excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Barthes, Foucault, and Bourdieu. All readings in English. Format: seminar. Requirements: two oral reports, one 5-page paper, and a 15-page final paper or project. Prerequisites: one 300-level literature or theory course. *No maximum enrollment (expected: 10).*

Hour: 1:10-2:25 MR

DRUXES

**COMP 493(F)-W031-494(S) Senior Thesis—Comparative Literature**

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

**LIT 493(F)-W031-494(S) Senior Thesis—Literary Studies**

## **COMPUTER SCIENCE (Div. III)**

*Chair, Professor DUANE BAILEY*

Professors: BAILEY, BRUCE\*, LENHART\*\*\*, MURTAGH. Associate Professor: DANY-LUK\*\*\*. Assistant Professors: FREUND, LERNER, TERESCO. Visiting Assistant Professor: WYMAN.

Computers play an enormously important role in our society. General-purpose computers are used widely in business and industry and are found in an increasing number of homes. Special-purpose computers are found in everything from automobile engines to microwave ovens. Understanding and exploiting the great potential of computers is the goal of research in computer science. Among the many fascinating research projects in progress in computer science today are investigations of: ways to focus more computational power on a problem through the simultaneous use of many processors in parallel; revolutionary computer languages designed to simplify the process of constructing complex programs for computers; the use of computer-generated graphic images in the arts and as a tool for visualization in the natural sciences; and the use of digital methods in global communications. The Computer Science Department at Williams seeks to provide students with an understanding of the principles underlying computer science that will enable them to understand and participate in these exciting developments.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) its major; (2) a selection of courses intended primarily for those who are interested in a brief introduction to computer science or who seek to develop some specific expertise in computing for application in some other discipline; and (3) recommendations for possible sequences of courses for the non-major who wants a more extensive introduction to computer science. These offerings are discussed in detail below.

### **MAJOR**

The goal of the major is to provide an understanding of algorithmic problem-solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on

## Computer Science

the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas of computer science including graphics, artificial intelligence, computer networks, software engineering, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to take advantage of a wide variety of career opportunities. Thus the major can be used as a preparation for a career in computing, for graduate school, or simply to provide an in-depth study of computer science for the student whose future career will only tangentially be related to computer science.

### MAJOR REQUIREMENTS

#### *Required Courses in Computer Science*

A minimum of 8 courses is required in Computer Science, including the following:

#### *Introductory Courses*

Computer Science 134	Introduction to Computer Science
Computer Science 136	Data Structures and Advanced Programming

#### *Core Courses*

Computer Science 237	Computer Organization
Computer Science 256	Algorithm Design and Analysis
Computer Science 334	Principles of Programming Languages
Computer Science 361	Theory of Computation

#### *Electives*

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reasons.

#### *Required Courses in Mathematics*

Mathematics 211	Linear Algebra
Mathematics 251	Discrete Mathematics

Students 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 Mathematics 251 covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 105, 106, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Science 373 as their second elective, and Computer Science 315 may not be used as a second elective in conjunction with Computer Science 106. Computer Science 105, 106, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Mathematics 251 by the end of the sophomore year. Mathematics 211 must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to pick up the latest copy of the *Informal Guide to Courses in Computer Science*, which can be obtained from the departmental office or on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.

### LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses. The Macintosh laboratory (used in Computer Science 105, 106, 108, 109, 134, 136, and 237) consists of an electronic classroom containing Macintosh G4 computers. This laboratory also contains projection facilities enabling the instructor to display the computer screen during lectures and demonstrations.

The Unix laboratory (used in courses numbered 136 and above) consists of a network of workstations that are available exclusively to students taking advanced Computer Science courses. These workstations also support student and faculty research in computer science.

#### THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work. The written work often includes a major computer program, depending on the nature of the honors work. All honors candidates are required to give an oral presentation of their work in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

#### INTRODUCTORY COURSES

The department offers a choice of five introductory courses—Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 106: *Life as an Algorithm*, Computer Science 108: *Artificial Intelligence: Image and Reality*, Computer Science 109: *The Art and Science of Computer Graphics*, and Computer Science 134: *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 Computer Science 134 early.

Those students interested in learning more about important new ideas and developments in Computer Science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 106: *Life as an Algorithm*, Computer Science 108: *Artificial Intelligence: Image and Reality*, or Computer Science 109: *The Art and Science of Computer Graphics*. Computer Science 105 explores the computing technology that underlies the internet. Computer Science 106 explores models and theories shared between computer science and biology. Computer Science 108 discusses the techniques used to construct computer systems that exhibit intelligent behavior from learning to planning and problem-solving. Computer Science 109 introduces students to the techniques of computer graphics used for the creation of artistic images. In addition, all four of these courses provide an introduction to the techniques of computer programming.

Although none of our introductory courses assume prior programming skills, some students planning to take Computer Science 134 who have no prior programming experience may find it useful to gain some programming experience together with a broader understanding of our field by taking one of the department's other introductory courses before enrolling in Computer Science 134. On the other hand, students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below). Students in either of these categories are encouraged to contact a member of the department for guidance in selecting a first course.

#### ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement AB Examination in Computer Science. A score of 4 or better on the AB exam is normally required for advanced placement in Computer Science 136. Students scoring 3 or lower on that exam or who have taken the Advanced Placement A Examination in Computer Science should consider enrolling in Computer Science 134.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as C++ or Java, and should have covered such topics as recursion, arrays, files, and have some exposure to object-orientation.

## *Computer Science*

### PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study in any department should discuss their plans in detail with a member of the faculty. We welcome such inquiries from students. To assist students making such plans, however, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five computer science courses and one course in mathematics (MATH 251).

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by Computer Science 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Computer Science 323 provides valuable exposure to the techniques and tools needed for the development and maintenance of large software systems. Students of the program are encouraged to take Computer Science 106 and 134 at a minimum, and should consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

### GENERAL REMARKS

#### *Divisional Requirements*

All Computer Science courses listed may be used to satisfy the Division III distribution requirement.

#### *Alternate Year Courses*

Computer Science 106, 108, 109, 315, 323, 336, 337T, 338T, 371, 373, 432, and 434 are each normally offered every other year. All other Computer Science courses are normally offered every year.

#### *Course Numbering*

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

#### *Course Descriptions*

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Courses in Computer Science*.

#### *Courses Open on a Pass-Fail Basis*

Students taking a computer science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass-fail basis. Courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

### COURSES INTENDED PRIMARILY FOR NON-MAJORS

#### **CSCI 105(F, S) Understanding the Web: Technologies and Techniques (Q)**

This course will enable students to understand the technology that underlies the World Wide Web and provide them with the skills needed to effectively use this new medium. The course introduces techniques for creating hypermedia documents on the web. Students will learn the basics of HTML, the formatting language used to author World Wide Web documents, and a subset of Java, a language that can be used to add interactive elements to web pages. The technology that makes the Web possible is developing as rapidly as its use is growing. New facilities are introduced frequently. Web "standards" are evolving in several directions simultaneously as vendors introduce competing proposals. Accordingly,

rather than simply learning how to use the Web as it is today, we will also examine the fundamental technologies that make the Web possible. These include digital encoding techniques, computer network organization, communication protocols and encryption systems. This material will leave students prepared to understand future possibilities for, and obstacles to, the development of the Internet.

Format: lecture/laboratory. Evaluation will be based on homework, laboratory work and examinations. 55% of a student's final grade will be determined by performance on examinations.

Prerequisites: Mathematics 100/101/102 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 60 (expected: 40).*

Hour: 9:55-11:10 TR	Lab: 1:10-2:25 R; 2:35-3:50 R	First Semester: LERNER
9:55-11:10 TR	Lab: 1:10-2:25 R; 2:35-3:50 R	Second Semester: MURTAGH

### **CSCI 106(S) Life as an Algorithm (Same as Biology 106) (Q)**

Can computers reproduce? Can DNA compute? Can evolution give us hints on solving big problems? Is life's blueprint inefficient? This course looks at the way computers are shaped by biological thinking, and the way that biologists make use of computational theories. Topics range from artificial life to identification of genes to the susceptibility of machines to viruses. Lectures investigate new and novel ways of thinking about computers and biology. Labs experiment with parameters of problems of common interest to computer scientists and biologists. Students will learn to use common programming tools to aid in the manipulation and analysis of basic biological data.

Format: lecture/laboratory. Evaluation will be based on performance on problem sets, laboratory assignments, and examinations.

No prerequisites. No programming or biology skills are assumed. This course is not open to students who have completed Computer Science 136 or above. *Enrollment limit: 50 (expected: 30).*

Hour: 8:30-9:45 TR	Lab: 1:10-2:25 W, 2:35-3:50 W	BAILEY
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### **CSCI 108(F) Artificial Intelligence: Image and Reality (Q)**

Over 50 years ago, scientists began to envision a world where computers and humans could converse. In 1956 the field of "Artificial Intelligence" was officially born, and the work on "AI" began in earnest. Walking and talking robots are still mostly the stuff of science fiction, but AI is close to making them reality. In this course, we will explore the field of Artificial Intelligence. We will try to answer the question "what makes a machine intelligent?" Among the systems we will explore in lecture will be game-playing systems, systems that learn from their environments, and systems that create plans for complex tasks. Underlying all the topics addressed in this course will be two fundamental issues: How can information be represented in a computer so that the machine is able to make use of it? How can the system manipulate that information so that it is able to perform a task that requires intelligence? This course will emphasize hands-on laboratory experience. Laboratory projects will focus on the building and programming of simple robots.

Format: lecture/laboratory. Evaluation will be based on weekly laboratory programming assignments, four problem sets, short papers, and a final examination having similar format to the problem sets.

This course does not assume any programming experience, but assumes that the student is comfortable working with a computer. This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 18 (expected: 18). Preference given to first-year students and sophomores.*

Hour: 10:00-10:50 MWF	Lab: 1-2:30 R	DANYLUK
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## **COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS**

### **CSCI 134(F,S) Introduction to Computer Science (Q)**

More than the processor inside, it is the software running on a computer that determines the machine's behavior and usefulness. In this course, students will learn principles of design, implementation, and testing of object-oriented programs. Using the Java programming language, we will cover fundamental concepts including classes, objects, message sending, control structures, arrays, files, and event-driven programming, as well as providing an introduction to concurrency. Through the study of these topics, students will learn both to construct programs of their own and to understand the capabilities and limitations of existing software.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, two test programs, and midterm and final examinations.

Prerequisites: Mathematics 100/101/102 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). Previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *Enrollment limit: 30 per section (expected: 25 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF	Lab: 1-4 M,T	First Semester: MURTAGH, WYMAN
9:00-9:50 MWF, 10:00-10:50 MWF	Lab: 1-4 M,T	Second Semester: FREUND, LERNER

### **CSCI 136(F,S) Data Structures and Advanced Programming (Q)**

This course builds on the programming skills acquired in Computer Science 134. Special emphasis is placed on analysis, modularization, and data abstraction. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files.

## Computer Science

Other topics covered include analysis of algorithm complexity and program verification.

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations

Prerequisites: Computer Science 134 or equivalent. (Mathematics 251 is recommended, but not required) *Enrollment limit: 36 (expected: 20).*

Hour: 9:00-9:50 MWF  
10:00-10:50 MWF

Lab: 1-4 W  
Lab: 1-4 W

First Semester: FREUND  
Second Semester: TERESCO

### **CSCI 223(S) Software Development (Q)**

Building large software systems introduces new challenges to software development. Large software is built in teams over a period of several years. Typically, no individual on the team understands the entire system. In this setting, how can we build software that we are certain will work? How can we build software that is easy to understand and modify so that we can produce new versions of software with confidence that we will not break it? In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, rigorous testing, version control, project management and advanced coding techniques, including concurrency and fault tolerance.

Evaluation will be based primarily on lab assignments, examinations, and a software project developed by a small team.

Prerequisite: Computer Science 136. Includes a 1 1/2 hour weekly lab. *Enrollment limit: 30 (expected: 15).*

### **PROJECT COURSE**

Hour: 11:20-12:35 TR

Lab: 2:35-3:50 R

LERNER

### **CSCI 237(F) Computer Organization (Q)**

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating of higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

Lab: 1-2:30 M,T

BAILEY

### **CSCI 256(S) Algorithm Design and Analysis (Q)**

This course is concerned with investigating methods of designing efficient and reliable algorithms. By carefully analyzing the underlying structure of the problem to be solved it is often possible to dramatically decrease the computational resources needed to find a solution. Through such analysis one can also verify that an algorithm will perform correctly, as well as accurately estimate its running time and space requirements. We will present several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136, including induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics to be considered will include algorithms in graph theory, computational geometry, string processing, and advanced data structures. In addition, an introduction to complexity theory and the complexity classes P and NP will be provided. Format: lecture. Evaluation will be based on problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Mathematics 251. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

WYMAN

### **CSCI 315(S) Computational Biology (Same as INTR 315) (Q)**

This course will provide an overview of Computational Biology, the application of Computer Science problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, phylogeny reconstruction, 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, a midterm exam and a final exam, all of which have a significant quantitative or formal reasoning component.

Prerequisites: Computer Science 136 or permission of the instructor. *Enrollment limit: 30 (expected: 20).*

Hour: 9:55-11:10 TR

WYMAN

### **CSCI 323 Software Engineering (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci323.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci323.html))

LERNER

### **CSCI 334(S) Principles of Programming Languages (Q)**

This course examines concepts and structures governing the design and implementation of modern programming languages. It presents an introduction to concepts of compilers and run-time representations of programming languages; features of programming languages supporting abstraction; and program-



ming language paradigms including procedural programming, functional programming, object-oriented programming, polymorphism, and concurrency. Programs will be required in languages illustrating each of these paradigms, in particular ML and advanced object-oriented languages.

Format: lecture. Evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination.

Prerequisites: Computer Science 136. *Enrollment limit: 50 (expected: 25).*

Hour: 11:20-12:35 TR

FREUND

**CSCI 336T(F) Computer Networks (Q)**

In this course, we study the principles underlying the design of computer networks. We will examine techniques for transmitting information efficiently and reliably over a variety of communication media. We will look at the addressing and routing problems that must be solved to ensure that transmitted data gets to the desired destination. We will come to understand the impact that the distributed nature of all network problems has on their difficulty. We will examine the ways in which these issues are addressed by current networking protocols such as TCP/IP and Ethernet. This course will be taught in the tutorial format. Students will meet weekly with the instructor in pairs to present solutions to problem sets and reports evaluating the technical merit of current solutions to various networking problems. In addition, students will be asked to complete several programming assignments involving the implementation of simple communication protocols. There will be a midterm and a final examination.

Format: tutorial. Evaluation will be based on problem sets, programming assignments, and examinations; 60% of a student's final grade will be based on examinations, 40% on problem sets and programming assignments.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference given to seniors, followed by juniors.*

Hour: TBA

MURTAGH

**CSCI 337T Digital Design and Modern Architecture (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci337.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci337.html))

BAILEY

**CSCI 338(F) Parallel Processing (Q)**

This course is a broad introduction to parallel and distributed computing. Topics include parallel programming techniques, languages, and libraries, a survey of parallel architectures, performance analysis, and theoretical issues of parallel computation. Parallel hardware, both in the department and at super-computing centers, is used to implement several programming projects.

Format: lecture/laboratory/discussion. Evaluation will be based on parallel programming projects, written assignments, and two examinations. The final project will include a research paper and class presentation. At least 75% of the student's final grade will be determined by projects, written assignments, and exams.

Prerequisites: Computer Science 256 or Computer Science 237. *Enrollment limit: 30 (expected: 15).*

PROJECT COURSE

Hour: 11:20-12:35 TR

TERESCO

**CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)**

Formal models of computation such as finite state automata, recursive functions, formal grammars and Turing machines will be studied. These models will be used to provide a mathematical basis for the study of computability. Applications to compiler design and computational undecidability will also be covered.

Format: lecture. Evaluation will be based on weekly 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: 25).*

Hour: 12:00-12:50 MWF

DANYLUK

**CSCI 371 Computer Graphics (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci371.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci371.html))

LENHART

**CSCI 373 Artificial Intelligence (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/csci/csci373.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci373.html))

DANYLUK

**CSCI 397(F), 398(S), 497(F), 498(S) Reading**

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Members of the Department

**CSCI 432(S) Operating Systems (Q)**

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, and distributed operating systems. The Unix operating system is used as a model to help understand operating system concepts.

Format: lecture/laboratory/discussion. Evaluation will be based heavily on programming projects and written examinations, with a smaller component based on problem assignments.

## Computer Science, Contract Major

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 30 (expected: 20).*

### PROJECT COURSE

Hour: 9:55-11:10 TR

TERESCO

### CSCI 434 Compiler Design (Not offered 2004-2005) (Q)

([www.williams.edu/Registrar/catalog/depts/csci/csci434.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci434.html))

MURTAGH

### CSCI 493(F) Research in Computer Science

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

This course (along with Computer Science W031 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 W031-494(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:* PETER D. GRUDIN

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or a double major, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, *it cannot be pursued in conjunction with another major.*

Students who wish to explore or propose a Contract Major should consult with the Contract Major advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean's Office) which should contain:

- a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
- b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
- c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., African-American Studies, area studies programs, Environmental Studies, Women's and Gender Studies, etc.), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will report the decision to the Contract Major Advisor, who will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may postpone notification to students and permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

#### THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

**CMAJ 493(F)-W031, W031-494(S) Senior Thesis**

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

### CRITICAL LANGUAGES (Div. I)

*Coordinator, JANE CANOVA*

The Critical Languages Program enables students to study important foreign languages not taught in regular courses at Williams. The languages offered are Arabic, Hebrew, Hindi, Korean, and Swahili. Each may be studied for one year at the elementary level.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP). Students work independently with standard language textbooks and individual cassette tapes for roughly ten hours per week and attend two one-hour group review sessions per week with native-speaking tutors. Language faculty from other institutions conduct the midterm and final exams and determine the final grades.

To be eligible for a Critical Languages course, the student must:

- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how study of the language will integrate with his or her major or other academic interests;
- ◆ present a letter of recommendation from a Williams faculty member;
- ◆ in some cases take a pretest for placement;
- ◆ have attained sophomore standing or higher;
- ◆ have at least a 3.00 Grade Point Average.

Interested students should obtain an application form for the desired course in early April. Forms are available at the Center for Foreign Languages, Literatures, and Cultures in Weston Hall. Students must meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

### *Critical Languages, Economics*

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A Critical Languages course will be scheduled only if and when at least two students are accepted into the course. Students planning to register for the course must attend an organizational meeting the first week of each semester.

**CRAB 201(F)-202(S) Arabic\***  
**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\***

## **ECONOMICS (Div. II)**

*Chair, Professor DAVID J. ZIMMERMAN*

Professors: BRADBURY, C. HILL, HUSBANDS FEALING\*\*, MONTIEL, SCHAPIRO, S. SHEPPARD\*, ZIMMERMAN. Associate Professors: BRAINERD\*, GOLLIN\*, P. PEDRONI\*, SHORE-SHEPPARD\*, SWAMY\*\*. Assistant Professors: BAKIJA, DE BRAUW\*\*\*, GAZ-ZALE, GEIREGAT\*, GENTRY, KHAN\*, KOTCHEN, LOVE, MANI\*, OAK, RAI, ROL-LEIGH, SCHMIDT, WATSON. Visiting Professor Emeritus: BRUTON. Visiting Professor: FOR-TUNATO, PORZECANSKI §§. Visiting Associate Professor: SAMSON§§. Visiting Assistant Professors: HONDERICH§.

### **MAJOR**

Students who are beginning their sequence with Economics 110 or Economics 120 should follow the following sequence:

Economics 110 Principles of Microeconomics  
Economics 120 Principles of Macroeconomics  
(Economics 110 and 120 may be taken separately and in any order)  
Economics 251 Price and Allocation Theory  
or Economics 251M Price and Allocation Theory (*This section of the Price and Allocation Theory course will employ a somewhat more mathematical exposition of microtheory.*)  
Economics 252 Macroeconomics  
One statistical methods course, Economics 253 or 255, or Statistics 201 and 346. (The statistical methods course should be taken before 401.)  
Three Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394  
Economics 401 Senior Seminar

To complete the major, economics students must receive a passing grade on the oral examination given in the course of Economics 401. A student who fails the oral examination must re-take the exam and receive a passing grade.

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student to analyze economic issues of social policy. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the price system in allocating economics resources and by examining the aggregate processes which determine employment, inflation, and growth. A course in statistical methods (253 or 255, or alternatively, Statistics 201 plus Statistics 346) equips the major to understand and apply the basic tools of quantitative empirical analysis. Majors must take three electives, in at least two of which they apply parts of the theory learned in the required intermediate theory courses. In the senior seminar, the student studies a series of current theoretical or policy problems, applying analysis and research methods.

For students who have already taken Economics 101, your course sequence should be Economics 101, any Economics course numbered 201 to 240 prior to taking Economics 251 or 251M, 252, and a statistical methods course (either 253 or 255, or Statistics 201 and 346) which should be taken before 401, plus any three economics electives of which at least two must be selected from advanced electives numbered 350 to 394, and Economics 401.

*(Please note that students who have taken Economics 101 cannot take Economics 110 or 120. Note that students cannot take Economics 110 or 120 without having passed the quantitative studies exam or the equivalent.)*

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or B.

Prospective majors please note that instructors in all sections of Economics 251, 252, 253, and 255 feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses except for 251 which only requires Economics 110 and Mathematics 103 as a pre-requisite. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration or multivariable calculus. Instructors in advanced electives (courses numbered 350-394) may also use elementary calculus in assigned readings, lectures, problem sets, and examinations. Students interested in graduate study in economics should consider studying more advanced mathematics; see your advisor for specific suggestions. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

#### THE DEGREE WITH HONORS IN ECONOMICS

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the *Specialization Route* and the *Thesis Route*.

- 1) *Specialization Route*, consisting of these three units:
  - a. Development of a thesis proposal in the second module of Economics 401;
  - b. An honors winter study project (W030) in January of the senior year;
  - c. Economics 404 Honors Seminar.

Students who have notified the department of their interest in writing an honors thesis will use the second module of Economics 401 to develop a thesis proposal. Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. If the proposal is accepted, the student will be admitted to W030. The department provides a memorandum to majors with more details every spring and fall.

- 2) *Thesis Route* (Economics 493-W031-494):

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take *both* Economics 493 and 494 may substitute Economics 493 for an upper-level elective if they wish to. Students who pursue the Specialization Route to Honors may *not* substitute Economics 404 for an upper- (or lower-) level elective requirement.

#### AFRICAN-AMERICAN STUDIES AND AREA STUDIES

A major in economics who concentrates in African-American or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

*Note on Course Numbers:* Courses between 201 and 240 are lower-level electives and are open to first-year students who have taken 110 or 120 (or 101). Courses between 260 and 349 are intermediate electives which do not build on specific prior experience, but do require some maturity, so they have *any two economics courses or permission of instructor* as prerequisites. Courses 350 and above are advanced electives primarily designed for Economics and Political Economy majors and have intermediate theory prerequisites.

#### ECON 110(FS) Principles of Microeconomics (Q)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy im-

## Economics

plications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics majors and highly recommended for those non-majors interested in Environmental Studies, Women's and Gender Studies and Political Economy. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam.

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

Hour: 8:30-9:45 TR, 9:55-11:10 TR, 8:30-9:45 MWF, 11:00-12:15 MWF

First Semester: KOTCHEN, SCHMIDT

1:10-2:25 MR, 2:35-3:50 MR, 8:30-9:45 MWF

Second Semester: GAZZALE, HUSBANDS FEALING

### **ECON 120(FS) Principles of Macroeconomics (Q)**

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade. Economics 110 and 120 may be taken in either order.

Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

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

Hour: 2:35-3:50 MR, 8:30-9:45 TR, 9:55-11:10 TR

First Semester: BAKIJA, LOVE

2:35-3:50 TF, 11:20-12:35 TR, 1:10-2:25 MR

Second Semester: BAKIJA, LOVE, ROLLEIGH

### **ECON 203(S) Gender and Economics (Same as Women's and Gender Studies 203)**

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

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

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25).*

Hour: 8:30-9:45 MWF

SCHMIDT

### **ECON 204(S) Economic Development in Poor Countries (Same as Environmental Studies 234)\***

This is an introduction to the economies and development problems of the poorer countries in Africa, Asia, and Latin America. We shall discover both the roots and the extent of these problems, and explore possible solutions. The course begins by investigating how different socio-historical environments have shaped various third world economies. Then, keeping this in context, it attempts to get an idea of the best feasible policies to tackle a whole range of critical development issues. These issues include poverty and its alleviation, the population explosion, employment and migration patterns, raising education and health standards, and making agriculture and industry more efficient. Finally, we will consider some broader international issues—like patterns of trade, foreign aid, and the international debt crisis.

Each student will be expected to study these issues for an individual country or region, attempting to get an idea of the socio-economic context from reading examples of relevant third world literature.

Format: lecture. Requirements: exams.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 35).*

Hour: 2:35-3:50 MR

SWAMY

### **ECON 205(F) Public Finance**

This course examines the role of the government in a market economy. Three broad issues are considered: when is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on individual incentives? The course will cover issues in both taxation and spending. Specific programs will be considered such as Social Security, Medicare, education, and public assistance for the poor. We will also discuss rationales and strategies for reforming the U.S. tax system.

Format: lecture/discussion. Requirements: two short policy memos, a midterm and a final.

Prerequisites: Economics 101 or Economics 110; students who have completed Economics 251 must have the permission of instructor. *Enrollment limit: 40 (expected: 30).*  
 Hour: 2:35-3:50 MR WATSON

**ECON 207(F) China's Economic Transformation Since 1980 (Same as Asian Studies 207)\***  
 Over the past twenty years, China has undergone an unprecedented economic turnaround. Since opening the economy, average incomes in China have quadrupled and over 250 million people have been lifted out of poverty. In this course, we will study the transformation of China's economy from several perspectives. First, we will study the wildly successful transition of China from a commune-based economy to "market socialism." Within this study, we will discuss the ways that institutions and organizational structures in China have led to and have been changed by the economy in transition. We will then discuss the effects of trade on China's economy, and conclude by exploring the effect of China's rapid economic expansion on the environment. Throughout the course, we will consider ways China's economy will continue to change over the next ten to twenty years.  
 Requirements: at least one research paper and exam(s).  
 Prerequisites: Economics 110 or 101. *Enrollment limit: 40 (expected: 12).*  
 Hour: 1:10-2:25 MR DE BRAUW

**ECON 208(F) Modern Corporate Industry (Q)**  
 This course examines the role of the corporation in the American economy. Questions considered include the following: Are our markets competitive? How do firms compete with each other and why? What do we lose when monopoly exists? How does market structure affect advertising and technological progress? Why regulate corporate behavior in the areas of advertising, product safety, pollution, and occupational safety? Do we regulate effectively? What is the appropriate role of business in public policymaking?  
 Format: lecture/discussion. Requirements: one short paper, a midterm, and a final exam.  
 Prerequisites: Economics 110; students who have completed Economics 251 must have permission of instructor. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors.*  
 Hour: 9:55-11:10 TR BRADBUD

**ECON 209 Labor Economics (Not offered 2004-2005)**  
 (www.williams.edu/Registrar/catalog/depts/econ/econ209.html) BRAINERD

**ECON 211(F) Women in Development (Same as Women's and Gender Studies 211)**  
 The processes of economic development in poor countries have affected women differently than men. This is because of their different cultural and economic roles, and their substantial exclusion from resources and decision-making. Understanding these processes requires economic tools while also casting light on some of their shortcomings. We will look at accounts by feminist economists of the significance of unpaid "caring" labor, and bargaining processes within the household. We will also consider issues such as women's access to credit; the informal sector; and women's relation to the current global HIV/AIDS pandemic. Students will also be expected to read literature by Third World writers to improve their sense of the texture of people's lives in poor countries.  
 Format: lectures and discussion. Requirements include weekly reaction papers and final exam.  
 Prerequisite: Economics 110. *Enrollment limit: 40 (expected: 30).*  
 Hour: 1:10-3:50 W HONDERICH

**ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213) (Not offered 2004-2005) (Q)**  
 (www.williams.edu/Registrar/catalog/depts/econ/econ213.html) GOLLIN

**ECON 215 The World Economy (Not offered 2004-2005)**  
 (www.williams.edu/Registrar/catalog/depts/econ/econ215.html)

**ECON 220 American Economic History (Not offered 2004-2005)\***  
 (www.williams.edu/Registrar/catalog/depts/econ/econ220.html)

**ECON 221(S) Economics of the Environment (Same as Environmental Studies 221) (Q)**  
 This course provides an introduction to the study of environmental economics. The goal is to convey an understanding of theoretical concepts as they apply to real-world environmental problems. Particular attention is given to situations where the free market fails to provide optimal outcomes. The theory includes externalities, public goods, common property resources, taxes, standards, tradable pollution permits, and inter-temporal discounting. Topics include benefit-cost analysis, non-market valuation, choice of different policy instruments (i.e., command-and-control versus market-based), renewable and non-renewable resource management, economic growth and the environment, and international environmental treaties.  
 Format: lecture/discussion. Requirements: written problem sets, short essays, midterm and final exam.  
 Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors.*  
 This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.  
 Hour: 9:55-11:10 TR KOTCHEN

## Economics

### **ECON 230 The Economics of Health and Health Care (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/econ/econ230.html)

SHORE-SHEPPARD

### **ECON 235 Urban Centers and Urban Systems (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/econ/econ235.html)

S. SHEPPARD

### **ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2004-2005) (W)\***

(www.williams.edu/Registrar/catalog/depts/econ/econ240.html)

SWAMY

### **ECON 251(F,S) Price and Allocation Theory (Q)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, one or two midterms, and a final exam.

Prerequisites: Economics 110 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

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

First Semester: GENTRY

9:55-11:10 TR, 1:10-2:25 MR, 2:35-3:50 MR

Second Semester: BRADBUD, OAK

### **ECON 251M(F,S) Price and Allocation Theory (Q)**

These sections of Economics 251 will employ a somewhat more mathematical exposition of microtheory and require Mathematics 105 or the equivalent.

Hour: 1:10-2:25 TF

First Semester: RAI

11:20-12:35 TR

Second Semester: RAI

### **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: 11:00-12:15 MWF, 1:10-2:25 MR

First Semester: MONTIEL

1:10-2:25 TF, 2:35-3:50 TF, 8:30-9:45 TR

Second Semester: SAMSON, LOVE

### **ECON 253(F,S) Empirical Economic Methods (Q)**

An introduction to applied quantitative economic analysis. The course will acquaint students with the empirical dimension in economic research by familiarizing them with the basic empirical methods used by economists and with their strengths and limitations. Emphasis throughout will be on the practical application of the principles being developed. Computer work will be part of the course, but no previous training in computers is expected. Instructors may use elementary calculus in assigned readings, exams, and lectures. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Mathematics 103 or its equivalent and one course in Economics. *Enrollment limit: 35 (expected: 30).*

Hour: 8:30-9:45 MWF

First Semester: DE BRAUW

8:30-9:45 MWF, 11:00-12:15 MWF

Second Semester: WATSON

### **ECON 255(S) Econometrics (Q)**

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Previous courses in statistics may prove helpful, but are not necessary. Highly recommended for students considering graduate training in economics or public policy. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations.

Prerequisites: Mathematics 105 and Statistics 101 (formerly Mathematics 143) or Statistics 201 or equivalent *plus* one course in Economics. *Enrollment limit: 25 (expected: 20).*

Hour: 11:20-12:35 TR

ZIMMERMAN

### **ECON 301(F) Analytical Views of Political Economy (Same as Political Economy 301 and Political Science 333)**

(See under Political Economy for full description.)



**ECON 317 Finance and Capital Markets (Not offered 2004-2005)**  
([www.williams.edu/Registrar/catalog/depts/econ/econ317.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ317.html))

GEIREGAT

### ADVANCED ELECTIVES

**ECON 351 Tax Policy (Not offered 2004-2005) (Q) (W)**  
([www.williams.edu/Registrar/catalog/depts/econ/econ351.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ351.html))

GENTRY

**ECON 353(S) Decision-making and Judgment (Q)**

Studies of decision-making suggest that most people substantially violate even undemanding models of rationality. Are people truly irrational, and, if so, can anything be done about it? This course focuses on normative decision-making (how we should make decisions under general conditions), descriptive decision-making (how we do make decisions under actual conditions), and the contrast between the two. We proceed to a view of prescriptive decision-making, or how we might combine normative and descriptive insights to improve decision-making and judgment. Topics include decision-analytic methods for improving decision-making rigor (e.g., decision trees); microeconomic concepts and tools for optimization problems; game theory as appropriate; insights from cognitive psychology on heuristics (short cuts) that sometimes help, but often distort, decision-making; integrated models of judgment that call for both analysis and intuition; insights from the newly-emerging studies of judgment and wisdom. Until a few years ago, this topic was given normative treatment in departments of engineering, statistics and economics, and was separately taught as a descriptive science in departments of psychology. The apparent value of combining the two into a single, prescriptive analysis of decision-making and judgment has led to a recent wave of interdisciplinary approaches such as the one adopted in this course.

Requirements: multiple problems and case analyses, one project, final exam.

Prerequisites: Economics 101 and 251. Mathematics 140 or equivalent recommended, but not essential.

*Enrollment limit: 25 (expected: 25).*

Hour: 7:00-9:30 p.m. M

FORTUNATO

**ECON 357T(FS) 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.*

Hour: TBA

SCHAPIRO

**ECON 358 International Economics (Not offered 2004-2005)**  
([www.williams.edu/Registrar/catalog/depts/econ/econ358.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ358.html))

KHAN

**ECON 359(F) The Economics of Higher Education**

This seminar explores the economics and financing of colleges and universities, with a particular focus on contemporary policy issues. A structured sequence of readings and case studies serve as the backbone of the course. Course materials will apply economic theory to selected policy issues, including tuition and financial aid, the individual and societal returns of higher education, and academic labor markets. The course will also introduce students to the financial structure and management of colleges, including funding sources, budget processes, and policies and issues regarding the finance of higher education.

Evaluation will be based on several written case studies, a student research project, a final exam, and class discussion/participation.

Prerequisites: Economics 251, Economics 253 or 255 (or Statistics 101—formerly Mathematics 143).

*Enrollment limit: 15.—While significant background in Economic Theory and Econometrics is preferred, non-Economics majors are encouraged to contact the instructor to discuss their interest in the course. Such students should be willing to devote the extra time necessary to master the technical vocabulary and economic concepts included in some of the readings.*

Hour: 11:20-12:35 TR

ZIMMERMAN

**ECON 360 International Monetary Economics (Not offered 2004-2005)**  
([www.williams.edu/Registrar/catalog/depts/econ/econ360.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ360.html))

**ECON 362(FS) 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 poli-

## Economics

cies 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: 20 (expected: 20). Preference given to senior Economics majors.*

Hour: 7:00-9:30 p.m. M  
11:00-12:15 MWF

First Semester: FORTUNATO  
Second Semester: HUSBANDS FEALING

### **ECON 363 Money and Banking (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/econ/econ363.html)

GEIREGAT

### **ECON 364 Incentives and Information (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/econ/econ364.html)

RAI

### **ECON 366 Rural Economics of East Asia (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/econ/econ368.html)

DE BRAUW

### **ECON 367 Empirical Methods in Macroeconomics (Same as Economics 514) (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/econ/econ367.html)

P. PEDRONI

### **ECON 369 Agriculture and Development Strategy (Same as Economics 512) (Not offered 2004-2005)**

(See under Economics 512 for full description.)

### **ECON 371 Economic Justice (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/econ/econ371.html)

ZIMMERMAN

### **ECON 372 Public Choice (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/econ/econ372.html)

OAK

### **ECON 375T Speculative Attacks and Currency Crises (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/econ/econ375.html)

MONTIEL

### **ECON 376 The Economics of Labor (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/econ/econ376.html)

BRAINERD

### **ECON 380(S) Population Economics**

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Requirements will include at least one exam, a research paper and a class presentation.

Prerequisites: Economics 251 and 253 or 255 or permission of the instructor if student has not taken 253/255. *Enrollment limit: 20 (expected: 10). Preference given to senior Economics majors.*

Hour: 1:10-2:25 MR

SCHMIDT

### **ECON 381 Regulation of Business (Same as Economics 519) (Not offered 2004-2005)**

(See under Economics 519 for full description.)

### **ECON 382(F) Industrial Organization**

This course examines the interaction of firms and consumers in monopoly and imperfectly competitive markets. We begin with an investigation of how firms acquire market power. Using game theoretic models, we then analyze the strategic interaction between firms to study their ability to protect and exploit market power. Aspects of strategic decision-making that we shall study include: price discrimination, product selection, firm reputation, bundling and collusion. We conclude with a discussion of the role of anti-trust policy. Theoretical models will be supplemented with case studies and empirical papers.

Format: lecture/discussion. Requirements: There will be several problem sets as well as a midterm and final examination. A group paper and presentation will also be required.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 25 (expected: 15). Preference given to senior majors.*

Hour: 11:20-12:35 TR

GAZZALE

### **ECON 383 Cities, Regions and the Economy (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/econ/econ383.html)

S. SHEPPARD

### **ECON 384(S) Corporate Finance (Q)**

This course is similar to Economics 317, but it is at a more advanced level and is especially designed for economics and political economy majors. While 317 focuses on financial markets, 384 is a managerial perspective of how managers operate in these markets. This course analyzes the major financial deci-

sions facing firms. Topics include capital budgeting, links between real and financial investments, capital structure choice, dividend policy, and firm valuation. Additional topics may include issues in corporate governance, managerial incentives and compensation, and corporate restructuring, such as mergers and acquisitions. A student may not receive credit for both 317 and 384.

Format: lecture/discussion. Requirements: problem sets, short projects such as case write ups, midterm, and a final exam.

Prerequisites: Economics 251, 252, and some familiarity with statistics (e.g., Economics 253 or 255).

Enrollment limit: 20 (expected: 15). Preference given to senior Economics majors.

Hour: 2:35-3:50 MR

GENTRY

#### **ECON 385(S) Games and Information (Q)**

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as the core, backwards induction, Nash equilibrium, commitment, credibility, incentives and signaling are discussed and applied to examples drawn from economics, politics, law and history. Applications include auctions, voting, microcredit, labor contracts and market design.

Format: Lecture/discussion. Requirements: midterm, final, problem sets and a short project that involves modeling a real world situation as a game.

Prerequisites: Economics 251; Mathematics 105 (or permission of the instructor).

Enrollment limit: 20 (expected: 15). Preference is given to senior Economics majors.

Hour: 1:10-2:25 TF

RAI

#### **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.

Hour: 1:10-2:25 TF

KOTCHEN

#### **ECON 387 Economic Transition in East Asia (Same as Economics 517) (Not offered 2004-2005)\***

(See under Economics 517 for full description.)

#### **ECON 395 Development Finance (Same as Economics 508) (Not offered 2004-2005) (Q)**

(See under Economics 508 for full description.)

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

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Members of the Department

#### **ECON 401(F) Senior Seminar**

The primary emphasis of this senior course is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems and theoretical issues. A series of current issues will be examined in seminars, with students carrying substantial responsibility in investigating relevant theoretical analyses and empirical information, and conducting the seminar discussion. Format: seminar. Requirements: one long and one short paper, and an oral exam. *Students must pass the oral exam as a requirement to completing the major.*

Prerequisites: Economics 251, 252, 253/5 or Statistics 201, plus Statistics 346 or the equivalent. *Required of all senior Economics majors. Incoming seniors should leave both 401 time slots open for maximum choice of modules.*

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

BRADBURY, GAZZALE, HONDERICH, ROLLEIGH

#### **ECON 401T Senior Seminar—Economics of Community Development (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/econ/econ401.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ401.html))

S. SHEPPARD

#### **ECON W030-404(S) Honors Seminar**

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as em-

## Economics

pirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department, *and* for Economics 404, completion of Honors WSP. *Required for honors in Economics unless a student writes a year-long thesis.*

### **ECON 493(F)-W031-494(S) Honors Thesis**

A year-long research project for those honors candidates admitted to this route to honors.

Prerequisites: admission by the department in the spring of the junior year.

### **ECON W030 Honors Winter Study Project**

This course is to be taken by all candidates for honors by the "Specialization Route."

## GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Juniors and seniors majoring in Economics or Political Economy may, with the permission of 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 only accepted with instructor's permission.*

Hour: 8:30-9:45 TR

BRUTON

### **ECON 502(S) Development Economics II\***

This course explores further aspects of economic theory and policy analysis which are most relevant to development problems. Topics include technological change and innovation; human capital accumulation, employment and labor markets; income distribution; agricultural and industrial development and development strategies; and the role of the government versus the role of the market in economic development.

Format: lecture. Requirements: weekly assignments, midterm, and a final.

Prerequisites: Economics 251, 252 and 253/5. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:00-12:15 MWF

SWAMY

### **ECON 503(F) Public Finance**

Public finance is the branch of economics concerned with government expenditure and taxation, focusing primarily on microeconomic aspects of these activities. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what is a good policy?" This seminar will present the basic principles for public finance, and apply them to topics of particular importance in developing countries. The course will begin by considering the efficiency of market economics, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, and equity. Applications include environmental policy, education, health care, aid to the poor, and social security. We then move on to the economics of taxation, considering what kinds of taxes are used in developing countries, the economic and distributional effects of taxation, questions of administration and evasion, and options for reform such as the value added tax. Time permitting, we may also address topics such as public enterprises, political economy, and decentralization.

Format: lecture/discussion. Requirements: problem sets, two short papers, 10-page final paper, midterm, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:00-12:15 MWF

BAKIJIA

### **ECON 507(S) International Trade and Development**

This course explores foreign exchange problems of developing countries and possible means to deal with them; evolving theories of comparative advantage and their relevance to trade policy; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, external debt, IMF stabilization programs, and the world financial system.

Format: lecture/discussion. Requirements: problem sets, two midterms, and a final.

Prerequisites: Economics 251 and 252; not open to students who have taken Economics 358. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 TR

ROLLEIGH

**ECON 508 Development Finance (Same as Economics 395) (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/econ/econ508.html)

RAI

**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 only accepted with instructor's permission.*

Hour: 8:30-9:45 MWF

MONTIEL

**ECON 510 Statistics/Econometrics (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/econ/econ510.html)

D. ZIMMERMAN

**ECON 511(F) Statistics/Econometrics**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Admission to 511 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:20-12:35 TR

WATSON

**ECON 512 Agriculture and Development Strategy (Same as Economics 369) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/econ/econ512.html)

GOLLIN

**ECON 513(S) Development Macroeconomics II**

This course is a continuation of Economics 509, further analyzing the relationship between macroeconomic policies and economic growth in developing countries. Building on the analytical model developed in the first semester, this course explores issues of capital mobility, financial liberalization, and exchange rate policy. The first part of the course will analyze the financial sector's role in promoting economic growth and welfare, with topics that focus on financial repression and liberalization, the sequencing of financial reform, and the composition of capital flows. The second part of the course examines appropriate exchange rate frameworks, with topics that include the equilibrium real exchange rate, the choice of regime, exchange rate management, and currency crises in developing countries.

Prerequisites: Economics 252, 509. *Expected enrollment 25-30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 9:55-11:10 TR

SAMSON

**ECON 514 Empirical Methods in Macroeconomics (Same as Economics 367) (Not offered 2004-2005) (Q)**

(See under Economics 367 for full description.)

**ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386)**

(See under Economics 386 for full description.)

**ECON 516T(S) Developing Countries and the International Capital Markets**

This course will cover the pros and the cons of gaining access to the international capital markets, especially on the part of companies and governments in developing and transition countries. Topics to be covered include the advantages and disadvantages of attracting portfolio and direct investment flows; the roles of the IMF, credit rating agencies, and commercial and investment banks in facilitating access to international lenders and investors; the determinants and peculiarities of global capital movements, including the phenomenon called "sudden stop"; the role of prudential and other regulations, including controls on capital flows; and the advisable levels of domestic and external indebtedness.

Format: tutorial meetings in groups of 2. Requirement: one paper every other week, for a total of 5 papers.

Prerequisites: Economics 509. *Enrollment limit: 10 (expected: 10).*

*Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: TBA

PORZECANSKI

## *Economics, English*

### **ECON 517 Economic Transition in East Asia (Same as Economics 387) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/econ/econ517.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ517.html))

DE BRAUW

### **ECON 518T(S) Avoiding Financial Crises**

This course will focus on the causes of the most common financial crises that afflict developing and transition countries, with a view to understanding how best to avoid them altogether - or at least to minimize their destructive economic and political impact. The episodes to be studied include monetary (inflation) crises, banking crises, currency (exchange rate) crises, and fiscal (debt) crises. The readings will cover mostly the empirical and policy-oriented literature, including specific case studies of crisis development, avoidance and resolution, drawing from experience in Asia, Emerging Europe and Latin America.

Format: tutorial meetings in groups of 2. Requirement: one paper every other week, for a total of 5 papers.

Prerequisites: Economics 509. *Enrollment limit: 10 (expected: 10).*

*Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: TBA

PORZECANSKI

### **ECON 519 Regulation of Business (Same as Economics 381) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/econ/econ519.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ519.html))

BRADBURY

### **ECON 520(S) Research Studies**

In this course, each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

## **ENGLISH (Div. I)**

*Chair, Professor KAREN SWANN*

Professors: I. BELL\*, R. BELL, BUNDTZEN, CASE, FIX, KLEINER, KNOPP, LIMON, PYE\*, RAAB, ROSENHEIM, J. SHEPARD, D. L. SMITH, SOKOLSKY, SWANN, TIFFT. Visiting Professor: S. GRAVER. Associate Professors: KENT, P. MURPHY\*\*. Assistant Professors: CHAK-KALAKAL, T. DAVIS, THORNE. Visiting Associate Professor: PETHICA. Visiting Assistant Professor: ROSS. Senior Lecturers: CLEGHORN, GLÜCK\*. Lecturers: BARRETT\$, DE GOOYER\$\$, K. SHEPARD\$. Mellon Fellow: MUNRO.

### **COURSES AND COURSE-NUMBERING**

The course offerings in English enable students, whether majors or non-majors, to explore literature in a variety of ways, and to satisfy their interests in particular authors, literary periods, and genres. They emphasize interpretive skills, systematic and critical thinking, and careful attention to the generic, cultural, and historical contexts of literature written in English.

#### **100-LEVEL COURSES**

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills—techniques of reading—as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on rudimentary writing skills. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course other than 150 is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

#### **200-LEVEL COURSES**

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English Majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. Completion of a Gateway course is a requirement for the major.*

#### **300-LEVEL COURSES**

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. They are normally not open to first-year students, although in exceptional cases first-year students may enroll in a 300-level course with consent of the instructor.

#### 400-LEVEL COURSES

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Or a class might be oriented around a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work.

#### ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

#### MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from both the American and British traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

#### Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.
- 2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).
- 3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).
- 4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).
- 5) At least *one* "criticism" course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.
- 6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Period or Criticism requirement *as well as* a Gateway requirement.)

The department will now give one *elective* course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's historical distribution, criticism, or gateway requirements.

#### THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three different routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. The requirements of each are described below. Candidates for the program should normally have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors by April of the junior year. For the Class of 2005, the Director of Honors is Professor Anita Sokolsky.

*All routes require honors students to take a minimum of TEN regular-semester courses (rather than the nine otherwise required for the major), and to devote their senior year winter study course to their honors projects. More specifically:*

Students doing a *creative writing thesis* must, by graduation, take at least *nine* regular-semester courses, and, in addition, take English 497 (Honors Independent Study, fall) and English 031 (Honors Thesis, winter study) during senior year.

## English

Students writing a *critical thesis* must, by graduation, take at least *eight* regular-semester courses, and, in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 031 (Senior Thesis, winter study) during senior year.

Students pursuing a *critical specialization* must, by graduation, take at least *eight* regular-semester courses, and in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 030 (Honors Colloquium: Specialization Route, winter study) during senior year.

A student who is highly-qualified to pursue honors, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a critical thesis or critical specialization over one semester and the winter study term. Since the norm for these projects is a full year, such permission will be granted only in exceptional circumstances. If granted, the standards for admission and for evaluating the final project would be identical to those that apply to year-long honors projects.

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor, as well as with the director of honors, before April of the junior year. In early April, candidates submit a 1-page preliminary proposal that provides as specific a description as possible of the proposed project. The director of honors reviews proposals with the faculty advisor, and then makes a recommendation to the whole department. Students whose proposals are accepted receive provisional admission to the program at this time. Students not admitted to the honors program are advised, when appropriate, about other possible ways of pursuing their interests (e.g., independent studies, regular departmental courses).

Admitted students must consult with their advisors before the end of the spring semester of junior year to discuss reading or work pertinent to writing the formal honors prospectus. This prospectus is a decisive factor in final admission to the program. A draft of the prospectus must be submitted to the student's advisor by the end of the first week of July, and the final version to the Director of Honors and the advisor (two copies) by July 30 before the fall of senior year. After reviewing the prospectuses and consulting with advisors, the department's honors committee determines final admission to the program. Applicants are notified during the first week of the fall term.

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do the equivalent of at least B+ work to continue in the program. Should the student's work in the fall semester not meet this minimal standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English 030 or 031) to enroll in English 498 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit to their advisor, on the due dates specified below, three final copies of their written work. While letter grades for honors courses are assigned by the faculty advisor, the recommendation about honors is made by two other faculty members, who serve as readers of the student's work. These readers, after consulting with the faculty advisor, report their recommendation to the whole department, which awards either *Highest Honors*, *Honors*, or no honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the spring semester of the senior year. Highest honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional. All students who are awarded honors participate in a series of informal presentations at the end of the spring term in senior year.

### *Creative Writing Thesis*

The creative writing thesis involves the completion of a significant body of fiction or poetry during the fall semester and winter study of the senior year. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Since a student will most likely include in the thesis writing done in earlier semesters, a creative writing thesis usually involves only the fall semester and the winter study period, rather than the full year allotted to complete the critical essay.

Requirements for admission include outstanding work in an introductory and an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis advisor), a brief preliminary proposal, and the approval of the departmental honors committee. The formal prospectus consists of a 1-page description of the project, including its relation to work completed and in-progress. Students must also submit a writing sample. A creative writing thesis begun in the fall is due on the last day of winter study. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

### *Critical Thesis*

The critical thesis involves writing a substantial scholarly and/or critical essay during both semesters as well as the winter study period of the senior year. The formal prospectus, a 2- to 3-page description of the thesis project, should present a coherent proposal indicating the range of the thesis, the questions to be investigated, the methods to be used, and the arguments likely to be considered, along with a brief bibliography.

Significant progress on the thesis, including a substantial amount of writing (to be determined by student and advisor), is required by the end of the fall semester. A first draft of the thesis must be com-



pleted by the end of the winter study period. The spring semester is to be devoted to revising and refining the work and to shaping its several chapters into a unified argument. Ideally, the length of the honors essay will be about 15,000 words (roughly 45 pages). In no case should the thesis be longer than 25,000 words, including notes. The finished thesis is due on the second Friday following spring break.

#### *Critical Specialization*

The critical specialization route is intended to provide students with an opportunity for making a series of forays into an area of interest that is both broad in scope and related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The critical specialization must be united by a common area of interest, such as a given literary form or historical period, a topic that cuts across several periods, an issue in literary theory, a topic that connects literary and cultural issues, a comparative literature or interdisciplinary topic. Students are encouraged to propose specialization topics of their own devising. The following examples are meant only to suggest the kinds of topics appropriate to a critical specialization: lyric traditions, postmodern narrative, magic realism, Dante and modern literature, Freud and literature, the poet as citizen, new historicist approaches to literature, feminist film criticism.

In addition to reading primary works, the student is expected to read secondary sources, which describe or define issues critical to the area of specialization. The formal prospectus, a 2- to 3-page description of the project, should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. This prospectus should also describe the relation between previous course work and the proposed specialization, and include a brief bibliography of secondary works. The pursuit of the specialization route requires the following: (1) writing a set of three essays, each about 10 pages long (a page being approximately 250 words), which together advance a flexibly-related set of arguments. The first two essays are due by the end of the fall semester, and the third by the end of winter study; (2) developing an extended annotated bibliography (about 4-5 pages long) of selected secondary sources, explaining their importance to the area of specialization (due mid-February); (3) meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) writing a fourth essay of 10-12 pages, the purpose of which is to consider matters that arose during the faculty-student discussion and to reflect on the evolution and outcome of the intellectual journey undertaken by the student. This final essay is due on the second Friday after spring break.

The same three faculty members are involved throughout the assessment process, and the standards and methods of evaluation are the same as for other kinds of honors projects, with the following exception: For the specialization route, the evaluation will also include the student's performance in the discussion with the three faculty readers, and that discussion will include not only the student's writing but also secondary sources.

## COURSES

### **100-LEVEL COURSES** (except English 150)

Through small class discussions (limited in size to 19 students per section) and frequent writing assignments, 100-level English courses ask students to develop their skills as readers and as analytical writers. Each course assigns 20 pages of writing in various forms. These courses are prerequisites for taking most other English courses. Students who receive a 5 on the AP English Literature exam may take upper-level courses without first taking a 100-level. *All 100-level English courses are writing intensive.*

#### **ENGL 106(F) Modern Poetry (W)**

This introductory course focuses on twentieth century poetry by William Butler Yeats, T. S. Eliot, Wallace Stevens, Robert Frost, W. H. Auden, Marianne Moore, Robert Lowell, Elizabeth Bishop, and Richard Wilbur. Our primary concerns are learning to read better and discuss thoughtfully the poems themselves: how does this poem work and play? What are its strategies? How do poetic uses of language convey meanings and suggest implications? Exploring individual poems carefully, we will work toward a richer understanding of the nature of Modernism generally.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of weekly exercises, alternating journal entries and short formal essays, along with some memorization.

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

Hour: 8:30-9:45 MWF

R. BELL

#### **ENGL 108(S) Forms of Revenge (W)**

Even in its most brutal expression, revenge lies close to art. Writers in almost every period have exploited this affinity and vengeance is as basic to the detective novel and the suburban sitcom as it is to ancient epic and the medieval fabliau. In this course, we will consider the representation of revenge in a range of genres. Works by Homer, Shakespeare, Poe, Nabokov, Neil Jordan and Lucille Ball.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of short papers.

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

Hour: 2:35-3:50 MR

KLEINER

## English

### ENGL 110(F) The Age of the Short Story (W)

This class will emphasize the development of critical reading skills through its focus on American short fiction of the nineteenth century. What a story is, and what a story does are key questions for the class and for the authors we will examine. What does it mean for a story to be simply funny, or simply horrifying? What formal features allow a story to intervene into political problems in its day? How do stories define the United States, and how do they define the relationship of literature to the nation? Are some stories meant only as aesthetic productions? Readings include Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, Bret Harte, Victor Séjour, Charles Chesnutt, Charlotte Perkins Gilman, and Sarah Orne Jewett.

Format: discussion/seminar. Requirements: 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: 2:35-3:50 MR

T. DAVIS

### ENGL 111(F) 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: 1:10-2:25 MR

CASE

### ENGL 114(F) Literary Speakers (W)

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how—and with what effects—poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney). Format: discussion/seminar. Requirements: a discussion class with emphasis on close reading and frequent, careful writing (about 20 pages, in the form of short papers).

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

Hour: 10:00-10:50 MWF

FIX

### ENGL 117(F) Introduction to Cultural Theory (W)

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Format: discussion/seminar. Requirements: five short papers totaling about 20 pages, class attendance and participation.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students.* Two sections.

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

THORNE

**ENGL 120(FS) The Nature of Narrative (Same as Comparative Literature 111) (W)**

(See under Comparative Literature for full description.)

Note: English 120 may be used as the prerequisite for other English courses.

**ENGL 121(S) Precocity (W)**

Precocity—knowing too much too early and without understanding the implications of what you know—is often the subject of literary texts, perhaps because it dramatizes the stakes of interpreting. Precocity can emerge in a character, in narrative posture, or in the very texture of the writing. It can produce highly charged dramatic situations, comic or ruinous; it can precipitate crises of character and of narrative. We will read Nabokov's *Lolita*, James' *The Turn of the Screw*, Stoppard's play *Arcadia*, and a range of poems and stories.

Format: discussion/seminar. Requirements: students will write four short papers totaling 15-20 pages.

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

Hour: 9:55-11:10 TR

SOKOLSKY

**ENGL 122 The Syntactic Structure of English (Same as Linguistics 121) (Not offered 2004-2005) (W)**

(See under Linguistics for full description.)

**ENGL 124(F) Family Matters (W)**

"Anyone who has survived childhood has enough material to write for the rest of his or her life" (Flannery O'Connor). A course designed to explore the representations of family in recent American literature. Family is our first community, and in the literature of family one commonly accepted and undisputed convention emerges: parents and children are morally bound to one another. These bonds of blood, both liberating and limiting, have always been a literary convention. In this course, we will examine recent American fiction that explores such bonds. What do such narratives claim we want from our families? What do such narratives claim we're willing to do to get it? Have recent narratives developed particular and characteristic strategies for approaching this topic? And are there importantly particularizing aspects of the American family? The emphasis here will be on developing analytical skills. To that end, class members will produce: short written responses to published fiction; biographical presentations on the authors to be discussed; four longer essays which will involve extensive peer-editing, revision and one-on-one meetings with the professor. Students will also be responsible for teaching one class on a work of their choice. The emphasis will be on exploring the reading and writing processes, and on coherently communicating that exploration to each other. Authors to be considered may include: Rick Moody, Junot Diaz, Andre Dubus, Lorrie Moore, Gish Jen, Adam Haslett, Grace Paley, and Jonathan Franzen.

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.*

*This Course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 11:00-12:15 MWF

K. SHEPARD

**ENGL 126(FS) 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 per section (expected: 19 per section). Preference given to first-year students.* Two sections.

Hour: 8:30-9:45 TR

8:30-9:45 TR

First Semester: LIMON

Second Semester: LIMON

**ENGL 127(F) The Celtic Other World: From Myth to Romance and Beyond (W)**

Written down between the twelfth and fifteenth centuries in manuscripts like the *Book of the Dun Cow* (Irish) and the *White Book of Rhydderch* (Welsh), stories about the Celtic Other World sparkle even in translation. With delicate description, whimsical humor, exuberant excess, and heroic energy, they conjure up a world in which the boundaries between magic and reality collapse in unexpected, thought-provoking ways. In the Irish story "Da Derga's Hostel," a bird flies through a skylight to father the hero Conare Mar. In "The Wooing of Etain," a woman turns her rival into a scarlet fly. In the Welsh story "Culhwch and Olwen," the warrior Clust, though "buried seven fathoms in the earth," can still "hear an ant stirring from its bed in the morning fifty miles away." The magic of Arthurian romance is almost

## English

exclusively Celtic in origin. By Chretien de Troyes (twelfth-century France), we will read *Yvain, The Knight with the Lion and Perceval*, the *Story of the Grail* and from fourteenth-century England we will read *Sir Gawain and the Green Knight*. From medieval romance, we will follow the influence of the Celtic Other World in Shakespearean comedy (*A Midsummer Night's Dream*), and in romantic, Victorian, and early modern poetry by Keats, Tennyson, and Yeats. The goal of the course, in addition to its particular subject matter, is to develop effective reading and writing strategies for works of different genres and time periods.

Format: discussion/seminar. Requirements: weekly writing assignments, both formal and informal, including required electronic journal postings. Students will do 20 pages of writing in the form of frequent short papers and will be evaluated on writing and class participation.

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

Hour: 11:00-12:15 MWF

KNOPP

### ENGL 129(S) Twentieth-Century Black Poets (W)\*

From Langston Hughes to contemporary poets such as Amiri Baraka and Angela Jackson, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Format: discussion/seminar. Requirements: twenty pages of writing in the form of a journal on the readings and several short papers.

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

Hour: 11:20-12:35 TR

11:20-12:35 TR

First Semester: D. L. SMITH

Second Semester: D. L. SMITH

### ENGL 131(F) Women's Voices: Sappho to Riot Grrrls (Same as Women's and Gender Studies 131) (W)

This course will consider texts from a broad sampling of genres written by woman who raise their voices in opposition to, and often in outright protest of, social norms and literary conventions. We will situate central issues of class, race, sexuality, and political ideology raised by these texts within broader themes of coming of age, finding a voice of one's own, resisting social and literary limitations, and the price of artistic freedom. Readings will include works by Sappho, Aphra Behn, Mary Wollstonecraft, Christina Rossetti, Charlotte Perkins Gilman, Virginia Woolf, Zora Neale Hurston, Caryl Churchill, and others, including works by selected contemporary poets and spoken word texts by award-winning female poetry slammers.

Format: discussion/seminar. Requirements: four 5-page papers, and active class participation.

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

Hour: 2:35-3:50 TF

ROSS

### ENGL 137(F) Shakespeare's Warriors and Politicians (W)

From history, legend, and his own imaginative powers, Shakespeare has fashioned superlative warriors: Hotspur, Othello, Macbeth, Antony, and Coriolanus are larger-than-life soldiers on the battlefield. They are, however, frequently undone by love and politics. Hotspur is no match for the shrewd political maneuvering of Prince Hal; Othello's love for Desdemona turns to hate through the machinations of the Machiavellian Iago; Macbeth is pushed to regicide by his wife; and Antony is twice undone—made “a strumpet's fool” by Cleopatra and defeated by a mere “boy” in the supreme politician Octavius Caesar. This course will examine seven plays by Shakespeare, where the virtues and weaknesses of the warrior and the politician are seen to be in tension: *Richard III*, *Henry IV, Part I*, *Julius Caesar*, *Othello*, *Macbeth*, *Antony and Cleopatra*, and *Coriolanus*. In the last play, Shakespeare portrays the convergence of sex, war, and politics with a new cynicism that leaves no character unscathed.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of four essays, ranging in length from 3-7 pages, and several short journal-style writing assignments, as well as active participation in class.

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

Hour: 1:10-2:25 TF

BUNDTZEN

### ENGL 142(FS) Radio, Radio (W)

*Radio, Radio* is a seminar devoted to making and interpreting non-fiction audio. Using unobtrusive recording technology we will learn to do field recording, interviews, and post-production editing. We will use this process to ask fundamental questions about the media, the functions of stories, and our relation to the world. How do we identify worthwhile stories? When does an editor's manipulation become unethical or untrue? We will aim to vest our answers to these questions in the form and content of our audio work. We will also spend considerable time critiquing student work. Critical readings in media theory, radio history, and cultural history will be assigned.

Format: seminar. Requirements: students must attend three specially arranged evening labs in audio acquisition and editing. Assignments will include several short written exercises; an editing assignment

## English

using found footage; and the production of several short audio essays. Students will occasionally be required to work in teams.

No prerequisites. *Enrollment limit: 12 per section (expected: 12 per section). Preference given to first-year students, and then to sophomores, English majors, and junior/senior non-majors.* Two sections.

Hour: 11:20-12:35 TR

First Semester: ROSENHEIM

8:30-9:45 MWF

Second Semester: ROSENHEIM

### **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 Pollock, 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 to first-year students.*

Hour: 1:10-2:25 MR

P. PARK

### **ENGL 150(F) Expository Writing (W)**

This is a course in basic problems of expository writing. It is not designed for students interested in writing prose fiction or in simply polishing their style. Its goal is to teach students how to write a clear, well-argued, intelligible paper. Readings will be taken from a writing handbook and a collection of essays. Format: discussion/seminar. Requirements: a substantial amount of writing will be assigned in the form of short essays. Regular class meetings will be supplemented by individual conferences.

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

Hour: 2:35-3:50 MR

CLEGHORN

### **ENGL 150(S) Expository Writing (W)**

This is the same course as English 150(F), except that admission to the course in the spring semester is determined not by diagnostic examination, but by the permission of instructor.

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

Hour: 8:30-9:45 TR

DE GOOYER

## **200-LEVEL COURSES**

### **ENGL 201(F,S) Shakespeare's Major Plays**

A consideration of about eight to ten of Shakespeare's major plays, with particular attention to his uses of language, his developing powers as a dramatist and poet, and the critical and theatrical possibilities of his works.

Requirements: vary by section, but usually include two papers, sometimes a midterm exam, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 per section (expected: 35 per section).* Three sections.

(Pre-1700)

Hour: 11:00-12:15 MWF

First Semester: RAAB

1:10-2:25 MR, 11:00-12:15 MWF

Second Semester: KLEINER, KNOPP

### **ENGL 202(S) Modern Drama (Same as Comparative Literature 202 and Theatre 312)**

An introduction to some of the major plays of the past hundred years, and to major movements in drama of the period. Readings will include Ibsen's *The Wild Duck*, Wilde's *The Importance of Being Earnest*, Chekhov's *The Cherry Orchard*, Synge's *The Playboy of the Western World*, Pirandello's *Six Characters in Search of an Author*, Brecht's *Mother Courage*, Beckett's *Waiting for Godot*, Arthur Miller's *Death of a Salesman*, Harold Pinter's *The Room*, Soyinka's *Death and the King's Horseman*, and Stoppard's *Arcadia*.

Format: lecture/discussion. Requirements: two 5-page papers, regular journal entries or postings, a final exam, and active participation in class discussions.

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

(Post-1900)

Hour: 10:00-10:50 MWF

PETHICA

### **ENGL 203(F,S) Reading Films (Same as Comparative Literature 223)**

An introduction to the interpretive analysis of film, emphasizing the close study of such formal features as mise-en-scene, editing, cinematography, and sound in order to make sense of a film's meanings. In

## English

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 German expressionist movements 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, Amodovar and Jonze.

Format: discussion/seminar. Requirements: vary by section, but usually include two papers, one or two film editing exercises, a final examination, and active participation in class discussions.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 35 per section (expected: 35 per section).* *Preference given to sophomores and current English majors.* Two sections.

(Post-1900)

Hour: 9:55-11:10 TR

1:10-2:25 MR

First semester: ROSENHEIM

Second semester: TIFFT

### **ENGL 204 The Feature Film (Same as Comparative Literature 224) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl204.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl204.html))

### **ENGL 209(F) American Literature: Origins to 1865 (Same as American Studies 209)**

What is American literature? This course will examine the variety of answers that have been made to this question, and the way that those answers differently articulate both what counts as “America” and what counts as literature. In the nineteenth century, we will read major voices of the American Renaissance (Emerson, Hawthorne, Thoreau) and voices coming out of the abolitionist movement and the popular press (Stowe, Douglass, Jacobs). In the eighteenth century, we will read the autobiographical and political writings of figures including Benjamin Franklin and Thomas Jefferson, and both the popular female novelist Susanna Rowson and the latter-day Puritan Jonathan Edwards. In the colonial era we will contrast the Puritan history of William Bradford with the pell-mell pillaging of John Smith in his accounts of Virginia. Working through the differences among different figures, eras, and genres we will be asking what makes a literary *tradition*: temporal progression, thematic consistency, national identity, etc.? And consider, too, what the way we construct American literature means for our understanding of the nation today.

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

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).*

(1700-1900)

Hour: 1:10-2:25 MR

T. DAVIS

### **ENGL 210(S) American Literature: 1865-Present (Same as American Studies 210)**

This course is designed to provide an introduction to American literature from the post-Civil War period to the present. Beginning with Walt Whitman and Emily Dickinson, we will read a series of influential American texts—both fiction and poetry. We will situate these works not only within the literary movements of the time (e.g., realism, modernism, and postmodernism), but also within other important historical and cultural occurrences (e.g., immigration and migration, civil rights, commodity culture). Throughout, the emphasis will be on the diverse, sometimes conflicting traditions that make up the American literary canon. Readings may include works by such authors as Twain, Chopin, Chesnutt, Hemingway, Hughes, Hurston, Faulkner, Ellison, Ginsberg, Pynchon, Morrison, and Cisneros.

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

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).*

(Post-1900)

Hour: 2:35-3:50 MR

CLEGHORN

### **ENGL 211(F) British Literature: Middle Ages Through the Renaissance**

This course is a survey of English literature from the tenth to the mid-seventeenth century. Readings will include works by the major figures of the period—Chaucer, Marlowe, Shakespeare, Spenser, Donne—and examples of the major genres—plays, romances, sonnet sequences and dirty stories.

Format: lecture/discussion. Requirements: frequent short exercises, two 5- to 7-page papers, midterm and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* *Preference given to sophomores and to first-year students who have placed out of 100-level courses.*

(Pre-1700)

Hour: 8:30-9:45 TR

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: 11:00-12:15 MWF

CASE

**ENGL 213(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as Comparative Literature 217, History 341 and Theatre 222) (W)**

(See under Theatre for full description.)

**ENGL 216(S) Introduction to the Novel**

A team-taught lecture course on the development of the novel as a literary form. Writers likely to be studied include Defoe, Austen, Brontë, Dickens, James, Joyce, Nabokov, and Morrison. Occasional sessions will be scheduled during the term for informal discussions and questions.

Format: lecture. Requirements: midterm and final exams, and occasional short writing exercises.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 100 (expected: 100).*

Hour: 10:00-10:50 MWF

P. MURPHY and SWANN

**ENGL 219(S) Literature by Women (Same as Women's and Gender Studies 219)**

This course will consider literary works by women in English as occasions where women acknowledge and confront both each other and a literary culture which has traditionally defined feminine identity and excluded female voices. Among the issues we will explore are: Are there significant intertextualities amongst women writers, enough that we might argue for women's literary "traditions," either in terms of form or content? What are the unique difficulties women face as creators, as opposed to just subjects, of literature? Can writing serve as a form of resistance, and if so, how? How is femininity articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? While including a wide range of women, the course may study in greater depth such writers as Kate Chopin, Virginia Woolf, Adrienne Rich, Sylvia Plath, Toni Morrison, Audre Lorde, Maxine Hong Kingston, and Margaret Atwood.

Format: discussion/seminar. Requirements: one 4- to 5-page essay, one 6- to 8-page essay, midterm and final exams.

No prerequisites. *Enrollment limit: 40 (expected: 25-30).*

(Post-1900)

Hour: 1:10-2:25 TF

BUNDTZEN

**ENGL 220(F,S) Introduction to African-American Writing (Same as American Studies 220)\***

This course will examine texts by some of the most influential African-American writers, analyzing the common themes and narrative strategies that constitute what may be defined as an African-American literary tradition. Authors to be considered 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: 9:55-11:10 TR

1:10-2:25 MR

First Semester: CHAKKALAKAL

Second Semester: D. L. SMITH

**ENGL 224T(S) Contemporary Play and Performance Analysis (Same as Theatre 221T and Women's and Gender Studies 221T) (W)**

(See under Theatre for full description.)

**ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)**

(See under Maritime Studies for full description.)

**ENGL 239T(S) The Brontës (W)**

As children, the Brontë sisters collaboratively created a rich imaginary world, and thus began, in their earliest years, their grand experimentations in fiction. As adults, each pursued her own course, producing highly original novels and poems, but the three sisters also often read or listened to each other's work. This tutorial will compare the mature writings of Charlotte, Emily, and Anne Brontë, exploring both their similar and distinctive qualities. Students will write on such topics as the following: the Brontës' revolutionary fictive choices and artistic evolution; their approaches to character and point of view; their treatment of nature, colonialism, and the "Woman Question;" their use of the supernatural, the gothic, and the Byronic. Readings will include Charlotte's first and last novels, *Jane Eyre* and *Villette*, Anne Brontë's *Tenants of Wildfell Hall*, and Emily's *Wuthering Heights*, as well as selected poems. Some historical and critical readings will also be required.

Format: tutorial, with occasional group meetings. Mostly, however, students will meet weekly with a tutorial partner and the instructor to discuss one student's paper and the other student's response. Five 5-page arguments and five 2-page critiques are required.

## English

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected 10); preference to sophomores considering the English major.*

(1700-1900)

Hour: TBA

S. GRAVER

### **ENGL 240(S) Real Fakes (Same as INTR 275 and Religion 282)**

(See under IPECS—INTR 275 for full description.)

### **ENGL 241(S) The African Novel (Same as Comparative Literature 241)\***

Is there such a thing as “the African novel?” In this class we will attempt to construct—and deconstruct—such an idea. We will begin with the era of independence movements, when writers were defining themselves as proudly African against a European tradition, and were appropriating the novel to do so. In the context of repressive regimes, however, post-independence novelists have opposed the state, creatively forging “imagined communities” that complicate both nationalism and pan-Africanism. From feminism to Marxism, from allegiances to local indigenous groups and their traditions to transnational identifications, these writers give us a glimpse of how rich and complex “African writing” has become. These novels range from magical realism to postmodern allegory, from elegiac prose poetry to comedy, and from historical romance to stark prison memoir; the class is an introduction to inventive and lyrical writing that deserves a global audience.

Format: lecture/discussion. Requirements: The class will involve a lot of discussion, and a weekly journal of critical writing experiments of your own—different ways to read closely, or analyze texts with attention to detail, or to connect the novels to the history they take on—that will lead to three longer papers.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to International Studies: African Studies concentrators and prospective English majors.*

(Post-1900)

Hour: 11:20-12:35 TR

MUNRO

### **ENGL 285T(F) Lying About the Truth (W)**

All readers fall prey to it: the autobiographical fallacy—the conflation of author and narrator. Writers know readers are susceptible to it. A tutorial designed to explore the uses and abuses of the autobiographical fallacy by contemporary American authors. How do writers of autobiographical fiction take advantage of this tendency? What role does the autobiographical fallacy play in a writer’s authority? What’s the relationship between reader and writer in autobiographical fiction? What do writers of such fiction want from a reader, and how does encouraging the autobiographical fallacy get them what they want? Reading list may include work by Tim O’Brien, Lorrie Moore, Junot Diaz, Dorothy Allison, Amy Hempel, Jhumpa Lahiri, Mary Yukari Waters, and Edwidge Danticat, among others.

Format: tutorial. Requirements: In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts being covered that week. The other student will join the instructor in responding to that paper.

Prerequisites: a 100-level course, except 150. *Enrollment limit: 10 (expected: 10).* (Post-1900)

Hour: TBA

K. SHEPARD

## **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.*)

### **ENGL 217(S) Shakespearean Comedy (Gateway) (Same as Theatre 225) (W)**

This course studies Shakespeare’s comic art and explores the nature of comedy. Our texts are *A Midsummer Night’s Dream*, *The Taming of the Shrew*, *Henry the Fourth*, part one, *Twelfth Night*, *As You Like It*, and *Much Ado About Nothing*, along with some comic theory by Hobbes, Bergson, Meredith, Freud, Bakhtin, Frye, and others. We will view and discuss several films and the Williams theater spring semester production, *As You Like It*. Our main concerns are practical criticism, focused on Shakespeare’s language and dramatic art: why and how is this comical? What does this humorous character or that comic scene contribute to the play? What are some larger patterns of comedy? How does this play apply, revise, or complicate the traditional patterns? How central is comedy to the play’s vision?

Format: discussion/seminar. Requirements: written exercises every week, alternating journal entries and short formal essays.

Prerequisites: 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English Majors who have yet to take a Gateway.*

(Pre-1700)

Hour: 9:55-11:10 TR

R. BELL

### **ENGL 226(S) Irish Revivals (Gateway) (W)**

This course will focus on Irish literature of the last two centuries as a case study in the way history, culture and politics interact in the formation of a distinctive literary tradition. We will begin with an overview



of the literature of the Gaelic and early colonial periods, and briefly consider texts from the Irish “Revival” of 1800-1830, during which the problems of Irish cultural, literary and political self-definition in a colonial context—the effort to construct or assert “Irishness” as an identity distinct from Englishness—became sharply outlined. Our principal focus will be on the “Irish Renaissance” of c.1890-1925, during which Irish writing in the English language became firmly identified as a canon distinct from the English tradition, and writers such as Yeats and Joyce achieved international status. Readings will include drama, poetry, fiction, and non-fiction prose by Yeats, Synge, Somerville and Ross, Joyce, George Moore, George Bernard Shaw, Lady Gregory and Sean O’Casey. We will foreground key fault-lines of the period: competing visions of Irish identity and of the role of literature in promoting cultural and/or political change; debate over the propriety of writing in English, drawing on English literary traditions, or seeking an English audience; the work of “self-exiles” like Shaw and Joyce, versus that of writers who stayed in Ireland; and the long-entrenched ideological and political tensions between Catholics and Protestants, and landowners and tenants, in Ireland. The course will conclude with consideration of post-independence literature, and of the extraordinary current vitality of Irish literary culture, with reading of works by Brendan Behan, Seamus Heaney, Martin McDonagh, and discussion of Neil Jordan’s film “The Crying Game.” Key considerations here will be the ways traditional Nationalist concerns have recently been reinflected by contemporary sexual politics, and by the effort to reconceive both Ireland’s literary past and its present in terms of post-colonial theory.

Format: discussion/seminar. Requirements: four papers (3-4 pages for the first, rising to 6-8 pages for the last), several short journal-style writing assignments, and active participation in discussion.

Prerequisites: a 100-level English course, except 150. *Enrollment limited to 19. Preference given to first-year students, sophomores, and English Majors who have yet to take a Gateway.*

(1700-1900)

Hour: 1:10-2:25 TF

PETHICA

#### **ENGL 227(S) Contesting American Poetics (Gateway) (W)**

How do poems come to assume their particular forms? What is a poem’s horizon of possibilities? To answer these questions, we will engage in comparative poetics, focussing on nineteenth- and twentieth-century American work. Beginning with an extended consideration of Whitman and Dickinson, we will learn to identify a poet’s poetic program (however loosely defined) as it changes over time and circumstance. In addition to poems, we will consider letters, journals, essays and taped performances. We will pay special attention to the social and political contexts of “schools” or “movements,” listening for each poet’s underlying sense of her or his place in the world. The course will be organized around pairings selected from the following list: Hart Crane; Marianne Moore; William Carlos Williams; Langston Hughes; Robinson Jeffers; Imiri Baraka; Adrienne Rich; Gary Snyder; the Black Mountain School (e.g., Olson, Creeley, Levertov); the Beats (e.g., Ginsberg, Corso, Ferlinghetti); the New York School (e.g., Ashbery, O’Hara). Students should emerge from this course with a solid sense of the varieties of modern American poetry, but also, and perhaps more importantly, an immediate understanding of how to handle poems as readers.

Format: discussion/seminar.

Requirements: Students will be asked to write frequently and to revise steadily, producing a total of 20 pages of writing over the course of the semester.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to first- and second-year students and majors who have yet to take a Gateway course.*

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

(Post-1900)

Hour: 1:10-2:25 MR

CLEGHORN

#### **ENGL 230(S) Introduction to Literary Theory (Gateway) (Same as Comparative Literature 240) (W)**

In this course we will engage with the major arguments in the field of literary theory. Yet it is important that this is not a catch-all survey class; rather, we will be conducting a continuing debate about the nature of literary meaning and the relationship of such meaning to politics and ethics. What determines the meaning of a text? How can an interpretation of a literary work be deemed true or false? Is the relationship of literature to politics foundational or peripheral? Is criticism an ethical practice? Readings include W. K. Wimsatt and Monroe Beardsley, Paul De Man, Stanley Fish, Judith Butler, Jacques, Derrida, Michel, Foucault, and Henry Louis Gates, Jr.

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: 2:35-3:50 MR

T. DAVIS

#### **ENGL 233(F) Great Big Books (Gateway) (Same as Comparative Literature 283) (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 one-

## English

self 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 multi-plot 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: 1:10-2:25 TF

TIFFT

### **ENGL 236(FS) Witnessing: Slavery and Its Aftermath (Gateway) (W)\***

The dual acts of remembering and forgetting slavery have become central to the constitution of American history. This course examines the relationship between memory, history, and national identity that has been produced through the visual and literary material on the subject of slavery. Our readings will move from nineteenth- and eighteenth-century accounts of slavery, poems by Phillis Wheatley, fiction and non-fiction by Frederick Douglass and Martin Delany to twentieth-century re-writings and remembrances of slavery. Here we will be examining both visual and literary texts that include works by William Faulkner, Octavia Butler, Sherley Anne Williams, Toni Morrison and visual productions by Kara Walker and Bill T. Jones. Finally, we will consider how television melodramas—*Roots*, *North and South*, *Sally Hemmings: An American Scandal*—have shaped the function of slavery in contemporary popular culture.

Format: discussion/seminar. Requirements: compulsory attendance and participation, twenty pages of writing in the form of short critical papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* Two sections.

(1700-1900 or Post-1900)

Hour: 8:30-9:45 TR

8:30-9:45 TR

First Semester: CHAKKALAKAL

Second Semester: CHAKKALAKAL

## **300-LEVEL COURSES**

### **ENGL 304 Dante (Same as Comparative Literature 304) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl304.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl304.html))

### **ENGL 305(F) 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 in reading and pronouncing 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, as well as frequent electronic journal postings, 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).*

(Pre-1700)

Hour: 2:35-3:50 MR

KNOPP

### **ENGL 309(F) Medieval Women Writers (Same as Comparative Literature 309 and Women's and Gender Studies 309)**

This class will examine works from a wide range of genres written by women in medieval Europe from the tenth through the fifteenth centuries. The writers we will consider are among the finest storytellers, lyric poets, playwrights, composers, and social commentators of the middle ages. Their work employs surprising degrees of boldness and wit to interrogate issues of identity, power, desire, and artistic vision, while pushing against the limitations of gender, religion, and literary convention. Readings for the course include *fin'amors* lyrics by the female troubadours, the letters of Heloise to Abelard, the *Lais* of Marie de France, Christine de Pisan's *Book of the City of Ladies*, *The Book of Margery Kempe*, and selections from the works of Hrosvitha of Gandersheim, Hildegard of Bingen and others.

Format: discussion/seminar. Requirements: active class participation, two 5- to 7-page papers, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20)* (Pre-1700)

Hour: 1:10-2:25 TF

ROSS

**ENGL 314(F) Renaissance Drama (Same as Theatre 337)**

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(S) The Poetry of Milton**

A study of several of Milton's major works, emphasizing his development as a poet. Readings will include "On the Morning of Christ's Nativity," "L'Allegro," "Il Penseroso," "Lycidas," *Paradise Lost*, some sonnets, and some passages from "Areopagitica."

Format: discussion/seminar. Requirements: two 5-page essays, and a 10-page final essay.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Pre-1700)

Hour: 11:20-12:35 TR

DE GOOYER

**ENGL 316 The Art of Courtship (Same as Women's and Gender Studies 316) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/eng/eng316.html](http://www.williams.edu/Registrar/catalog/depts/eng/eng316.html))

**ENGL 321(S) Samuel Johnson and the Literary Tradition**

Johnson has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the English Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and to sharpen our understanding of the relationships between his standards and our own.

Format: discussion. Requirements: two papers and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Criticism or 1700-1900)

Hour: 2:35-3:50 TF

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 sympathy, and—always—closely watched. Eighteenth-century novelists—and their narrators—aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world.

In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)—long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We'll 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.

## English

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10).*  
(1700-1900 or Criticism)

Hour: TBA

FIX

### **ENGL 324(S) Introduction to Eighteenth-Century Literature**

Why study the eighteenth century? To the unaccustomed reader, the period can seem to be all petticoats and pettifoggery. The prose clatters out in clumsy periods, the poetry proceeds in clockwork couplets. The thrill of studying the century, however, is that our most massively modern institutions come into being within its confines: the press, party politics, and the administrative state; the domestic family and the gender regime appropriate to it; and the advanced capitalist marketplace, the stock exchange, public credit, global trade, industrialization. So here's an interesting question: How does literature get entangled in such fundamental social changes? Is literature transformed by political, economic, and social changes? Does literature itself help bring such changes about? Our strategy will be to survey eighteenth-century Britain's characteristic literary modes, forms of writing that took shape or took on newfound significance between 1700 and 1800. In each case, we will begin by reading a well-known eighteenth-century text and then compare that text with an accomplished recent example from the same genre. Thus we will read Tory satire such as Jonathan Swift's madcap *Tale of a Tub* alongside Oliver Stone's *Natural Born Killers*, the Gothic novel such as Matthew Lewis's lurid *Monk* alongside Kubrick's *Shining*, and so on. This comparative perspective should help us get a handle on the eighteenth century in two ways: First, it will demonstrate that the eighteenth century was historically significant, because it changed the culture utterly. It changed what and how people read in ways that still affect us. But these similarities can be deceptive: The course should also help us articulate with greater precision everything that is particular to the eighteenth century. All the eighteenth-century genres we will be considering are still around, but all of them have changed substantially over time. None of them do the same cultural work today that they did 300 years ago. It will be our primary task, then, to determine as carefully as possible the many important ways in which eighteenth-century texts differ from their contemporary counterparts.

Format: discussion/seminar. Requirements: one shorter, one longer paper, totaling about 15 pages, short weekly writing assignments, class attendance and participation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*  
(1700-1900)

Hour: 9:55-11:10 TR

THORNE

### **ENGL 328(S) Jane Austen and George Eliot (Same as Women's and Gender Studies 328)**

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social exigencies to shape dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*, and *Daniel Deronda*; selected letters and prose; essays by Burke and Marx; and recent criticism.

Format: discussion/seminar. Requirements: two 8- to 10-page papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*  
(1700-1900)

Hour: 1:10-2:25 TF

SOKOLSKY

### **ENGL 329 Puritanism and its Aftereffects (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl329.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl329.html))

### **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: 2:35-3:50 MR

P. MURPHY

### **ENGL 333(F) Nineteenth-Century British Novel**

A study of major works from what is often considered the Golden Age of the novel. A central focus of the course will be on the evolution of the realist novel, and the aesthetic and social implications of realism as a method, but we will also look at alternative strains in fiction of the period, such as the Gothic and "sensational" novels. Probable texts will include Austen's *Persuasion*, Brontë's *Wuthering Heights*, Dickens's *Bleak House*, Trollope's *The Warden*, Braddon's *Lady Audley's Secret*, Eliot's *Middlemarch*, and Forster's *A Room With a View*.

Format: discussion/seminar. Requirements: heavy reading load; flexible writing requirement: options include short papers, journal, final exam, and a 12- to 15-page final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*  
(1700-1900)

Hour: 10:00-10:50 MWF

CASE

**ENGL 337 Victorian Culture (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl337.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl337.html))

**ENGL 338 Literature of the American Renaissance (Same as American Studies 338) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl338.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl338.html))

**ENGL 339(S) Magic Realism (Same as Comparative Literature 319)**

If you look back over the great successes in world literature over the last forty years or so—if you look, that is, at the books that have been read widely, in translation, throughout the world and not just in their countries of origin—you’ll notice a pattern: Novel after novel after novel belongs to a genre usually known as “magical realism,” full of miraculous children and ghosts who dance the bachata and cooks who can transform their feelings into soup. These novels make for splendid reading—and we will read some ten or twelve of them—but they also raise some tough questions, beginning with the term itself. “Magical realism,” we must keep reminding ourselves, lest the phrase sediment itself on our tongues, is an oxymoron. How can a novel be “magical” and “realist” at the same time? How can a novel still be recognized as “realist” once it has filled its pages with hocus-pocus and hoodoo? Other questions emerge when you start reading the novels: Most of these books describe major historical events—World War II, say, or the decolonization of Nigeria—and so the question becomes: What is the relationship between magical realism and the historical novel? What happens when you try to recount history as though it were a fairy tale? And why has this genre been so popular among novelists in such widely scattered parts of the world, and especially in the world’s former colonies—India, West Africa, Latin America? And how is it that magical realism has become the model for what gets to count as good literature on the world scene, as world literature proper? Why does magical realism seem like a free pass into the contemporary canon?

Readings will include: Alejo Carpentier, *The Lost Steps*; Günter Grass, *The Tin Drum*; Gabriel Garcia Márquez, *One Hundred Years of Solitude*; Salman Rushdie, *Midnight’s Children*; Ben Okri, *The Famished Road*; Jeffrey Eugenides, *Middlesex*; and others.

Format: discussion/seminar. Requirements: Two essays, one shorter, one longer, totaling 15-20 pages, class attendance and participation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 MR

THORNE

**ENGL 341 American Genders, American Sexualities (Same as Women’s and Gender Studies 341) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl341.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl341.html))

**ENGL 342(S) Representing Sexualities: U.S. Traditions (Same as Women’s and Gender Studies 342) (W)**

In this course we will explore the way literary and other cultural texts produced in the U.S. represent and construct queer sexualities. We will start with works considered to be some of the “first” definitively and/or openly queer writings in America, and consider how they set the terms and tropes for representing queer identities, identifications and desires. From the outset, we will also consider how sexuality and race, as well as gender and ethnicity, intersect in these texts. We will then move to study two rich cultural spaces: Harlem and Paris of American expatriates. Baldwin’s *Giovanni’s Room* will serve as a bridge to fifties culture. In this section we may discuss pulp fiction, queer subcultures, and the emergence of openly lesbian and gay writings. Finally the course will focus on cultural texts from the last twenty years that represent the racial, ethnic, and class diversity of queer communities, as well as the richness of its literary and cultural forms. Some of the main questions we will consider are: What historical shifts and social conditions enable the formation of gay, lesbian, bisexual and transgendered identities? How is the emergence of these identities tied to shifts in conceptualizing race in the U.S.? How is desire itself racialized? What role does the literary and/or reading play in the constitution of identity and community? What are the rewards and limits of established literary genres (such as the novel) when called upon to represent queer lives? When do such lives need new literary and cultural forms? To what degree do queer literatures constitute a canon, or multiple canons, with identifiable relations between older and more recent texts? Readings may include works by authors and theorists such as Whitman, Dickinson, James, Hughes, Nugent, Grimké, Larsen, Stein, Barnes, Baldwin, Bannon, Isherwood, Highsmith, Rich, Delany, Lourde, Moraga, Troyana, Kushner, Fisher, Cuadros, Chee, Zamorra, Sedgwick, Eng, Harper, Somerville, Foucault, Muñoz, and Rupp.

Format: discussion/seminar. Requirements: class participation, two 5-page papers, one longer paper, short writing assignments, and oral presentation.

Prerequisites: a 100-level English course, except 150, or permission of the instructor. *Enrollment limit:*

## English

19 (expected: 15). This course is part of the Critical Reasoning and Analytic Skills initiative.

(Post-1900)

Hour: 1:10-2:25 TF

KENT

### **ENGL 345(F) The Black Arts (Same as American Studies 345)\***

During the period from 1965-1976, many writers attempted to develop a literary art based on new emerging conceptions of "blackness." This course will examine what they understood a "black aesthetic" to be, and how this understanding affected their writing. With a careful eye to their political and cultural contexts, this course will consider poetry, drama, essays, and fiction by such writers as Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Ishmael Reed, and Toni Cade Bambara.

Format: discussion/seminar. Requirements: one 5-page paper, one 15-page paper, regular participation in discussions, and regular class attendance.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 1:10-2:25 MR

D. L. SMITH

### **ENGL 348(F) Faulkner and His Influence**

William Faulkner was a great writer in two ways. First, he was the most interesting formal innovator of all the novelists of American modernism (as in *The Sound and the Fury* and *As I Lay Dying*). Second, he was a strange and provocative theorist of race (as in *Go Down, Moses* and *Absalom, Absalom!*). We shall consider both of these dimensions of Faulkner, and what they have to do with each other. Then we shall take up one or more novelists in the Faulkner tradition.

Format: seminar. Requirements: one 5- to 8-page paper and one 8- to 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

### **ENGL 351(F) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and Women's and Gender Studies 351)\***

In this class we will explore some of the ways that gender and sexuality are understood, performed, and transformed in Africa. We will begin by thinking about predominant ways of looking at the continent which we must work through: the legacy of colonial conceptions of Africa, the debates over the validity of feminism in Africa, and contemporary Western journalism's "afro-pessimism"—imagining Africa as the site of inevitable horror and disaster, usually figured through the image of the young black man with a gun. How can Africans negotiate these frameworks while also writing honestly about the urgent problems facing contemporary society? We cannot attempt to cover everything going on across this vast continent, but we will analyze some African texts from different locations—novels, short stories, films, photographs, journalism, and music—that offer their own perspectives on women and men, marriage, tradition, and modernity, war, Aids and the city, as well as the emergent structures of feeling produced by new sexual identities, musical forms, and the popular institution of the beauty pageant.

Format: discussion/seminar. Requirements: The class will involve a lot of discussion, email responses to the reading, and three papers totaling approximately 20 pages.

Prerequisites: one Writing-Intensive course. *Enrollment limit: 25 (expected: 15).*

(Post-1900)

Hour: 2:35-3:50 MR

MUNRO

### **ENGL 353(F) Modern Poetry**

We will explore the effects of two of the most influential poets of this century, William Butler Yeats and Wallace Stevens, on the work of two recent poets: James Merrill and John Ashbery. We will examine the tangled and controversial means by which Yeats and Stevens, writing chiefly between the two World Wars, tied the political, social, and intellectual ferment of the era to the fate of poetry. Considering such issues as occultism, nationalism, and unrequited love in the poetry of Yeats, we will explore the ways in which they are transmuted in Merrill's gay epic, *The Changing Light at Sandover*. We will further examine the roles of aristocratic bias and proto-fascism in Yeat's and Merrill's work, as well as critics' tendencies to equate these impulses. Tracing themes such as cosmopolitanism, isolationism, and insurance in Stevens' work, we will consider how they inform Ashbery's meditations on the roles of the city, of accident, and of awakenings from political numbness in shaping contemporary American consciousness. We will consider the ways in which all four poets' work both invites and eludes accusations of self-reflexive lyricizing.

Format: discussion/seminar. Requirements: two 8- to 10-page papers. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 MR

SOKOLSKY

### **ENGL 354 Contemporary American Poetry (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl354.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl354.html))

### **ENGL 357 Contemporary American Fiction (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl357.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl357.html))

**ENGL 360(F) Joyce's *Ulysses***

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism), are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as biographical and critical essays. (Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.)

Format: discussion/seminar. Requirements: active participation in class discussions, several group reports, a midterm exam, and two papers. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 9:55-11:10 TR

TIFFT

**ENGL 361 Nabokov and Pynchon (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl361.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl361.html))

**ENGL 363(S) John Barth and David Foster Wallace**

Two of the most powerful, celebrated American novelists in the last forty years are John Barth and David Foster Wallace. Barth's fictions and meta-fictions define postmodernism, while Wallace's writing contests postmodern assumptions and techniques. Barth and Wallace write encyclopedic fiction: long, exhaustive, hilarious, disturbing, and complicated narratives. We'll study Barth's novels, *The Floating Opera*, *The End of the Road*, *The Sot-Weed Factor*, among others. Our main texts by Wallace are a collection of essays, *A Supposedly Fun Thing I'll Never Do Again* and the massive (and infinitely rewarding) *Infinite Jest*.

Format: discussion/seminar. Requirements: two papers, one on each writer, about eight pages each.

Prerequisites: 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 TF

R. BELL

**ENGL 365 Studies in Dramatic Literature: Beckett, Pinter and Stoppard (Same as Theatre 313) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl365.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl365.html))

**ENGL 366 Modern British Fiction (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/engl/engl366.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl366.html))

**ENGL 369T(F) The Australian New Wave (Same as Comparative Literature 369T) (W)**

Until the mid-1970's, as far as the international film community was concerned, Australian film was no more notable than Icelandic film. Ten years later, Australia's national cinema was considered so striking, original, and vital that its filmmakers were working all over the globe, and having a particularly decisive effect on American film. This course will consider the meteoric rise of Australian filmmaking to international prominence and influence, with an emphasis on stylistic innovations and thematic preoccupations. Films to be studied will include Peter Weir's *Picnic at Hanging Rock*, *The Last Wave* and *Gallipoli*, Bruce Beresford's *Breaker Morant*, Gillian Armstrong's *My Brilliant Career*, and George Miller's *Mad Max* and *The Road Warrior*.

Format: tutorial. Requirements: In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the works being covered that week, the other student will join the instructor in responding to that paper.

Prerequisite: English 204, or permission of the instructor. *Enrollment limit: 10 (expected: 10).*

(Post-1900)

Hour: TBA

J. SHEPARD

**ENGL 371(F) Feminist Theory and the Representation of Women in Film (Same as Women's and Gender Studies 371)**

Woman's position as the "object of the gaze" is the focus of much recent critical film theory. Central to these theoretical writings is a psychoanalytically-based (Lacanian) perspective that endows men with access to subjectivity as viewers and agency within narrative, and assigns woman a role as fantasized object within a male economy of desire. This perspective, which we find in the work of Laura Mulvey, Jacqueline Rose, Stephen Heath, and Mary Ann Doane, is complemented by a more socio-ideological approach in the work of E. Ann Kaplan, Tania Modleski, and Teresa de Lauretis. We will attempt first to understand the theoretical texts in which the feminine figures as a central term for aesthetic discourse and ideological controversy. Second, we will analyze films, applying and testing these critical perspectives. Questions concerning the problematic subjectivity of the female spectator will be primary, and we will be especially concerned with the ways in which various kinds of works—from those considered to

## English

be highly conventionalized or “classical” to those deemed “avant-garde” or subversive in the way they treat convention—address themselves to a male versus a female spectator. Finally, we will evaluate the interpretive possibilities afforded by psychoanalytic and socio-ideological methods both separately and together. In addition to reading selections from film theorists and critics, we will look at such films as *Aliens*, *Now, Voyager*, *Thelma and Louise*, *Vertigo*, *Chicago*, *Moulin Rouge*, and *Lost in Translation*. Format: discussion/seminar. Requirements: active participation in class discussions, one 4- to 5-page paper, one 6- to 8-page paper, three short journal-style assignments, and a take-home final exam. Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*. (Post-1900 or Criticism)  
Hour: 2:35-3:50 TF BUNDTZEN

### **ENGL 372(S) African-American Literary Thought and Culture (Same as American Studies 372) (W)\***

This course examines a series of theoretical initiatives that challenge and broaden the study of African-American literature. We will be reading a mixture of fiction and non-fiction by writers such as James Weldon Johnson, Alain Locke, W.E.B. Du Bois, Zora Neale Hurston, Richard Wright, Ralph Ellison, Toni Morrison and Patricia Williams. In doing so, we will be asking a set of practical questions: What is the relationship between sociopolitical criticism and literary history? Should Afrocentric ideology govern the theoretical and critical examination of African American literature? What role does literature play in shaping contemporary debates about the social construction or political realities of race and gender? What is the nature of the relationship between American and African-American literary history? How has the formation of African-American literature challenged or affirmed other literary and national paradigms? Format: discussion/seminar. Requirements: four short essays and one oral presentation as well as participation in class discussion. Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*. *Preference given to English majors, African-American concentrators, and qualified non-majors.* *This course is part of the Critical Reasoning and Analytical Skills initiative.* (Criticism or Post-1900)  
Hour: 11:20-12:35 TR CHAKKALAKAL

### **ENGL 373(F) Modern Critical Theory (Same as Comparative Literature 343)**

What assumptions govern our modes of interpreting texts? What dynamics inform our most seemingly judicious critical acts? 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 as well as analysts of popular culture. We will draw continuously on literary and cinematic texts. Requirements: two 8- to 10-page papers. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*. (Criticism)  
Hour: 11:00-12:15 MWF SOKOLSKY

### **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. 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. Format: discussion/seminar. 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)*. (Post-1900)  
Hour: 11:00-12:15 MWF ROSENHEIM

### **ENGL 377 Suicides and Survivors (Not offered 2004-2005)** ([www.williams.edu/Registrar/catalog/depts/engl/engl377.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl377.html))

### **ENGL 379(S) Contemporary World Novel (Same as Comparative Literature 329)**

The subject matter of the course is novels of the last twenty years from around the world; perhaps the central question of the course is whether it makes sense today to consider literature in terms of national traditions. Novels will be examined under such (overlapping) rubrics as globalization, post-colonialism, and postmodernism. We shall read six or seven novels by such writers as Roy, Rushdie, Coetzee, Farah, Sebald, Ishiguro, Marquez, and Mahfouz. Format: discussion/seminar. Requirements: two papers, 5-6 pp. and 8-10 pp. No exams. Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*. (Post-1900)  
Hour: 11:20-12:35 TR LIMON



**ENGL 391(F) Imagining Scientists**

Scientists tell one kind of story about themselves and their work; biographers, historians of science, and science writers, looking in from the outside, tell another; imaginative writers who use scientists' lives as subject matter yet another. In this discussion class, we'll explore stories about scientist's lives (both real and invented) told from many different perspectives. No formal training in science is required, although an interest in science would be helpful; we'll be looking primarily at how genre and language shape our perceptions of scientists and their work. Texts will range from nineteenth-century visions of scientists (Frankenstein and an early H.G. Wells story) through more recent portraits, including stories by Joanna Scott, A.S. Byatt, and others; memoirs such as James Watson's *The Double Helix* and Oliver Sacks's *Uncle Tungsten*; novels such as Alan Lightman's *Einstein's Dreams*, Ellen Ullman's *The Bug*, and Simon Mawar's *Mendel's Dwarf*; and Michael Frayn's play *Copenhagen*. Where possible, we'll parallel imaginative and nonfiction accounts to see how and why they differ. Writing assignments will be both critical and, for those who choose, creative: the final paper may be either a discussion of a novel, story, or play and some supporting nonfiction materials-or, for those interested in imaginative writing, a "life in science." The subject might be someone known to the student (even a self-portrait), an historical figure, or an imaginary figure; the form might be a story, a scene from a play, a memoir, or a biographical essay. Format: discussion/seminar. Requirements: active class participation; several short critical papers (2 to 3 pp); one long paper or creative work (8 to 12 pp).

Prerequisites: a 100-level English course, except 150, or permission of the instructor. *Enrollment limit:* 25 (*expected:* 25 ).

(Post-1900)

Hour: 11:20-12:35 TR

BARRETT

**400-LEVEL COURSES**

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

**ENGL 402(S) Inventing English Literature 800-1642: An Advanced Survey**

Survey: introductory, boring. Right? Wrong. Surveys are in fact most exciting to those who already know something—for whom the survey is a chance to step back, reflect, take stock, make connections, contemplate the larger picture. You asked for it—you got it. This is a team-taught survey for the serious English major—a course conceived in response to a suggestion from the Majors Committee of 2004-05. How did English literature become a major presence in a tradition dominated above all by classical Latin and Greek literature and secondarily by French and Italian? We start with Augustine's indictment of Virgil and its influence on the Middle Ages, and we end with the Puritan closure of the theaters in 1642. We will look at the evolution of epic and romance from *Beowulf* to the *Faerie Queene*, the rise of drama from medieval mystery plays to Marlowe, Shakespeare, and Jonson, and the development of the lyric from medieval love poetry to John Donne. We will also look at prose writers, like Boethius, Machiavelli, and Sidney, who helped define culture, politics, and style.

Format: discussion/seminar. Requirements: student oral reports will initiate discussion for each class. In consultation with the instructors students will have a choice of writing three 5- to 7-page papers or one 15- to 20-page paper.

Prerequisites: one other Pre-1700 course. *Enrollment limit:* 20 (*expected:* 15). *Preference to upper-level English and other literature majors.*

(Pre-1700)

Hour: 1:10-3:50 W

BUNDTZEN and KNOPP

**ENGL 412(S) Transcendentalism**

Does Emerson have the right to tell us how to live? Is the heart of *Walden* the writing or the time Thoreau spent at the pond? Is there a danger in basing antislavery views on a conviction that one has direct knowledge of the divine? Does Transcendentalism's literary value depend upon its spiritual value? We will be grappling with the paradoxes, assaults, and inspirations of Transcendentalism through readings of Emerson's major prose writing, from *Nature* to "Illusions"; Thoreau's "Civil Disobedience," *Walden*, and *A Week on the Concord and Merrimack River*; Margaret Fuller's *Summer on the Lakes* and *Woman in the Nineteenth-Century*; and a range of minor writings, a number of them on the projects in community living at Brook Farm and Fruitlands. We will also examine the skeptical analysis of Transcendentalism offered in Nathaniel Hawthorne's *Bliithedale Romance* and Louisa May Alcott's story, "Transcendental Wild Oats." In addition we will be reading a range of modern criticism on the Transcendentalists, including Barbara Packer, Stanley Cavell, and Christopher Newfield. Because Transcendentalism includes elements of philosophy, literature, and social movement, the question of critical methodology is particularly pertinent to its study. Can philosophical, literary, and political strands be disentangled, or must Transcendentalism be studied as a single cultural formation? Through a series of short projects students will build toward a significant final paper combining research and close reading. This discussion seminar is designed to develop skills in researching criticism and argument development, with work over the semester leading toward a significant final paper of twenty pages.

## English

Format: discussion/seminar. Requirements: two 5-page papers toward a final 20-page paper.

*Enrollment Limit: 15 (expected: 15).*

(1700-1900)

Hour: 1:10-2:25 MR

T. DAVIS

### **ENGL 416 (formerly 375) Issues in Literary History (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/eng/engl416#.html](http://www.williams.edu/Registrar/catalog/depts/eng/engl416#.html))

#### **ENGL 434(F) William Blake**

In this course we will study the illuminated works of the poet and printmaker William Blake. Our texts will include *Songs of Innocence and Experience*, *The Marriage of Heaven and Hell*, *Visions of the Daughters of Albion*, *America*, *Europe*, and *Jerusalem*, all of which we will read in facsimile editions. We will also read a range of historical and critical materials. Our discussions will attempt to articulate and explore the particular ways in which Blake's books challenge us as readers of literature, as consumers of cultural products, and as political thinkers.

Format: discussion/seminar. Requirements: frequent informal short writing assignments, one 5-page, and one longer (10-15) paper, preceded by conference.

Prerequisites: one 300-level English course or permission of instructor. *Enrollment limit: 15 (expected: 15).*

(1700-1900 or Criticism)

Hour: 1:10-3:50 W

SWANN

#### **ENGL 448(S) Classical Hollywood Comedy**

The 1930's and 1940's have come to be known as the "Golden Age" of Hollywood cinema, because during this era Hollywood set the stylistic and narrative norms for mainstream cinema and turned out more films, of an arguably higher general quality, than at any other time in its history. This seminar, intended primarily for majors with some experience of film and upper-level literature courses, offers the opportunity for intensive study of one of the crucial genres of classical Hollywood cinema: comedy, whose varied resources inspired Hollywood's foremost directors and stars to make many of the finest films of the classical era. The diversity of these works—ranging from the brilliantly anarchic slapstick of the Marx Brothers, through the resonant social and cultural allegories of Hawks's and Capra's screwball comedy, to the witty urbanity of Lubitsch and the zany subversiveness of Sturges—will permit us to engage a wide array of questions. We will be concerned with issues of mechanism and victimization in slapstick comedy; with the social conflicts arising from class and gender difference and their possible conciliations; with travesties and rediscoveries of one's identity; with the nature of romantic fidelity and betrayal; with a newly emerging type of female protagonist, bemusing yet strangely powerful; and with the volatile comic rapport between reason and the unconscious, sexuality and moral constraint. The course, which will normally function as a small seminar but will occasionally change to a tutorial and/or workshop mode, will culminate in a final paper based in part on research into theory and criticism in this field.

Format: seminar/tutorial. Requirements: active participation in class discussions, two short papers, some bibliographic work, and a long final paper incorporating the earlier writing and research.

Prerequisite: English 203 or 204 and one 300-level English course, or permission of instructor. *Enrollment limit: 15 (expected: 15).*

(Post-1900)

Hour: 1:10-3:50 W

TIFFT

#### **ENGL 450(F) Herman Melville and Mark Twain**

Despite their profound differences in literary style and personal temperament, Herman Melville and Mark Twain had much in common. Both gained national popularity through their travel writings, both were acute and critical observers of American Political life, and both were adventurous innovators in the craft of prose fiction. Melville, however, spurned his own success and alienated his readers with a series of complex, difficult, and unsettling novels. Mark Twain, on the other hand, expanded his popularity with astonishing effectiveness. This course will examine and compare the works and careers of these writers. A comparative approach to works such as *Benito Cereno* and *Pudd'n'head Wilson*, satirical works addressing slavery and racial attitudes, should be illuminating. On the other hand, we will also attend to the traits that make these writers such singular literary artists.

Format: discussion/seminar. Requirements: one short paper of 5 to 7 pages and a final paper of about fifteen pages.

Prerequisites: a 300-level English course, or permission of instructor. *Enrollment limit: 15 (expected: 15).*

(1700-1900)

Hour: 1:10-2:25 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(FS) The Writing of Poetry

A workshop in the writing of poetry. Weekly assignments and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students who have preregistered; selection will be based on writing samples and/or conferences with the instructor.*

Hour: 2:35-3:50 TF  
2:35-3:50 TF

First Semester: RAAB  
Second Semester: RAAB

### ENGL 283(FS) 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: 11:20-12:35 TR  
1:10-2:25 TF

First Semester: J. SHEPARD  
Second Semester: J. SHEPARD

### ENGL 382(S) Advanced Workshop in Poetry

This course will combine individual conferences with workshop sessions at which students will discuss each other's poetry. Considerable emphasis will be placed upon the problems of revision.

Prerequisites: English 281 or permission of instructor. *Enrollment limit: 15 (expected: 15). Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.*

Hour: 9:55-11:10 TR

RAAB

### ENGL 384(S) Advanced Workshop in Fiction

A course that combines individual conferences with workshop sessions. Workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

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.*

Hour: 2:35-3:50 TF

J. SHEPARD

### ENGL 385(F) Advanced Fiction Workshop: Form and Technique

An advanced class for students with experience writing fiction and some understanding of the basics of plot, character, setting, and scene. We'll look closely at underlying structures and techniques—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. First we'll study published work, largely by contemporary North American writers and including stories in both traditional and unusual forms. In informal work journals, we'll investigate those stories by writing annotations (short, informal analyses of a story's structure and narrative strategies) and imitations (stories or fragments that mimic the forms and techniques of other stories). Then we'll use those forms and techniques to write complete stories, which we'll discuss in workshop and then revise.

Format: discussion class/workshop. Requirements: active participation in workshop; weekly brief written responses in a work journal; one polished annotation (2-3 pp); one revised complete story.

Prerequisites: English 283 or 384 (Introductory or Advanced Fiction Workshop), or permission of instructor. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-2:25 MR

BARRETT

### ENGL 397(F), 398(S) Independent Study

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

### ENGL 497(F), 498(S) Honors Independent Study

Required of all senior English majors pursuing departmental honors.

SOKOLSKY, Director of Honors

### ENGL W030 Honors Colloquium: Specialization Route

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

### ENGL W031 Senior Thesis

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

## ENVIRONMENTAL STUDIES

*Director*, Professor HENRY W. ART

*Assistant Director*, Lecturer SARAH S. GARDNER

Professors: ART, K. LEE. Lecturer: S. GARDNER. Research Associates: BOLTON, FOX, VENOLIA.

### MEMBERS OF THE CENTER

HENRY W. ART, Professor of Biology  
LOIS M. BANTA, Visiting Associate Professor of Biology  
DONALD deB. BEAVER, Professor of History of Science  
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  
BRIDGET J. CLARKE, Assistant Professor of Philosophy  
RONADH COX, Associate Professor of Geosciences  
DAVID P. DETHIER, Professor of Geosciences and Mineralogy  
GEORGES B. DREYFUS, Professor of Religion  
JOAN EDWARDS, Professor of Biology  
JENNIFER L. FRENCH, Assistant Professor of Spanish Language  
ANTONIA FOIAS, Associate Professor of Anthropology and Sociology  
WILLIAM T. FOX, Professor of Geosciences, *Emeritus* and Research Associate in Environmental Studies  
SARAH S. GARDNER, Lecturer in Environmental Studies  
DOUGLAS GOLLIN, Associate Professor of Economics  
MARKES E. JOHNSON, Professor of Geosciences  
MATTHEW J. KOTCHEN, Assistant Professor of Economics  
KAI N. LEE, Professor of Environmental Studies  
JORGE T. MARCONE, Class of 1946 Visiting Professor of International Environmental Studies  
KAREN R. MERRILL, Assistant Professor of History  
MANUEL MORALES, Assistant Professor of Biology  
LEE Y. PARK, Associate Professor of Chemistry  
DAREL E. PAUL, Assistant Professor of Political Science  
DAVID P. RICHARDSON, Professor of Chemistry  
SHEAFE SATTERTHWAITE, Lecturer in Art  
STEPHEN C. SHEPPARD, Professor of Public Affairs  
DAVID C. SMITH, Senior Lecturer in Biology  
HEATHER M. STOLL, Assistant Professor of Geosciences  
JOHN W. THOMAN, Jr., Professor of Chemistry

### CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies Program, within the liberal arts mission of Williams College, provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The program is designed so that students will understand the complexity of issues and perspectives and to appreciate that most environmental issues lack distinct disciplinary boundaries. Our goal is to aid students in becoming well-informed, environmentally-literate 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 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 new Geographic Information System laboratory as well as study and meeting facilities available to students and student groups. The Center administers the Hopkins Memorial Forest, a 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:

## Environmental Studies

- ◆ The concentration in Environmental Studies, which consists of a set of seven courses.
- ◆ The Four Places goal. (*See below.*)
- ◆ Honors in Environmental Studies; a senior thesis is encouraged but not required.

### Concentration Requirements

Seven courses are required: four are *core* courses to be taken by all students earning the concentration; three are *distribution* courses to be selected from the lists below.

#### Core courses

- 101 Humans in the Landscape
- 203 Ecology
- 302 Environmental Planning and Design Workshop
- 402 Senior Seminar

The core courses are intended to be taken in sequence, although there is some flexibility allowed. Environmental Studies (ENVI) 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology (offered in Biology) that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 puts teams of students to work on planning projects of immediate importance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for concentrators majoring in a wide variety of disciplines to draw together their educational experiences and provide a personal accounting of how they understand the interdisciplinary character of environmental studies and its connections to their future lives and careers. The core course structure affords students freedom to explore and to specialize in diverse fields of study, while sustaining a focus on environmental questions throughout their time at Williams.

An interdisciplinary course emphasizing field science, ENVI 102 (*Introduction to Environmental Science*), is strongly recommended for all students interested in the concentration.

#### Distribution Courses

In order to earn the concentration a student must take one course from *each* of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major.

##### The Natural World

- American Maritime Studies 211/Geosciences 210 Oceanographic Processes
- American Maritime Studies 311/Biology 231 Marine Ecology
- Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
- Biology/Environmental Studies 220 Field Botany and Plant History
- Biology 302/Environmental Studies 312 Communities and Ecosystems
- Biology 402T/Environmental Studies 404T Current Topics in Ecology: Biological Resources
- Chemistry 341/Environmental Studies 341 Toxicology and Cancer
- Chemistry/Environmental Studies 364 Instrumental Methods of Analysis
- Environmental Studies 102 Introduction to Environmental Science
- Geosciences 101/Environmental Studies 105 Biodiversity in Geologic Time
- Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface
- Geosciences/Environmental Studies 104 Oceanography
- Geosciences 201/Environmental Studies 205 Geomorphology
- Geosciences/Environmental Studies 206 Geological Sources of Energy
- Geosciences/Environmental Studies 208 Water and the Environment
- Geosciences/Environmental Studies 214 Remote Sensing and Geographic Information Systems
- Geosciences/Environmental Studies 215 Climate Changes
- Geosciences/Environmental Studies 218T The Carbon Cycle
- Geosciences/Environmental Studies 253T Coral Reefs (Deleted 2004-2005)
- Williams-Oxford 245 Geography: The Geographical Environment: Physical

##### Humanities, Arts, and Social Sciences

- American Maritime Studies 201/History 352 America and the Sea, 1600-Present
- American Maritime Studies/English 231T Literature of the Sea
- Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars
- Anthropology/Environmental Studies 209 Human Ecology
- Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations
- ArtH/Environmental Studies 201 American Landscape History
- ArtH 302/Environmental Studies 320 Plans, Planners, Planning (Deleted 2004-2005)
- ArtH/Environmental Studies 303 Countryside Planning (Deleted 2004-2005)
- ArtH 304/Environmental Studies 324 American Transport History
- ArtH/Environmental Studies 305 North-American Suburbs (Deleted 2004-2005)
- ArtH 307/Environmental Studies 327 The North-American Park Idea (Deleted 2004-2005)
- ArtH/Environmental Studies 308 Three Cities (Deleted 2004-2005)
- ArtS 329 Architectural Design II

## *Environmental Studies*

Economics 366 Rural Economics of East Asia  
English/Environmental Studies 107 Green World (Deleted 2004-2005)  
Environmental Studies/Comparative Literature 216 Unearthing: Literature, Melancholia, and the Redemption of Life  
Environmental Studies/Comparative Literature 311 America's Nature, and Nature in the Americas  
Environmental Studies/Comparative Literature 314 The Ecology of Ideas of Nature  
History/Environmental Studies 474 The History of Oil  
Philosophy/Environmental Studies 223 Environmental Ethics  
Religion/Anthropology/INTR 273 Sacred Geographies  
Religion/Environmental Studies 287 The Dynamics of Globalization: Society, Religion and the Environment  
Religion 302 Religion and Society  
Sociology 368 Technology and Modern Society  
Williams-Oxford 246 Geography: Human Geography

### *Environmental Policy*

American Maritime Studies/Environmental Studies 351 Marine Policy  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
Economics/Environmental Studies 213 The Economics of Natural Resource Use  
Economics/Environmental Studies 221 Economics of the Environment  
Economics 369/512 Agriculture and Development Strategy  
Economics/Environmental Studies 377 Environmental Economics and Policy (Deleted 2004-2005)  
Economics 383 Cities, Regions and the Economy  
Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management  
Environmental Studies/Political Science 270T Environmental Policy  
Environmental Studies 307/Political Science 317 Environmental Law  
Environmental Studies 313 Global Trends, Sustainable Earth  
Political Science 229 Global Political Economy  
Political Science 264 Politics of Global Tourism  
Political Science 327/Environmental Studies 329 The Global Politics of Development and Underdevelopment  
Political Science/Environmental Studies 328 The International Politics of Oil (Deleted 2004-2005)

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-W031-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

### *Rationale for Course Numbering*

The numbering sequence of the four required courses reflects the order in which they should be taken, although Environmental Studies 302 may be taken in the senior or sophomore year if a student is away junior year. Cross-listed courses are assigned the same number as the departmental number whenever possible.

### *Four Places—A Goal*

The human place in natural landscapes is intrinsically geographic, and learning about humans in particular places is an essential part of environmental studies. By the time each student in Environmental Studies graduates, she or he should have developed intellectual insight into and personal *experience* of four places: "Home"; "Here"—the Berkshires; "There"—an alien place; and "The World"—a global perspective. For practical purposes, "There" is a place where the geography is unusual in the student's experience (e.g., developing country, inner city, arctic), so are the socioeconomic circumstances (for example, per capita income might be a small fraction of a year's tuition at Williams), and the working language is not standard English. Although this goal is not a requirement for the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet this goal. For example, students are encouraged to pursue summer internships in their "Home" communities, or to do semester or winter study courses at locations outside the temperate zones ("There"); field courses in natural science or history courses emphasizing New England can deepen familiarity with "Here." Students concentrating in Environmental Studies should plan winter study courses and summer work or study experiences with the Four Places goal in mind,

particularly the experiences “There” and at “Home.” Courses not in the list of electives for the concentration may be considered as substitutes, on a case-by-case basis, if they also meet the Four Places goal in a way not otherwise available in the program. Students should see the program director for further information.

#### *Honors in Environmental Studies*

A student earns honors in Environmental Studies by successfully completing a rigorous, original independent research project under the supervision of two or more members of the faculty, including at least one member of the CES faculty. The research project should be reported and defended both in a thesis and orally. A student may undertake an honors thesis and submit it to both his or her major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the director of the program no later than the beginning of the student’s senior year. Students who pursue honors in Environmental Studies alone should enroll in Environmental Studies 493-W031-494, Senior Research and Thesis, in addition to completing the requirements for the concentration.

Because most research requires sustained field, laboratory, or library work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year doing honors research. Funds to support student research are available from restricted endowments of the Center, and an open competition is held each spring, to allocate the limited resources. Some departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the possibility of summer research in mind.

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.

#### **ENVI 101(F) Humans in the Landscape: An Introduction to Environmental Studies**

This course introduces environmental studies in the context of the liberal arts—natural and social science and the arts and humanities. By the end of the semester, a student should be able to recognize and to investigate the natural, economic, and industrial bases of daily life, and to analyze the social challenges of altering humans’ imprint on nature. These skills are necessary but not sufficient for developing a stance toward environmental quality as an element of civilized life.

Format: lecture/discussion. Evaluation will be based on two quizzes (testing detailed recall), written exercises (testing ability to grasp and make use of ideas important to the course), and a final exam; attentive participation in class and conference discussions also counts.

*No enrollment limit (expected: 30-40). Required course for students wishing to complete the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

Hour: 10:00-10:50 MWF

Conference: TBA

K. LEE

#### **ENVI 102(S) Introduction to Environmental Science**

Introduction to Environmental Science introduces students to current scientific methods used to assess environmental quality, rectify impaired systems, and limit future detriment. Through hands-on study of several local sites, we probe five global themes: alteration of the greenhouse effect and carbon cycle; acid deposition; toxic metals in the environment; water quality; and prospects in waste treatment and remediation.

Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: two, 75-minute workshop/discussion sessions, and one, 4-hour field/laboratory session each week. Evaluation will be based on reports of field and laboratory projects, participation in discussion, and an independent research project.

*Enrollment limit: 36 (expected: 25). Preference given to first-year students. This course is designed for students who have a strong interest in Environmental Science.*

*Satisfies one semester of the Division III requirement. This course also satisfies “The Natural World” requirement for the Environmental Studies concentration.*

Hour: 8:30-9:45 TR

Lab: 1-4 M,W

ART, THOMAN and STOLL

#### **ENVI 103(F) Environmental Geology and the Earth’s Surface (Same as Geosciences 103)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

#### **ENVI 104(S) Oceanography (Same as Geosciences 104 and Maritime Studies 104)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

#### **ENVI 105(F) Biodiversity in Geologic Time (Same as Geosciences 101)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

## *Environmental Studies*

**ENVI 106 Human Evolution: Down From the Trees, Out to the Stars (Same as Anthropology 102) (Not offered 2004-2005)**

(See under Anthropology 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 2004-2005)\***

(See under Biology for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 201(F) American Landscape History (Same as ArtH 201)**

(See under Art—ArtH for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

**ENVI 203(F) Ecology (Same as Biology 203) (Q)**

(See under Biology for full description.)

*Required course for students wishing to complete the Environmental Studies concentration.*

**ENVI 205(F) Geomorphology (Same as Geosciences 201)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 206 Geological Sources of Energy (Same as Geosciences 206) (Not offered 2004-2005)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 208(S) Water and the Environment (Same as Geosciences 208)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 209 Human Ecology (Same as Anthropology 209) (Not offered 2004-2005)\***

(See under Anthropology 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 2004-2005) (Q)**

(See under Economics for full description.)

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

**ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 215(F) Climate Changes (Same as Geosciences 215) (Q)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 216(S) Unearthing: Literature, Melancholia, and the Redemption of Life (Same as Comparative Literature 216) (W)\***

“We are witnessing not the end of history, as a certain professor in the United States has claimed, but a rebeginning. The resurrection of buried realities, the reappearance of what was forgotten and repressed, which can lead, as it has in other times in history, to regeneration.” These lines by the Mexican Octavio Paz, published in 1990, identify our focus for reading recent world poetry and fiction, represented in recent Nobel Prize winners, as well as in international and American films. Laureates such as Pablo Neruda (Chile), Odysseus Elytis (Greece), Octavio Paz (Mexico), Derek Walcott (Saint Lucia), Kenzaburo Oe (Japan), Seamus Heaney (Ireland), Wislawa Szymborska (Poland), Gao Xingjian (China), V. S. Naipual (Trinidad), J. M. Coetzee (South Africa). The adulteration, demise, and disintegration of the great utopias of the twentieth century; and the dehumanization and environmental crisis brought by modernization and colonialism ask for a conception of life that is no longer distorted, for a culture of life instead of a culture of death. Human life, for instance, has become, again, a “more-than-human” experience, “grounded” in the environment and the body as well as in the social, deserving a holistic, trans-disciplinary approach. In recent world literature, the attack on life, social, cultural or biological, is resisted



by “unearthing” the dignity of the human, the respect for other forms of life, the return of myths and rituals for drawing cosmic meaning from experience; the Creation as a mystery, cognitive processes other than rational objectivity, forgotten experiences with nature, stories about the places where migrant people live, stories about the places that migrant people left behind, and the memory of the dead. *All readings in English.*

Format: seminar/discussion. Requirements: active participation in class discussions, one oral report on a theoretical reading, two take-home exams, and a final 10-page paper.

Prerequisites: one 100-level literature course or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Environmental Studies concentrators and Comparative Literature/Spanish majors.*

*This course satisfies “Humanities, Arts and Social Sciences” requirement for the Environmental Studies concentration.*

Hour: 1:10-2:25 TF

MARCONE

**ENVI 218T The Carbon Cycle (Same as Geosciences 218T) (Not offered 2004-2005) (W)**

(See under Geosciences for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)**

(See under Biology for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

**ENVI 221(S) Economics of the Environment (Same as Economics 221) (Q)**

(See under Economics for full description.)

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

**ENVI 223(S) Environmental Ethics (Same as Philosophy 223)**

(See under Philosophy for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

**ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)\***

(See under Anthropology/Sociology for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

**ENVI 234(S) Economic Development in Poor Countries (Same as Economics 204)\***

(See under Economics for full description.)

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

**ENVI 270T (formerly 308T) Environmental Policy (Same as Political Science 270T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/envi/envi270.html](http://www.williams.edu/Registrar/catalog/depts/envi/envi270.html))

K. LEE

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

**ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Religion 287) (Not offered 2004-2005)**

(See under Religion for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

**ENVI 302(S) 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. *No enrollment limit (expected: 25). 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

ART and GARDNER

## *Environmental Studies*

### **ENVI 303(S) Countryside Planning (Same as ArthH 303)**

(See under Art—ArthH for full description.)

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

### **ENVI 307(S) Environmental Law (Same as Political Science 317)**

In the past twenty years, environmental law has emerged as an important aspect of how we govern the use of public and private property. This course introduces students to the study of law from the perspective of a litigator and legislator, and takes up both the common law of nuisance, which is the foundation for environmental governance in the Anglo-American tradition, and an array of statutory law, which has profound implications for our ideas about property and how we put those ideas into practice. In our society, and increasingly around the world, these ideas are central to civil order and to our efforts to maintain a balance between our individual wishes and our commitment to our communities.

Format: lecture/discussion.

Prerequisites: Political Science 201 and Environmental Studies 101. *No enrollment limit (expected: 20).* *This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

Hour: 7:00-9:30 p.m. M

TBA

### **ENVI 311(F) America’s Nature, and Nature in the Americas (Same as Comparative Literature 311) (W)\***

American and Latin American literatures offer a case study on the dissemination of environmental values through transnational networks, and on the role of those very environmental values in defining national or local identity against colonialism. Where do Euro-American attitudes end, and others’ begin? When Euro-American environmental attitudes are imposed to others, and when are they appropriated by others? Our focus, in this case, is the presence of the American environmental imagination in Latin American literature and culture. US authors included are: James Fenimore Cooper, Ralph Waldo Emerson, Henry Thoreau, Walt Whitman, and William Faulkner. From Latin America: Andrés Bello (Venezuela), Domingo F. Sarmiento (Argentina), José Martí (Cuba), Pablo Neruda (Chile), Alejo Carpentier (Cuba), and Rosario Castellanos (Mexico). In addition, we will test the critical value of this approach by following current environmental struggles taking place in Latin America where American environmentalism is involved. All readings in English.

Format: seminar/discussion. Requirements: Active participation in class discussions. Oral presentation. Two short papers of 5 pages each comparing two texts from both traditions in light of the theoretical readings. One 12-page final paper on the student’s thesis for the readings as a whole.

Prerequisites: one 100-level literature class or permission of instructor. *(Enrollment limit: 19 (expected: 19)).* Preference given to Environmental Studies concentrators and Comparative Literature/Spanish majors.

*This course satisfies the “Humanities, Arts and Social Sciences” requirement for the Environmental Studies concentration.*

Hour: 1:10-2:25 MR

MARCONE

### **ENVI 312(S) Communities and Ecosystems (Same as Biology 302) (Q)**

(See under Biology for full description.)

*This course satisfies “The Natural World” requirement for the Environmental Studies concentration.*

### **ENVI 313 (formerly 211) Global Trends, Sustainable Earth (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/envi/envi313.html](http://www.williams.edu/Registrar/catalog/depts/envi/envi313.html))

K. LEE

*This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.*

### **ENVI 314(S) The Ecology of Ideas of Nature (Same as Comparative Literature 314) (W)\***

Contemporary societies across the world are experiencing a “crisis of nature,” or rather the crisis of nature’s identity when such identity is thought in opposition to “society,” “culture,” “artificial,” etc. The collapse of this split is brought to us by the consequences of environmental destruction or degradation, or by scientific changes such as biotechnology and genetic engineering, among others. Challenging this dualism has also been a major concern in the Social Sciences and the Humanities. This course is an introduction to current debates on nature/culture across disciplines: post-structuralism, cultural studies, environmental history, political ecology, Marxism, literary ecocriticism, bio-cultural studies, liberation theology, and cognitive studies. Against essentialist ideas of nature, the theory of the social construction of nature argues that our ideas, representations, values and practices regarding nature are originated in culture and the social rather than in nature itself. The opposition nature/culture, goes the argument, is a “mental representation” or “construct” transmitted through social interaction. In recent years, however, this model has been under revision. What we usually call nature is a site of biological, environmental, social, and cultural relations. “Ecology” means in this case attempts to relocate the theory of the cultural construction and social production of nature within the interaction of the subject and society, the body and the environment. The course includes readings from David Abram, Giorgio Agamben, Leonardo Boff, Lawrence Buell, William Cronon, Arturo Escobar, Felix Guattari, Donna Haraway, David Harvey,

Enrique Leff, Carolyn Merchant, Kay Milton, Edgar Morin, Dana Phillips, Vandana Shiva, Reuven Tsur, Raymond Williams, and Donald Worster. The theoretical readings will be accompanied by movies, short stories, poems, and literary essays.

Format: seminar. Requirements: Active participation in class discussions. Oral presentations. Each student completes, in stages, a research project on the controversy of the social construction of nature. A 12-page background paper at mid-semester will review and integrate the theory read until then. The subsequent research paper incorporates the background paper, with revisions, into a 20-page analysis of the controversy. This paper will include the remaining readings in the course as well as an interpretation of the meaning of the controversy itself.

Prerequisites: 1 100-level course in literature or philosophy, or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Environmental Studies concentrators and Comparative Literature majors.*

*This course satisfies "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration.*

Hour: 11:20-12:35 TR

MARCONI

**ENVI 324(S) American Transport History (Same as Arth 304)**

(See under Art—Arth for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 329 The Global Politics of Development and Underdevelopment (Same as Political Science 327) (Not offered 2004-2005)\***

(See under Political Science 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 Chemistry for full description.)

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

**ENVI 351(F,S) Marine Policy (Same as Maritime Studies 351) (Offered only at Mystic Seaport.)**

(See under Maritime Studies for full description.)

*Satisfies one semester of the Division II requirement. This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

**ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364)**

(See under Chemistry for full description.)

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

**ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515)**

(See under Economics for full description.)

**ENVI 397(F), 398(S) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Members of the Center

**ENVI 402(F) Syntheses: Senior Seminar (Same as Maritime Studies 402)**

This course asks students in environmental studies to synthesize their learning in the field—experiential and informal, as well as through courses—into a self-portrait and a statement of intellectual, professional, and personal purpose. Questions about past, present, and possible future value systems as they influence individual and social interactions with the natural environment will be raised. Students will be asked to become explicitly aware of their own values and will have an opportunity to justify them in a long synthesis paper.

Format: seminar. Evaluation will be based on class participation and a major paper.

Prerequisites: Environmental Studies 302 or MAST 351 *Maritime Policy*. *No enrollment limit (expected: 15). Required course for students wishing to complete the Environmental Studies concentration.*

Hour: 7:00-9:30 p.m. M

K. LEE

*Environmental Studies, First-Year Residential Seminar, Geosciences*

**ENVI 404T(F) Topics in Ecology: Biological Resources (Same as Biology 402T) (W)**

(See under Biology for full description.)

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

**ENVI 474 The History of Oil (Same as History 474) (Not offered 2004-2005)**

(See under History for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 493(F)-W031-494(S) Senior Research and Thesis**

**FIRST-YEAR RESIDENTIAL SEMINAR**

The First-Year Residential Seminar is part of a program designed to help students explore new ways of integrating their social and intellectual lives. Students who elect this seminar live together in the same residential unit. They take the seminar together during the fall semester, and enrollment in the seminar is restricted to students in the program. The seminar explores topics and issues that can be expected to promote lively discussions both in and out of class. It may be team-taught and may contain interdisciplinary subject matter.

All entering first-year students have the opportunity to express interest in participating in this program; if more students are interested than there are spaces available (usually 18-24), selection is done randomly. Participants must commit themselves to taking FRS 101.

**FRS 101(F) Interpreting Human Experience (W)**

How we make sense of the world, and of our lives, depends to a considerable degree on the intellectual methodologies we apply to the task of interpretation. Freud, for instance, saw selfhood and perception as fundamentally determined by the structures of the psyche itself; Marx, by contrast, argued that our sense of reality is conditioned primarily by our material and social circumstances; more recently, historian of science Thomas Kuhn has emphasized that the underlying assumptions which shape the very questions we pose as thinkers significantly influence and limit what data, and thus what reality, we are most likely to observe. This course aims to provide a foundational experience for the liberal arts education, by engaging with key religious, political, literary, anthropological, philosophical and psychoanalytic texts with a view to complicating our sense of the purposes and possibilities of intellectual life and confronting the challenges of epistemology. Readings will include works by Plato, Rousseau, John Stuart Mill, Marx, Kuhn, Chinua Achebe, Freud, E.M. Forster, Naguib Mahfouz and extracts from the Bible and the Koran. In keeping with the aims of the FRS program, the course is intended to foster productive connections between what we discuss and debate in class and your broader experiences as students. The course will invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills.

Format: seminar. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; participation in one or two tutorial sessions; and active contribution to discussion.

*Enrollment limited to FRS students. Enrollment limit: 19 (expected: 19).*

*Satisfies one semester of the Division I requirement.*

Hour: 9:00-9:50 MWF

PETHICA

**GEOSCIENCES (Div. III)**

*Chair, Professor DAVID P. DETHIER*

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Associate Professor: COX. Assistant Professor: STOLL. Lecturer: BACKUS. Research Associates: BAARLI, BRANDRISS.

**MAJOR**

The Geosciences major is designed (1) to provide an understanding of the physical and biological evolution of our planet and its interacting global systems, (2) to help us learn to live in harmony with our environment, and (3) to appreciate our place within the vastness of Earth history. Forces within the Earth are responsible for the development of mountain ranges and ocean basins. Waves, running water, and glaciers have shaped the surface of the Earth, providing the landscapes we see today. Fossils encased in sedimentary rocks supply evidence for the evolution of life and help to record the history of the Earth.

Students who graduate with a major in Geosciences from Williams can enter several different fields of geoscience or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geoscience background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

## Geosciences

The Geosciences major sequence includes, after any 100-level course, six designated advanced courses, and two elective courses.

### *Sequence Courses* (required of majors)

- 201 Geomorphology
- 202 Mineralogy and Geochemistry
- 215 Climate Changes
- 301 Structural Geology
- 302 Sedimentation
- 401 Stratigraphy

Elective courses may be clustered to provide concentrations in selected fields. Suggested groupings are listed below as guidelines for course selections, but other groups are possible according to the interests of the students. Departmental advisors are given for the different fields of Geosciences.

*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 Environmental Geology and the Earth's Surface
- 104 Oceanography
- 206 Geological Sources of Energy *or*
- 208 Water and the Environment
- 214 Remote Sensing and Geographic Information Systems
- 215 Climate Changes

(Students interested in Environmental Geosciences should consult with Professors Dethier or Stoll.)

*II Oceanography, Stratigraphy and Sedimentation.* For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

- 101 Biodiversity in Geologic Time
- 104 Oceanography
- 206 Geological Sources of Energy
- 212 Invertebrate Paleobiology

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

*III The Solid Earth.* For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

- 102 An Unfinished Planet
- 105 Geology Outdoors
- 303 Igneous and Metamorphic Petrology

(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in Biology, Chemistry, Mathematics 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.

### **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 appear-

## Geosciences

ance of *Homo sapiens* only 250,000 years ago. Long before human interaction, nature conducted its own experiments on the complex relationship between evolving life and changes in the physical world. This course examines ways in which wandering continents, shifting ocean basins, the rise and fall of mountains, the wax and wane of ice sheets, fluctuating sea level, and even crashing asteroids all shaped major changes in global biodiversity. Particular attention is drawn to the half dozen most extensive mass extinctions and what factors may have triggered them. Equal consideration is given to how the development of new ecosystems forever altered the physical world. How and when did the earliest microbes oxygenate the atmosphere? Do the earliest multicellular animals from the late Precambrian portray an architectural experiment doomed to failure? What factors contributed to the explosive rise in biodiversity at the start of the Cambrian Period? What explanation is there for the sudden appearance of vertebrates? How and when did plants colonize the land? What caused the demise of the dinosaurs? Is the present dominance of mammals an accident of nature? The answers to these and other questions are elusive, but our wise stewardship of the planet and its present biodiversity may depend on our understanding of the past. Concepts of plate tectonics and island biogeography are applied to many aspects of the puzzle.

Format: lecture; one laboratory per week (some involving field work); plus one all-day field trip to the Helderberg Plateau and Catskill Mountains of New York, and a half-day trip to the Geology Museum at Amherst College. Evaluation will be based on weekly quizzes and lab work, a midterm exam, and a final exam.

Enrollment limit: 35 (expected:20).

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

Hour: 10:00-10:50 MWF

Lab: 1-3 M,T

M. JOHNSON

### GEOS 102(S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of this century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip during the last week of the semester to the Connecticut Valley and the highlands of western 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,R

WOBUS

### GEOS 103(F) Environmental Geology and the Earth's Surface (Same as Environmental Studies 103)

Limitations imposed by the physical environment have become increasingly important as population expands. Geologic materials such as soil, sediment, and bedrock, and geologic processes involving earthquakes, volcanic activity, and running water often pose constraints on land use. This course examines the nature of geologic materials, the physical processes that continuously change the surface of the Earth, and how these processes affect human activity. Topics include volcanic and earthquake hazards, surface-water erosion and flooding, landslides, groundwater, solid waste disposal, resource issues, global climate change, and the importance of geologic information to land-use planning. Laboratories emphasize field and classroom studies of surface processes and discussion of their application to planning.

Format: lecture/discussion, three hours per week; laboratory, two hours per week; local field trips. Evaluation will be based on two hour exams, weekly labs, and a final exam.

Enrollment limit: 30 (expected: 20).

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

Hour: 11:00-11:50 MWF

Lab: 1-3 M,W

DETHIER

### GEOS 104(S) Oceanography (Same as Environmental Studies 104 and Maritime Studies 104)

This course will present an integrated introduction to the oceans. Topics covered will include formation and history of the ocean basins; ocean chemistry; oceans through time; currents, tides, and waves; oceans and climate; coastal processes and ecology; productivity in the oceans; and resources and pollution. Coastal oceanography will be investigated on an all-day field trip to the New England coast.

Format: lecture /discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip. Evaluation will be based on two hour exams, lab work, participation in the field trip,

and a final exam.

*Enrollment limit: 60 (expected: 60). Preference given to first-year students.*

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

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

### **GEOS 105(F) Geology Outdoors (W)**

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five 8-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments.

No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 12 (expected: 12).*

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 206 Geological Sources of Energy (Same as Environmental Studies 206) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/geos/geos206.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos206.html))

DETHIER

### **GEOS 208(S) Water and the Environment (Same as Environmental Studies 208)**

This course focuses on the flow, storage and use of fresh water in the United States and fundamental environmental conflicts that result from human intervention in hydrologic processes. Lectures and use of computer models about hydrology (surface water and groundwater) introduce discussion of topics such as dams and flooding, pollution of water with nutrients or toxic chemicals, and water-borne disease. Technical reports and readings in American prose are used to study attitudes about irrigation, water depletion and salinization, water law and economics, and aspects of the hydraulic empire of the American West.

Format: lecture/discussion. Evaluation will be based on an hour exam, class participation, field trips, a term paper, and a final exam.

## Geosciences

*No enrollment limit (expected: 24).*

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

Hour: 11:20-12:35 TR

DETHIER

### **GEOS 210(FS) Oceanographic Processes (Same as Maritime Studies 211) (Offered only at Mystic Seaport.)**

(See under Maritime studies for full description.)

*Students who have taken Geosciences 104 may not take Geosciences 210 for credit.*

### **GEOS 212(S) Invertebrate Paleobiology (Same as Biology 211)**

This course offers an introduction to the study of prehistoric life. The fossils of marine invertebrates provide an excellent foundation for this purpose, because they are widespread and abundant, they are often well-preserved, and they have a record that reaches back in time over 600 million years. The intellectual discovery of fossils as organic relics and the ways in which fossils were used by earlier generations to support conflicting views on nature are briefly surveyed. The lecture topics that follow are organized to illustrate the various directions explored by paleontologists today to solve a broad range of questions. These include: biological and paleontological views on the species concept relevant to taxonomy; ongoing debate over the timing and mechanisms of evolution; biostratigraphy as a means to correlate sedimentary rocks; functional morphology as a means to reconstruct the biomechanics of extinct species; analysis of fossil assemblages to interpret the ecology of ancient environments; paleogeography as related to patterns in biodiversity, and the possible causes of mass extinctions. Laboratory exercises utilize superb fossil collections to study the processes of fossilization and to survey the biology and taxonomy of the major invertebrate phyla.

Format: lecture/laboratory; field trip to the Lower Devonian Helderbergs of New York State. Evaluation will be based on weekly lab reports, a midterm paper, a midterm exam, a lab practicum, and a final exam.

Prerequisites: any 100-level Geosciences course or Biology 102 or 203. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

M. JOHNSON

### **GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as Environmental Studies 214)**

Remote sensing involves the collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing enhances regional mapping of rock types and faults and analysis of vegetation cover and land-use changes over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers the principles and practice of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as the concepts of Remote Sensing, including linear and non-linear image enhancements, convolution filtering, principle components analysis, and classification. Principles of GIS include display and classification, spatial buffers, and logical overlays. Weekly labs focus on practical applications of these techniques to data from Hopkins Memorial Forest, the Berkshire region, and other areas of North America.

Format: lecture, three hours per week; laboratory, weekly.

Prerequisites: at least one introductory course in Biology, Environmental Studies, or Geosciences. *Enrollment limit: 16 (expected: 16). Preference given to sophomores and juniors.*

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

Hour: 11:00-12:15 MW

Lab: 1-4 M

DETHIER and BACKUS

### **GEOS 215(F) Climate Changes (Same as Environmental Studies 215) (Q)**

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes that may result from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like insolation, distribution of heat, ocean circulation, and the greenhouse effect. At the same time, we will review the geological record of climate changes in the past, examining their causes, positive and negative feedback effects, and indicators of the stability or instability of the climate system.

Format: lecture/discussion, three hours per week. Evaluation will be based on weekly problems (25%), two hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data. Weekly exercises will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include developing and applying numerical models of the carbon cycle and basic radiative balance models.



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

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*  
 Hour: 9:55-11:10 TR STOLL

**GEOS 217T Planetary Geology (Same as Astronomy 217T) (Not offered 2004-2005) (W)**  
 (www.williams.edu/Registrar/catalog/depts/geos/geos217.html) COX

**GEOS 218T The Carbon Cycle (Same as Environmental Studies 218T) (W) (Not offered 2004-2005)**  
 (www.williams.edu/Registrar/catalog/depts/geos/geos218.html) STOLL

**GEOS 251T(F) Gulf and Peninsula: The Geology and Ecology of Baja California (W)**  
 This course explores the geological and biological history of the Baja California Peninsula and the adjacent Gulf of California from the late Cretaceous to the present. Home to the strange "Boojum" tree, the Peninsula and adjacent Sea of Cortez are one of the world's hotspots for bio-diversity and geologic research. Part of Mexico's rugged western frontier, much of the Baja Peninsula is geologically and biologically unexplored. Rocks of the western peninsula record the history of Baja California before the opening of the Gulf of California, while the geology of the Gulf coastal region traces the more recent rifting of the peninsula away from the Mexican mainland. Originally part of the North American Plate, the Baja Peninsula now rides along the edge of the Pacific Plate. Biologically, the largely Sonoran desert flora of the Baja Peninsula provides a sharp contrast with the rich, marine ecosystems on either side. The California current pushes cold nutrient-rich water along the Pacific coast of the peninsula, while the injection of these same waters into the incubator of the Gulf of California creates a subtropical marine oasis of unusual richness that has existed for at least 4.5 million years. Weekly readings from recent journal articles will emphasize the tectonic and biological history related to the opening of the Gulf of California. Format: tutorial. After an initial meeting with all participants, students will meet in pairs with the instructor for one hour each week. During each session, one student will orally present a written paper for criticism by their partner. Evaluation is based on five written papers and the student's effectiveness as a critic.

The course will be linked to a Geosciences 025 winter-study fieldtrip to Baja California in 2005. Participation in the fieldtrip is not required. However, participation in the tutorial is a prerequisite for Geosciences 025.

Prerequisites: any 100-level Geosciences course or consent of the instructor. *Enrollment limited to 10, with preferences for sophomores.*

Hour: TBA

BACKUS

**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) Sedimentation (W)**

The composition and architecture of sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course will provide an introduction to the principles of sedimentology, including sedimentary petrology, fluid mechanics, bed-form analysis, and facies architecture.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; one 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 1000 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions.

Prerequisites: Geosciences 202 (may be taken concurrently). *Enrollment limit: 16 (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

COX

**GEOS 303 Igneous and Metamorphic Petrology (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/geos/geos303.html)

WOBUS

## Geosciences, German

### **GEOS 350T Tectonics, Erosion, and Climate (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/geos/geos350.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos350.html))

KARABINOS

### **GEOS 401(F) Stratigraphy**

Study of the composition, sequence, and correlation of layered sedimentary rocks is traditionally applied to geologic mapping and the reconstruction of ancient environments. Through the use of various time scales, stratigraphy is the unifier of historical geology while also at the heart of conceptual debates over the uniformism or episodicity of geological processes. During the first half of the course, emphasis will be placed on the various methods of correlation based on physical means and the use of fossils. The second half of the course will focus on plate migrations and the relationships between climate and depositional environments as a model for the broad scale interpretation of sedimentary sequences. This part of the course will be conducted as a seminar, with students responsible for topics on the paleogeographic linkage of climate-sensitive facies and natural resources. As a final project, students working individually or in pairs will present a detailed analysis of North-American stratigraphic relationships during a specific interval of Cambrian to Cretaceous time. In sequence, these class reports will provide highlights of the geologic history of the North-American continent through Paleozoic and Mesozoic time.

Format: lecture, three hours a week; one three-hour lab per week during the first half of the course (including field problems); independent projects during the second half of the course; one major field trip. Evaluation will be based on weekly lab assignments during the first half of the semester, seminar participation, and the completion of a final project during the second half of the semester, as well as a midterm and a final exam.

Prerequisites: Geosciences 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

M. JOHNSON

### **GEOS 404T Geology of the Appalachians (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/geos/geos404.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos404.html))

KARABINOS

### **GEOS 493(F)-W031-494(S) Senior Thesis**

### **GEOS 497(F), 498(S) Independent Study**

## **GERMAN (Div. I)**

*Chair, Professor BRUCE KIEFFER*

Professors: DRUXES\*\*, B. KIEFFER, G. NEWMAN. Lecturer: E. KIEFFER§. Teaching Associates: DEGEN, CZECH.

### **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, Austria, or Switzerland, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad 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—two fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

## German

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must score of at least 650 (out of a possible 800) on the ETS (Educational Testing Service) Proficiency Test.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

### *Required Courses*

German 101  
German 102  
German 103  
German 104  
German 201

### *Electives*

- ◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)
- ◆ at least one course (in German or English) on German intellectual, political, or social history

## MAJORS

The department supports two distinct majors: German Studies and German Literature.

### *German Studies*

German Studies offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

The German Studies major consists of ten courses. Students selecting the major must normally complete German 104 or the equivalent no later than the end of the sophomore year.

### *Required Courses*

German 103  
German 104  
German 201  
German 202

Two of the four sequence courses 301, 302, 303, and 304

Four other courses drawn from German offerings above 202 and offerings in other departments chosen in consultation with the chair of the German Department. The electives must include courses from at least two departments other than German.

Examples of appropriate courses in other departments are:

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  
Music 118 Bach  
Music 120 Beethoven  
Philosophy 309 Kant  
Philosophy 316 Schopenhauer and Nietzsche (Deleted 2005-2006)  
Political Science 322 The German Question in European Politics

German Studies majors may receive major credit for as many as four courses taken during study abroad.

Majors with advanced interests are encouraged to propose independent-study courses (GERM 497 or GERM 498).

### *German Literature*

The German Literature major consists of nine courses. Students selecting this major should usually have completed German 104 or the equivalent by the end of the sophomore year.

### *Required Courses*

German 202

Two of the four sequence courses 301, 302, 303, 304

### *Electives*

Six other courses. At least four must focus on topics in German literary history. Two may be either language courses above 103 or relevant courses offered in other departments such as Comparative Literature and Philosophy.

## German

German Literature majors may receive major credit for up to four courses taken during study abroad.

Majors with advanced interests are encouraged to propose independent-study courses (GERM 497 or GERM 498).

### THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W031-494) of honors quality. Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

### GERM 101(F)-W088-102(S) Elementary German

German 101-102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. The course meets five days a week. Credit granted only on successful completion of 102. Students are required to attend and pass the sustaining program in Winter Study Period.

Format: lecture and discussion. Principal requirements: active class participation, written homework, short compositions, oral exercises and tests.

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

Hour: 10:00-10:50 MTWRF

10:00-10:50 MTWRF

First Semester: NEWMAN

Second Semester: B. KIEFFER

### GERM 103(F) Intermediate German I

Intensive grammar review. Practice in writing and speaking, vocabulary building. 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

B. KIEFFER

### GERM 104(S) Intermediate German II

The prerequisite to all advanced courses in German. A portion of the course will be taught together with students at Vassar College in a German-language MOO (a virtual discussion medium). We will work on shared tasks in small groups, on topics in contemporary German culture and society. We will also meet our partners from Vassar face-to-face at least once. Practice in speaking and writing; reading in a variety of texts. *Conducted in German.*

Prerequisites: German 103 *or* equivalent preparation.

Hour: 9:00-9:50 MWF

DRUXES

### GERM 111(F)-112(S) Reading German for Beginners

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principle requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

*Students who have taken or plan to take 101 and/or 102 may not take 111-112.*

*This course is being offered on a one-year trial basis; consult the department for information on the status of this course beyond 2004-2005. Students who wish to continue their study of German after 112 should consult a member of the department.*

Hour: 11:00-11:50 MWF

E. 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.*

## 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: 11:00-11:50 MWF

B. KIEFFER

### **GERM 202(S) Vienna**

Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully serve as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post-Cold War Europe: Its population is remarkably multicultural, in spite of resistances; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan-Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of written, video, audio and cyber-materials to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 107. Conducted in German. Requirements: active class participation, several 1-2 page writing assignments, final project. Prerequisite: German 107 or the equivalent. *Expected enrollment: 8.*

Hour: 1:10-2:25 MR

NEWMAN

### **GERM 210(S) From Voltaire to Nietzsche (Same as Comparative Literature 211)**

The 130 years from Voltaire's *Candide* to Nietzsche's *Anti-Christ* were a period of astounding literary and philosophical development in Europe, with French and German writers not only playing leading roles but also intensely influencing one another. The course will examine French-German intellectual achievements and relations against the backdrop of the political and social metamorphoses of France and Germany from the reign of Louis XV to Bismarck's creation of the Second Reich. Readings will be drawn from the works of Voltaire, Lessing, Rousseau, Kant, Goethe, Condorcet, Schiller, Madame de Staël, Novalis, Nerval, Büchner, Baudelaire, Marx, George Sand, and Nietzsche. All readings in English translation, but students with competence in French and/or German will have the opportunity to read some works in the original.

Format: lecture/discussion. Requirements: active class participation, two take-home essay exams.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to German majors and by seniority.*

Hour: 2:35-3:50 MR

B. KIEFFER

### **GERM 301(F) German Studies, 1770-1830**

A survey of German intellectual culture from the Enlightenment through Romanticism. We will explore the period through literary and theoretical texts by Lessing, Goethe, Lenz, Schiller, Hegel, Novalis, Kleist, Hoffman, Brentano and B. von Arnim. *All readings in German.*

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

*No enrollment limit (expected: 8).*

Hour: 1:10-2:25 MR

NEWMAN

### **GERM 302 German Studies, 1830-1900 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/germ/germ302.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ302.html))

NEWMAN

### **GERM 303 German Studies 1900-1938 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/germ/germ303.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ303.html))

DRUXES

### **GERM 304 German Literature 1939-Present (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/germ/germ304.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ304.html))

### **GERM 493(F)-W031-494(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

E. KIEFFER

## *German, History*

### **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 501-502 or equivalent preparation (a score of 500 or higher on the CEEB Reading Examination). *Enrollment limited to graduate students; others by permission of the department.*  
Hour: 9:00-9:50 MWF E. KIEFFER

## **HISTORY (Div. II)**

*Chair, Professor REGINA G. KUNZEL*

Professors: R. DALZELL, DEW, KOHUT, KUNZEL, SINGHAM, W. WAGNER\*, WATERS\*, WONG, WOOD. Associate Professors: KITTLESON, MERRILL\*, MUTONGI\*, WHALEN\*. Assistant Professors: AUBERT, BERNHARDSSON, GARBARINI, GOLDBERG\*\*, HICKS\*, LONG, MARUKO, REEVES\*. Visiting Assistant Professor: VAN DER SPUY. Bolin Fellow: SCHIAVONE-CAMACHO. Research Associate: STARENKO.

### **GENERAL STATEMENT OF GOALS**

The core objectives of the History department are the cultivation of a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed opinions and their analytical and rhetorical skills generally. While members of the department attempt to accomplish these multiple objectives individually through their particular courses and their other contacts with students, the department seeks to do so collectively through the structure of the History curriculum and the requirements of the History major.

### **COURSE NUMBERS**

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

*First-Year Seminars and Tutorials (102-199):* These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, Preference given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

*Introductory Survey Courses (202-299):* These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

*Junior Seminars (301):* Junior seminars offer a series of "reflections on history," are required for the degree in History, and are normally *restricted* to junior History majors. Each seminar focuses in depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and "doing" history, both in the present and in the past. Each year several junior seminars will be offered; prospective majors must select two junior seminars at the end of their sophomore year and will then be assigned to one of their two choices. If students are studying away from Williams during their junior year, they must enroll in a junior seminar during their senior year.

## History

*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 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 given to senior History majors. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102-111	202-211	302-311	402-411
Asia	112-121	212-221	312-321	412-421
Europe and Russia	122-141	222-241	322-341	422-441
Latin America and the Caribbean	142-151	242-251	342-351	442-451
United States	152-191	252-291	352-391	452-471
Transnational/Comparative	192-199	292-299	392-396	472-479

### ADVISING

Both majors and non-majors are encouraged to talk at any time with Professor Wagner, the department chair, Mrs. Swift, the department administrative assistant, or any other member of the department about the History major.

All majors will be assigned a faculty advisor. All majors must meet with their advisor, or the department chair, during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact Professor Wong. Prospective study abroad students should contact Mrs. Swift.

### ADVANCED PLACEMENT

Students receiving a score of 5 on any AP history examination will be guaranteed a place in the 100-level History seminar of their choice.

### THE MAJOR

The major consists of at least *nine semester courses* as follows:

#### *Required Courses in the Major*

One Junior Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

#### *Elective Courses*

Seven (or more) additional semester courses in History, at least *one* of these to be chosen from each of the following *three* groups:

*Group A:* History of the United States

*Group B:* European History (including Russian History)

*Group C:* History of Asia, Africa and the Middle East, and/or Latin-American and the Caribbean

In addition, students must take at least one course dealing with the premodern period (designated *Group D* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-C*).

A single course can meet the requirement for no more than one of Groups A through C. Only one First-year seminar and one First-year tutorial (102-199) may be used to meet the group requirements.

#### *Concentration in the Major*

All students are required to adopt a concentration within the History major. The concentration should be selected in consultation with a faculty advisor at spring registration during the sophomore year. A list of concentrations is appended below and a list of the courses that fall within each concentration is available from the History Department office and can also be found on the department's website. Students must choose to concentrate in one of these eighteen broad areas unless they petition

## History

the department's Curriculum Committee to substitute a concentration of their own design. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least* one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In selecting courses to meet their concentration requirement, students should be aware that not every course is offered every year. Courses taken abroad may be included in the concentration with the approval of the chair.

### *Concentrations:*

1. Africa and the African Diaspora
2. Asia and the Asian Diaspora
3. Comparative Slavery
4. Ancient, Medieval, and Renaissance Europe
5. Early Modern Europe
6. Modern Europe
7. Gender and Sexuality
8. History of Ideas
9. Imperialism, Nationalism, and European Expansion
10. Latin America and the Caribbean
11. Latin America and the Latina/o Diaspora
12. Religion
13. The Twentieth-Century World
14. Colonial North America and the United States to 1865
15. The United States Since 1865
16. Race and Ethnicity in North America
17. Urban and Environmental History
18. War and Revolution

### THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors thesis program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors thesis program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early



weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and present a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

#### LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

#### COURSES

##### FIRST-YEAR SEMINARS AND TUTORIALS (102-199)

These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, Preference given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

##### *FIRST-YEAR SEMINARS AND TUTORIALS: Africa and the Middle East (111-121)*

##### **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.

No prerequisites. *Enrollment limit: 19 (expected: 10-15). Preference given to first-year students.*

*Group C*

Hour: 8:30-9:45 MWF

BERNHARDSSON

##### **HIST 114(S) Slavery in Africa (W)\***

This course explores contentious debates in African history, about the nature of slavery in Africa. What do we understand by 'African slavery'? Was slavery indigenous to Africa, or did foreigners impose it on the continent? Was slavery in Africa so different from slavery in the Americas that we need to refer to it by a different name? Was slavery in Africa the same for women and for men? Can we speak of 'African slavery' at all, or were there different kinds of slavery in different regions? How did slavery change over time? Does slavery exist in Africa today? We will explore these, and other, questions via analysis of both secondary resources—what historians have argued—and primary resources, sources generated in the contexts of slavery. Through such discussions, we will come to a better understanding of slavery, African history, and the craft of history itself.

Format: discussion. Evaluation will be based on pop quizzes, class participation, a series of critical discussion pieces, and two essays.

No prerequisites. *Enrollment limit: 19 (expected: 12-15). Open to all.*

*Group C*

Hour: 2:35-3:50 MR

VAN DER SPUY

##### *FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)*

##### **HIST 124 The Vikings (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist124.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist124.html))

GOLDBERG

##### **HIST 127 (formerly 105) The Expansion of Europe (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist127.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist127.html))

WOOD

##### **HIST 129 (formerly 107) Religion, Race, and Gender in the Age of the French Revolution (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist129.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist129.html))

SINGHAM

## History

### **HIST 135T(S) The Great War, 1914-1918 (W)**

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual “progress” of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores.*

Group B

Hour: TBA

WOOD

### **HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)**

Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.

Format: seminar. Evaluation will be based on class attendance and participation, several short papers, and a final research paper.

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

Group B

Hour: 11:00-12:15 MWF

GARBARINI

### **HIST 140 Fin-de Siecle Russia: Cultural Splendor, Imperial Decay (Not offered 2004-2005)**

(W)

([www.williams.edu/Registrar/catalog/depts/hist/hist140.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist140.html))

W. WAGNER

### **FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)**

#### **HIST 148(S) (formerly 102) The Mexican Revolution: 1910 to NAFTA (W)\***

The first great revolution in the twentieth century, the Mexican Revolution was as dramatic and compelling as later episodes in Russia, China and Cuba. Using a wide variety of sources—from films, murals, and comic books to classic works of political and social history—this seminar will examine the forces that exploded in over a decade of violence and produced the peculiar “institutional revolutionary” government that ruled Mexico from the 1920s to the crises of the late 1990s. Was the Revolution a true social revolution or just a “palace coup”? Did workers, women, peasants, 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).*

Group C

Hour: 9:55-11:10 TR

KITTLESON

### **FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)**

#### **HIST 152(F) “New Worlds for All”: European-Indian Encounters in Colonial North America (W)\***

This course focuses on the interactions between Indians and Europeans in the contexts of Spanish, French, Dutch, and British exploration and colonization of North America. Drawing upon our critical reading of secondary and primary sources, we will explore the political, economic, social, and cultural transformations visited upon both Indian and Euro-American societies as a result of European attempts to control vast North American territories from the Saint Lawrence valley to Florida and from the Lower Mississippi valley to California. Because of the large scope of our inquiry we will proceed both chronologically and thematically. Our themes will include: Indian resistance and adaptation to European inva-

## History

sions and evangelizing efforts; diplomacy, warfare, and the evolution of North American geopolitics; Frontier exchange economies and the transformation of material cultures; the transformation and construction of colonial identities (Euro-American and Indian concepts of “self,” the racialization of Euro-American perceptions of Indians and Indians’ perceptions of Europeans).

Over the course of the semester, students will write several response papers based on secondary readings to help them assess how historians have addressed these themes. These papers will serve as the basis for our discussion of the methodologies, theories, and sources historians use to reconstruct the history of European-Indian encounters. Short response papers will also familiarize students with some of the most important historiographical debates of colonial North American history and will help them conceptualize and write an original research paper based upon a combination of primary and secondary sources. Format: seminar. Evaluation will be based on class attendance and participation, weekly response papers and the final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, and then sophomores.*

*Groups A and D*

Hour: 8:30-9:45 TR

AUBERT

### **HIST 157 The Great Depression: Culture, Society, and Politics in the 1930’s (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist157.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist157.html))

KUNZEL

### **HIST 159 The Origins of the Cold War (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist159.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist159.html))

MERRILL

### **HIST 164 Slavery in the American South (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist164.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist164.html))

DEW

### **HIST 165 The Quest for Racial Justice in Twentieth-Century America (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist165.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist165.html))

HICKS

### **HIST 166(F) The Age of Washington and DuBois (W)\***

The beginning of the twentieth century saw the rise of two influential African American thinkers, W. E. B. DuBois and Booker T. Washington. The intellectual and social programs that the two offered as solutions to the “race problem” are often seen as diametrically opposed to one another. This course will begin with an examination of the writings and intellectual production of these two men. Did they share a common ground? What were their responses and solutions to “the Negro question”? How did their ideas take effect? We will also set their work into an African American historical context, examining concurrent social developments such as the mass migration of African Americans to northern cities, the workings of the sharecropping system, and the cultural production of African American film and music artists in the first decades of the twentieth century. Readings will include works by Washington and DuBois, autobiographies of lesser-known Black figures in this era, and works by and about Black women at this time. We will also listen to early blues music and view films.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final exam. No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

*Group A*

Hour: 2:35-3:50 MR

LONG

## **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 (201-209)**

#### **HIST 201(F) Modern African History\***

Historian Ali Mazrui has proposed that there are four “African denials”: denials of African history, African science African poetry and African philosophy. This course explores these aspects of modern African history and other denials or points of contention, including African sexualities. We examine the economic, political, social and cultural forces that shaped Africa in the modern era, and continue to influence the lives of people into the new millennium. We trace the incorporation of Africa into the expanding world economy with the shift from the transatlantic slave trade to “legitimate commerce,” through colonial rule to and through independence—including the ways in which Africans resisted, or tried to harness, colonialism for their own purposes. We explore the rise of nationalism, pan-Africanism, and challenges and achievements of post-colonial societies.

## History

Format: lecture/discussion. Evaluation based on “Resident Expert” reports and class presentations, pop quizzes and two essays.

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

*Group C*

8:30-9:45 MWF, 11:00-12:15 MWF

VAN DER SPUY

**HIST 202 (formerly 270) Early-African History Through the Era of the Slave Trade (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist202.html)

MUTONGI

**HIST 203 Sub-Saharan Africa Since 1800 (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist203.html)

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. *No enrollment limit (expected: 20-40). Open to all.*

*Group C*

Hour: 9:55-11:10 TR

BERNHARDSSON

**HIST 208 Encountering the Other? The Middle East and the West (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist208.html)

BERNHARDSSON

**HIST 209 (formerly 275) The Origins of Islam: God, Empire, and Apocalypse (Same as Religion 231) (Not offered 2004-2005)\***

(See under Religion for full description.)

*Groups C and D*

**INTRODUCTORY SURVEY COURSES: ASIA (211-221)**

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

(See under Religion for full description.)

*Groups C and D*

**HIST 212 (formerly 283) Barbarians in the Middle Kingdom: China to 1850 (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist212.html)

REEVES

**HIST 213 (formerly 284) Modern China, 1850-Present: Continuity and Change (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist213.html)

REEVES

**HIST 217(F) Early Modern Japan (Same as Japanese 217)\***

The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, a period characterized by the growth of cities and towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the roles and everyday lives of samurai and commoners, class and status, gender and sexuality, religion, education, and culture. Assigned materials will include literature, films, and primary sources in translation.

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: 15). Open to all.*

*Groups C and D*

Hour: 8:30-9:45 MWF

MARUKO

**HIST 218(S) Modern Japan (Same as Japanese 218)\***

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a World War, occupation by a foreign power, and high-speed economic growth 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 class and status, gender, family, education, and work will be addressed. Reading materials will include autobiographies, oral histories, and an-

## History

thropological 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 C*

Hour: 1:10-2:25 MR

MARUKO

### **HIST 219(F) Modern History and Politics of Korea (Same as Asian Studies 243 and Political Science 243)\***

(See under Political Science for full description.)

*Group C*

### **HIST 221 History of U.S.-Japan Relations (Same as Japanese 221) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist221.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist221.html))

MARUKO

### **INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)**

#### **HIST 222(F) (formerly 216) Greek History (Same as Classics 222)**

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory. The class will meet once a week for a lecture, and will divide into two discussion sections for the second meeting of the week.

Format: lecture/discussion. Evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper.

*Enrollment limit: 40 (expected: 40). Open to all.*

*Group D*

Hour: 11:20-12:35 TR

NESHOLM

#### **HIST 223 (formerly 218) Roman History (Same as Classics 223) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist223.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist223.html))

CHRISTENSEN

#### **HIST 225 The Middle Ages (Same as Religion 216) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist225.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist225.html))

GOLDBERG

#### **HIST 226(F) (formerly 205) Europe From Reformation to Revolution: 1500-1815**

This course introduces students to the major historical developments in Western Europe during the early modern period—such pan-European phenomena as the Reformation, the Witch Craze, the Military Revolution, the rise of absolutist states, the seventeenth-century crisis in government and society, the Enlightenment, the French Revolution and Napoleon, and the establishment of European influence around the world.

Format: lecture/discussion. Evaluation will be based on two short papers, a midterm and a final exam.

*Enrollment limit: 25 (expected: 20). Open to all.*

*Groups B and D*

Hour: 9:55-11:10 TR

WOOD

#### **HIST 227 Europe's Long Nineteenth Century (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist227.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist227.html))

#### **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

## History

Hitler and what was it like for different segments of European society to live through World War II? In a divided postwar Europe, what hopes and betrayals did Europeans on different sides of the Iron Curtain experience in the realms of social, economic, and legal justice? How have Europeans since the fall of the Berlin Wall attempted to confront their pasts? By the end of this course, students will be familiar with the central themes of the history of twentieth-century Europe and understand how to analyze historical documents, which students can replicate in their future research and writing.

Format: lecture/discussion. Evaluation will be based on class participation, several quizzes, an exam, and two papers.

No prerequisites. *No enrollment limit (expected: 35). Open to all.*

*Group B*

Hour: 8:30-9:45 MWF

GARBARINI

### **HIST 229(F) (formerly 222) European Imperialism and Decolonization\***

This course surveys European imperialism in the nineteenth and early-twentieth centuries, paying special attention to important case studies such as British India, China and the Opium Wars, and the Scramble for Africa. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru's independence movement in India, Ho Chi Minh's victory at Dien Bien Phu, and the torturous struggle for independence in the Belgian Congo. Format: ?? Evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation.

[Enrollment?]

*Group B*

Hour: 11:20-12:35 TR

SINGHAM

### **HIST 230 Modern European Jewish History, 1789-1948 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist230.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist230.html))

GARBARINI

### **HIST 234 (formerly 230) Britain, 1688-1848 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist234.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist234.html))

WATERS

### **HIST 235 Britain Since 1848 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist235.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist235.html))

WATERS

### **HIST 239(F) Modern German History: From Unification to Reunification, 1871-1990**

This course will introduce students to the turbulent and often vexing history of German politics, society, and culture in the late nineteenth and twentieth centuries. At the start of our period, Germany became a unified nation-state for the first time in its history under the iron fist of Bismarck. Two world wars and several political regimes later, Germany was again united but this time as a European-oriented democratic state. Throughout the intervening period, the questions of what it meant to be German and how Germany should fit into Europe and the world were vigorously debated. The different answers that subsequent generations of Germans arrived at have had tremendous implications for people throughout the world. This survey will be guided by the question of German identity and by the issue of what problems the German past poses for today. We will study modern Germany in its various forms, from the Empire through the Weimar Republic and the Third Reich, to post-war division and reunification. Our primary focus will be the continuities and discontinuities of German history, particularly with regard to Nazism and the issue of how far the two postwar Germanies broke with the past.

Format: mostly discussion. Evaluation will be based on class participation, three papers, and a final exam.

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

*Group B*

Hour: 8:30-9:45 TR

GARBARINI

### **HIST 240 (formerly 232) Muscovy and the Russian Empire (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist240.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist240.html))

W. WAGNER

### **HIST 241 (formerly 233) The Rise and Fall of the Soviet Union (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist241.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist241.html))

W. WAGNER

### **INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)**

#### **HIST 242 (formerly 287) Latin America From Conquest to Independence (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist242.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist242.html))

KITTLESON

#### **HIST 243 Modern Latin America, 1822 to the Present (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist243.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist243.html))

KITTLESON

#### **HIST 249 (formerly 225) The Caribbean From Slavery to Independence (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist249.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist249.html))

SINGHAM

**INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)**

**HIST 252A(F) British Colonial America and the United States to 1877\***

This survey course covers Anglo-American history from the period of colonial settlement to the immediate aftermath of the Civil War. Major social, political, economic and cultural developments will be examined. Readings emphasize three themes of major importance in order to better understand the period surveyed: gender, slavery, and Indian America. The objective of this course is to provide students with a general knowledge and understanding of Anglo-American history to 1877, as well as to introduce them to some important historiographical debates and historical methodologies.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short analytical papers, and a final exam.

No prerequisites. *No enrollment limit (expected: 30-40).*

*Groups A and D*

Hour: 1:10-2:25 MR

AUBERT

**HIST 252B(S) (formerly 243) America From San Gabriel to Gettysburg, 1492-1865**

A topical analysis of the history of what became the United States of America, beginning with the early years of European conquest and ending with the crisis of the Civil War. Particular attention will be paid to the relationship between major political events and changing patterns of economic, social, and cultural life that shaped them. Readings will include contemporary sources, historical studies, and biographies.

Format: discussion. Requirements: students will write a series of short analytical papers and will have a choice of either writing a longer, final essay or taking a final exam.

*Enrollment limit: 20 (expected: 15-20). Open to all.*

*Groups A and D*

Hour: 9:55-11:10 TR

R. DALZELL

**HIST 253(S) The United States from Appomattox to AOL, 1865-Present**

This course will survey the history of the United States from its struggles over Reconstruction and westward expansion through the challenges of industrialization and immigration to the nation's increasingly global role in the post-World War II period. We will pay special attention to how Americans defined both themselves as citizens and the nation at-large, particularly as they faced the profound economic and political crises that mark this period. Reading assignments will include sources from the time, as well as historical interpretations.

Format: lecture/discussion. Evaluation will be based on participation, short papers, a mid-term, and a final take-home exam.

No prerequisites. *No enrollment limit (expected: 40-50). Open to all.*

*Group A*

Hour: 2:35-3:50 MR, 2:35-3:50 TF

DEW

**HIST 254 North American Indian History: Pre-Contact to the Present (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist254.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist254.html))

AUBERT

**HIST 270 American Politics From Populism to the Present (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist270.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist270.html))

MERRILL

**HIST 281(F) African-American History, 1619-1865\***

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 A and D*

Hour: 1:10-2:25 TF

LONG

**HIST 282(S) (formerly 262) African-American History From Reconstruction to the Present\***

This course introduces students to the significant themes and events that have shaped the African-American historical experience from Reconstruction to the present. We will examine the social, political, and economic meaning of freedom for men and women of African descent as well as explore the political nature and development of African-American historiography. The course will give particular attention to such topics as the rise of Jim Crow, migration, urbanization, the Civil Rights Movement, as well as the legacy of the post-Civil Rights Movement era.

## History

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a final exam.

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

*Group A*

Hour: 1:10-2:25 TF

LONG

### **HIST 284(F) Topics in Asian American History\***

This course will introduce the major themes in Asian American history from 1850 to the present, examining the lives of Chinese, Japanese, Koreans, Filipinos, Indians, Southeast Asians, and Pacific Islanders in America. Topics will include the anti-Asian exclusion movement, the wartime experiences of Japanese Americans, the increase of Asian immigration as a result of the 1965 Immigration Act and the Vietnam War, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the reading of historical texts, memoirs, novels, and films.

Format: lecture/discussion. Evaluation will be based on two short critical essays and a final research paper.

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

*Group A*

Hour: 1:10-2:25 MR

WONG

### **HIST 286 Latino/a History From 1846 to the Present (Same as Latina/o Studies 286) (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist286.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist286.html))

WHALEN

**INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)**

### **HIST 293 History of Medicine (Same as History of Science 320) (Not offered 2004-2005)**

(See under History of Science for full description.)

*Group D*

### **HIST 294(S) Scientific Revolutions: 1543-1927 (Same as History of Science 224)**

(See under History of Science for full description.)

*Groups B and D*

### **HIST 295 Technology and Science in American Culture (Same as History of Science 240) (Not offered 2004-2005)**

(See under History of Science for full description.)

*Group A*

### **JUNIOR SEMINARS (301)**

Junior Seminars offer a series of “reflections” on history, are *required* for the degree in History, and are normally *restricted* to junior History majors. Each seminar focuses in depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and “doing” history, both in the present and in the past. Each year several junior seminars will be offered; prospective majors must select *two* junior seminars at the end of the sophomore year and will then be assigned to one of their two choices. If students are studying away from Williams during their junior year, they *must* enroll in a junior seminar during their senior year.

### **HIST 301A History, Theory, Practice (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301.html))

WATERS

### **HIST 301B Autobiography as History: An American Character? (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301B.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301B.html))

R. DALZELL

### **HIST 301D(F,S) Is History Eurocentric?**

The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non-Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.

Format? Evaluation will be based on class participation, class debates, two short papers (5 pages), one long paper (10 pages) and a self-scheduled final exam.

*Restricted to History majors.*

Hour: 1:10-3:50 W

SINGHAM

### **HIST 301E(S) Barbarians, Saints, and Emperors: The Fall of Rome Reconsidered (W)**

The fall of Rome has long fascinated historians. In his monumental *Decline and Fall of the Roman Empire* (1776), Edward Gibbon argued that classical civilization collapsed under the weight of “barbarism



and superstition" (i.e., Germanic invasions and Christianity), thus giving rise to the European "Dark Ages." But in recent years scholars have reconsidered this period of "Late Antiquity" (roughly AD 150-750), seeing continuity, complexity, and transformation where Gibbon saw only decline and fall. This course explores how historians have tried to interpret this foundational period of European civilization from political, military, economic, cultural, and social perspectives. We will consider such topics as the rise of Christianity and Islam, relations between Romans and "barbarians," the function of saints and relics, the formation of Germanic kingdoms and the Byzantine Empire, and changes in early European economy and society. Throughout, we will pay particular attention to the topics, evidence, methodologies, and assumptions historians use to recreate the history of the distant past.

Format: seminar. Evaluation will be based on class participation, bi-weekly book reviews, and a longer paper.

*Enrollment limit: 19 (expected: 10-18). Restricted to History majors.*

Hour: 1:10-3:50 W

GOLDBERG

### **HIST 301F(F) Remembering American History**

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history: slavery, race, and the Civil War; the Great Depression; World War II; the Sixties and the war in Viet Nam; and the events and aftermath of September 11, 2001.

Format: seminar. Assignments will include weekly response papers, critical essays, a museum exercise, and a final project to be completed in consultation with the instructor.

*Enrollment limit: 20 (expected 20). Restricted to History Majors.*

Hour: 1:10-3:50 W

WONG

### **HIST 301F Gender and History (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301F.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301F.html))

KUNZEL

### **HIST 301G Westward Expansion in American History (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist301g.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301g.html))

MERRILL

### **ADVANCED ELECTIVES (302-396)**

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

#### **ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)**

### **HIST 302(F) Apartheid South Africa\***

The system of apartheid was built on segregation, which was itself built on colonialism. This course, therefore, begins with an introduction to southern Africa before 1948. Our focus, however, is on the construction and deconstruction of the apartheid state between 1948 and 1994. Economic, political, social and cultural transformations are traced, with the key narrative being, firstly, the attempts of the apartheid state to shape South Africa in specific ways. Intersecting with and shaping this narrative is the pressure from the majority of South Africans for social justice. We explore the apartheid government's system of racial classification, group areas, sexual and racial engineering, migrant labor, "influx control," political repression and the use of state violence, ideological control, and Bantu Education. The second strand of the narrative is the rise of mass politics under the banner of the Congress movement in the 1950s through the rise of Africanist vs. non-racial politics and Black Consciousness, to the Mass Democratic Movement and the unbanning of the ANC and other parties in 1990, through the transition to democracy in 1994. In addition to political resistance, the course examines the rise of Black Consciousness and cultural forms of resistance, and how ordinary people survived the massive onslaught of the apartheid state. The course ends with the triumph of 1994, and the challenges facing the "new South Africa."

Format: discussion. Evaluation based on two essays, quizzes, class participation including presentation and peer review.

No prerequisites. *No enrollment limit (expected: 10-20). Open to all.*

*Group C*

Hour: 9:55-11:10 TR

VAN DER SPUY

### **HIST 303(S) Post-Apartheid South Africa\***

In April 2004, South Africans celebrated ten years of democracy. In 1994, the country's first democratic elections signaled the death of apartheid; the South African Bill of Rights is perhaps the most progressive in the world. However, the new South Africa had to be built on the old South Africa, which was never completely dismantled. This course explores the legacies of apartheid, and how South Africans set about righting the wrongs of the past and constructing a non-racial society. After a brief analysis of the transition from apartheid to democracy under the auspices of CODESA (The Congress for a Democratic South Africa) before 1994, we examine the Truth and Reconciliation Commission and other aspects of

## History

the nation-building process. We then explore the challenges facing South Africa as the legacies of apartheid continue to haunt the country—poverty and socio-economic dislocation, intersecting with issues around land, housing, water, electricity, health (including HIV/AIDS), education, unemployment, racism, xenophobia, gender-based violence, sexuality, and crime—and how people face these challenges on a daily basis. We also examine the ways in which ordinary people, as well as those in government, work to construct a society that, while still wedded to the past, builds a future.

Format: discussion. Evaluation based on pop quizzes, class participation, a critical book review, and two longer papers.

No prerequisites. *No enrollment limit (expected: 10-20). Open to all.*

Group C

Hour: 11:20-12:35 TR

VAN DER SPUY

### **HIST 304 South Africa and Apartheid (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist304.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist304.html))

MUTONGI

### **HIST 308 Gender and Society in Modern Africa (Same as Women's and Gender Studies 308)**

**(Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist308.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist308.html))

MUTONGI

### **HIST 309(S) (formerly 278) Women and Islam (Same as Religion 232 and Women's and Gender Studies 232)\***

(See under Religion for full description.)

Groups C and D

### **HIST 310(S) Iraq and Iran in the Twentieth Century\***

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

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

No prerequisites. *No enrollment limit (expected: 20-40). Open to all.*

Group C

Hour: 1:10-2:25 TF

BERNHARDSSON

### **ADVANCED ELECTIVES: ASIA (318-321)**

#### **HIST 318(S) Nationalism in East Asia (Same as Asian Studies 245 and Political Science 245)\***

(See under Political Science for full description.)

Group C

### **ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)**

#### **HIST 322(S) (formerly 239) The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and Women's and Gender Studies 239)**

(See under Classics for full description.)

Group D

#### **HIST 323 Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist323.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist323.html))

CHRISTENSEN

#### **HIST 324 (formerly 212) The Development of Christianity: 30-600 C.E. (Same as Religion 212) (Not offered 2004-2005)**

(See under Religion for full description.)

Group D

#### **HIST 325 Charlemagne and the Formation of Europe (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist325.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist325.html))

GOLDBERG

#### **HIST 326(S) War in European History**

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

## History

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

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

*Groups B and D*

Hour: 8:30-9:45 TR

WOOD

**HIST 327 Knighthood and Chivalry (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist327.html)

GOLDBERG

**HIST 330 The Social History of Ideas: Enlightenment and Revolution (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist330.html)

SINGHAM

**HIST 331 (formerly 307) The French and Haitian Revolutions (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist331.html)

SINGHAM

**HIST 335 (formerly 316) Class, Gender, and Race in Post-1945 Britain (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist335.html)

WATERS

**HIST 337 Ideology and Politics in Europe 1900-1939 (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist337.html)

**HIST 338(S) The History of the Holocaust**

In twenty-first century America, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and implementation of the Holocaust from the divergent perspectives of perpetrators and victims. Our goal will be to investigate deeply the interaction of individual lives and world historical events. We will also examine the Holocaust within the larger context of the history of World War II in Europe and the historians' debates about Germany's exterminatory war aims. Course materials will include diaries, bureaucratic documents, memoirs, films, and historical scholarship.

Format: seminar. Evaluation will be based on class participation, a map quiz, six thought papers (4 pages) based on class readings, and a final research paper (6-8 pages).

No prerequisites. *Enrollment limit: 25 (expected: 15-20).*

*Group B*

Hour: 1:10-2:25 MR

GARBARINI

**HIST 341(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as Comparative Literature 217, English 213 and Theatre 222) (W)**

(See under Theatre for full description.)

**ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)**

**HIST 342 Creating Nations and Nationalism in Latin America (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist342.html)

KITTLESON

**HIST 343 (formerly 328) Gender and History in Latin America (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist343.html)

KITTLESON

**HIST 344 (formerly 305) Latin-American Revolutions and the United States (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist344.html)

KITTLESON

**HIST 346 (formerly 314) History of Modern Brazil (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist346.html)

KITTLESON

**ADVANCED ELECTIVES: UNITED STATES (352-391)**

**HIST 352(F,S) (formerly 255) America and the Sea, 1600-Present (Same as Maritime Studies 201) (Offered only at Mystic Seaport.)(W)**

(See under Maritime Studies for full description.)

*Groups A and D*

**HIST 354 The Making of the American Revolution, 1763-1798 (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist354.html)

AUBERT

**HIST 357 The Rise of American Conservatism (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist357.html)

MERRILL

**HIST 358 (formerly 242) "The Good War": World War II and American Culture and Society (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist358.html)

KUNZEL

**HIST 364(F) (formerly 311) History of the Old South\***

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the ante-bellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical.

## History

In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Format: discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

*Groups A and D*

Hour: 2:35-3:50 TF

DEW

**HIST 365 (formerly 312) History of the New South (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist365.html)

DEW

**HIST 368 (formerly 246) Cultural Encounters in the American West (Same as American Studies 246) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist368.html)

WONG

**HIST 370 (formerly 308) Studies in American Social Change (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist370.html)

DEW

**HIST 372(S) (formerly 313) The Rise of American Business**

An examination of the complex process that saw business enterprise move from a marginal position in the largely agrarian society of the early colonial period to become, by the twentieth century, one of the principal forces shaping American culture. Subjects to be considered: the business and political activities of colonial merchants, early-American attempts at industrialization, the business careers of John D. Rockefeller and Andrew Carnegie, and the growth, since 1900, of multidivisional corporations like DuPont and General Motors. Readings will include historical studies, biography, autobiography, and fiction.

Format: discussion. 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 A*

Hour: 11:00-12:15 MWF

DALZELL

**HIST 373 (formerly 177) Va Va Vroom!—A Nation on Wheels (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist373.html)

DALZELL

**HIST 374 American Medical History (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist374.html)

LONG

**HIST 378 (formerly 344) History of Sexuality in America (Same as Women's and Gender Studies 344) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist378.html)

KUNZEL

**HIST 379 (formerly 324) Women in the United States Since 1870 (Same as Women's and Gender Studies 324) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist379.html)

KUNZEL

**HIST 380 (formerly 227) Comparative American Immigration History (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist380.html)

WONG

**HIST 383 The History of Black Women in America: From Slavery to the Present (Same as Women's and Gender Studies 383) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist383.html)

HICKS

**HIST 384 (formerly 331) Comparative Asian-American History, 1850-1965 (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist384.html)

WONG

**HIST 385 (formerly 332) Contemporary Issues in Recent Asian-American History, 1965-Present (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist385.html)

WONG

**HIST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as Latina/o Studies 386 and Women's and Gender Studies 386) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist386.html)

WHALEN

**HIST 387 Community Building and Social Movements in Latino/a History (Same as Latina/o Studies 387 and Women's and Gender Studies 387) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist387.html)

WHALEN

**HIST 388(F) U.S.-Mexican Borderlands (Same as Latina/o Studies 388)\***

This course examines the U.S.-Mexican Borderlands both as a culturally coherent region and as one divided by a geopolitical boundary, as well as other social, economic, and cultural borders. A central concern of the class will be to study the cross-border movement of people, ideas, and culture in the cre-

ation of this border region. In order to establish historical background, we will begin by addressing encounters among indigenous peoples and Europeans and examine the significance of the Spanish colonial system in the formation of the borderlands. The larger part of the class will focus on the social, cultural, and political development of the border region from nineteenth-century U.S. expansionism to the second Bracero Program during World War II. Though we will concentrate primarily on the U.S.-Mexican Borderlands, the class will also draw links with other border zones around the world. We will examine theories of borders and borderlands. Class materials will include secondary readings, primary documents, oral histories, novels, and films.

Format: lecture/discussion. Evaluation will be based on class participation, three response papers (1 page), a short midterm essay (5 pages), and a final paper (10-12 pages) and presentation to the class. In this paper, students will examine a borderlands theme of their choice, either from the period covered in class or the more recent past.

No prerequisites. *Enrollment limit: 25 (expected 10-15).*

*Groups A and C*

Hour: 1:10-2:25 TF

SCHIAVONE-CAMACHO

**ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)**

**HIST 392(S) Comparative Slavery: The Origins and Development of North American and Caribbean Slavery\***

This course explores the history of Atlantic Slavery in the contexts of the Spanish, French, Dutch, and British colonizations of the Caribbean and North America from the early sixteenth century to the late eighteenth century. Based on our reading of primary and secondary material, we will seek to understand the origins and transformation of the various forms of enslavement that emerged in association with the rise of Euro-American empires. Why did racial slavery become an institution in all the European empires of the North Atlantic? How did different European colonial powers justify the enslavement of Native peoples and Africans? How can we account for the diverse forms that slavery assumed in the region? To what extent can we talk of a typically Spanish, French, British, or Dutch form of colonial slavery? What were the factors shaping the individual experiences of slaves in Euro-American colonies?

Format: lecture/discussion. Evaluation will be based on class participation, a series of short response papers, a final exam, and a research paper of moderate length based on primary and secondary sources.

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

*Groups A, C and D*

Hour: 11:20-12:35 TR

AUBERT

**HIST 393 Sister Revolutions in France and America (Same as Leadership Studies 212 and French 212) (Not offered 2004-2005)**

(See under Leadership Studies for full description.)

*Groups A, B, and D*

**HIST 394 (formerly 346) Comparative Masculinities: Britain and the United States Since 1800 (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist394.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist394.html))

WATERS

**HIST 395(S) Comparative History of Organized Crime\***

Inextricably embedded in political systems, economies, civil societies, and cultures, organized crime groups are a powerful and expansive phenomena fueled by businesses from the international drug trade to human trafficking and protected by their violent and extortionate methods. This course examines the rise and expansion of organized crime in Italy and the United States, as well as Japan and Russia, to explore how and why organized crime emerges in certain societies, what shapes its development into sophisticated and powerful enterprises, and how it continues to exist. We will also address how organized crime has inspired popular imaginations with ideas of a vast underworld empire distinctly modern in business operations yet traditional in structure and codes of behavior. Topics will include the transition from disorganized gangsterism to organized crime, its structure and business enterprises, its influence on politics and economics, how certain organized crime groups rise in certain cities, the impact of globalization on organized crime, myths about organized crime and its history, and how portrayals of organized crime in popular cultures have changed over time.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, one research paper (15 pages), and a self-scheduled final exam.

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

*Groups A, B and C*

Hour: 11:00-12:15 MWF

MARUKO

**HIST 396(S) France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism, and the Re-peopling of Europe\***

This course will explore Europe's tumultuous relationship with North Africa, focusing on French colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, Anglo-French rivalry over the Canal and the Suez crisis of 1956, the Algerian Revolution and the anti-Islamic coup in 1991-2, and the migration of North Africans to Europe in the

## History

post 1945 period. Racial tensions, battles over headscarves, and Jewish-Muslim relations in contemporary France, are among the topics to be explored with an eye to examining how Europe is coming to terms with its new multicultural identity.

Format: discussion. Evaluation will be based on a midterm or a final exam, class participation, and short topical papers.

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

*Groups B and C*

Hour: 8:30-9:45 TR

SINGHAM

### ADVANCED SEMINARS (402-479)

These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference given to senior History majors, followed by junior History majors.

#### ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)

**HIST 402T African Political Thought (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/hist/hist402.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist402.html))

MUTONGI

**HIST 408(F) Archaeology, Politics, and Heritage in the Middle East\***

Archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. Nevertheless, this is a topic that has only recently attracted the attention of historians. In this seminar, we will analyze the experience of several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran, and how they utilized archaeology for state-building purposes. We will discuss how archaeology entered the political discourse, the creation of regional and national museums, the interpretation of archaeological artifacts in the arts and literature, and archaeology's role in contested terrains and political disputes. We will also explore the function of archaeology in the region's important tourism industry. Finally, the issue of cultural patrimony and the emotional impact of archaeology in the region will be addressed.

Format: seminar. Evaluation will be based on class participation, oral presentations, short papers, and a major research paper.

*Enrollment limit: 15 (expected: 15). Preference given to History majors.*

*Group C*

Hour: 1:10-3:50 W

BERNHARDSSON

**HIST 409 (formerly 363) Religion and Revolution in Iran (Same as Religion 234) (Not offered 2004-2005)\***

(See under Religion for full description.)

*Group C*

#### ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

**HIST 425 The First Crusade (Same as Religion 215) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist425.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist425.html))

GOLDBERG

**HIST 430 Toward a History of the Self in Nineteenth- and Twentieth-Century Europe (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hist/hist430.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist430.html))

GARBARINI

**HIST 440 Reform, Revolution, Terror: Russia, 1900-1939 (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist440.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist440.html))

W. WAGNER

#### ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

**HIST 443(S) (formerly 355) 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 C*

Hour: 1:10-3:50 W

KITTLESON

**ADVANCED SEMINARS: UNITED STATES (452-471)**

**HIST 452(S) 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.

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.*

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

*Groups A and D*

Hour: 1:10-3:50 W

LONG

**HIST 456(F) (formerly 360) Civil War and Reconstruction**

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements: a research paper based at least in part on primary sources.

*Enrollment limited.*

*Group A*

Hour: 1:10-3:50 W

DEW

**HIST 466(S) (formerly 364) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as American Studies 364)**

This course will explore the social, economic, and cultural lives of three cities, each of which at its zenith seemed to contemporaries to represent definitive aspects of "American" development. We will begin with Boston—the country's first "big" city and the nominal capital of Puritan New England—in the colonial and early national periods. From there we will move to Chicago, the transportation and commercial hub of the emerging national economy in the nineteenth century. Finally we will turn to Los Angeles, "The City of Dreams" and the center of the popular entertainment industry in the twentieth century. In each case, drawing on a variety of sources, we will examine the city's origins, the factors that promoted its growth, and the distinctive society it engendered. Then we will consider some of the city's cultural expressions—expressions that seem to characterize not only changing the nature of urban life, but the particular meanings each city gave to the nation's experience at the time. What made these cities seem simultaneously, as they did, so alluring and so threatening to the fabric of national community and identity?

Format: seminar. Requirements: two short papers and a longer essay analyzing selected primary texts; there will be no hour test or final exam.

*Enrollment limit: 20 (expected: 15). Preference given to History majors.*

*Group A*

Hour: 1:10-3:50 W

DALZELL

**HIST 467 Black Urban Life and Culture\***

([www.williams.edu/Registrar/catalog/depts/hist/hist467.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist467.html))

HICKS

**HIST 468(S) Sex and Race in Colonial North America (Same as Women's and Gender Studies 468)\***

Between the early sixteenth and late eighteenth centuries, the ongoing encounters between peoples of European, Indian, and African ancestry in North America led to a complex process through which all colonial protagonists constantly redefined themselves and "others." In this seminar, we will explore how sexual encounters between colonizing and colonized populations in the various contexts of the Spanish,

## History

French, British, and Dutch colonization of North America shaped the redefinition of colonial identities. Based on our examination of contemporary representations of gender relations and sexuality found in colonial legislation, court records, travel accounts, and missionary literature, we will attempt to untangle the ways in which racial categories were being both constructed and negotiated in colonial North America. Our analysis of primary documents will be informed by our close reading of some of the most recent scholarship examining the intersection of sex and race during the early modern period.

Format: seminar. Evaluation will be based on active participation in class, weekly response papers, a research proposal and a research paper based on both primary and secondary sources.

*Enrollment limit: 15 (expected: 5-15). Preference given to History majors.*

*Groups A and D.*  
Hour: 1:10-3:50 W

AUBERT

### **HIST 469 Notions of Race and Ethnicity in American Culture (Same as American Studies 403) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist469.html)

WONG

### **HIST 470 (formerly 358) The Chinese-American Experience (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist470.html)

WONG

### **HIST 471 Comparative Latina/o Migrations (Same as Latina/o Studies 471) (Not offered 2004-2005)\***

(See under Latina/o Studies 471 for full description.)

### **ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)**

#### **HIST 472 (formerly 351) Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900 (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist472.html)

SINGHAM

#### **HIST 474 The History of Oil (Same as Environmental Studies 474) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/hist/hist474.html)

MERRILL

#### **HIST 475 (formerly 356) Modern Warfare and Military Leadership (Not offered 2004-2005)**

(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 2004-2005)\***

(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 given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five of six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

#### **HIST 484T Narrating Africa, Narrating History (Not offered 2004-2005) (W)\***

(www.williams.edu/Registrar/catalog/depts/hist/hist484.html)

MUTONGI

#### **HIST 486T(F) Historical Memory of the Pacific War (Same as Japanese 486T) (W)\***

Over half a century after Japan's surrender, the issue of how to remember the Pacific War continues to raise controversy both within Japan and between Japan, Korea, and China. This tutorial will consider how individuals, groups of individuals, and nations construct and reconstruct historical memories by examining how various Japanese have sought to remember the Pacific War. The course will begin with a discussion of theoretical writings on the social and political construction of historical memory and the distinctions between official, collective, and historical memory. Then we will consider Japanese historical memory of the Pacific War, focusing on how the Occupation and the Tokyo war crimes trial shaped how the war has been remembered. We will also deal with how the war has been portrayed in literature, film and other media. Finally, the course will explore how Japan's unique position as both wartime aggressor and victim has influenced its relationships within East Asia. We will examine the mnemonic sites contested by Chinese, Korean, and Japanese memories by discussing issues pertaining to military comfort women, the Nanking massacre, Unit 731, history textbooks, and Yasukuni shrine. Themes will include how the construction of memory is linked to the nation, how the passage of time influences the construction of historical memory, and the dilemmas of coming to terms with pasts contested both within and between countries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Students will be evaluated on their written work and their analyses of their partner's work. There will be a final paper (15 pages) on the themes of the course.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all.*

*Group C*

Hour: TBA

MARUKO



**HIST 487T(F) (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning (W)**

1991 marked the fiftieth anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of the 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes.

This tutorial will concentrate on a number of important questions and issues which arise from a study of World War II. What were the origins of this central event of the twentieth century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different?

Many of the topics examined will also have to deal with important questions of human responsibility and with the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified?

By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war.

Format: tutorial. Requirements: each student will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor. Students not presenting an essay have the responsibility of critiquing the work of their colleague. The tutorial will culminate in a final written exercise.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all.*

*Group B*

Hour: TBA

WOOD

**HIST 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as American Studies 368T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist488.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist488.html))

WONG

**HIST 489T History and the Body (Same as Women's and Gender Studies 489T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist489.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist489.html))

KUNZEL

**HIST 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/hist/hist490.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist490.html))

WATERS

**THE THESIS AND INDEPENDENT STUDY (493-499)****HIST 493(F) Senior Thesis Research/Writing Seminar**

This seminar is a colloquium for the writers of honors theses. Although each student's major work for the fall will be the writing of a thesis in consultation with an individual advisor, students will gather for occasional meetings in order to present and critique each other's proposals and drafts and to discuss common problems in research and the design of a long analytical essay. Evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program. For students proceeding to W031 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the 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

KITTLESON

**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

KITTLESON

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

## HISTORY OF SCIENCE (Div. II & III, *see course descriptions*)

Chair, Professor DONALD deB. BEAVER

Professor: D. BEAVER\*\*. *Advisory Committee:* Professors: D. BEAVER\*\*, V. HILL\*\*.

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

### **HSCI 101(S) Science, Technology, and Human Values (Same as Science and Technology Studies 101)**

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering. Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-10 pages), and a final exam.

*Enrollment limit:* 25.

*Satisfies one semester of the Division II requirement.*

Hour: 10:00-10:50 MWF

D. BEAVER

### **HSCI 224(S) Scientific Revolutions: 1543-1927 (Same as History 294)**

How much does science create the sensibilities and values of the modern world? How much, if any, technical detail is it necessary to know in order to understand the difference between propaganda and fact?

This course investigates four major changes of world view, associated with Copernicus (1543); Newton (1687); Darwin (1859); and Planck (1900) and Einstein (1905). It also treats briefly the emergence of modern cosmogony, geology, and chemistry as additional reorganizations of belief about our origins, our past, and our material structure.

We first acquire a basic familiarity with the scientific use and meaning of the new paradigms, as they emerged in historical context. We then ask how those ideas fit together to form a new framework, and ask what their trans-scientific legacy has been, that is, how they have affected ideas and values in other sciences, other fields or thought, and in society. Knowledge of high-school algebra is presupposed.

Format: lecture/discussion. Evaluation will be based on five problem sets, four short papers (3-5 pages), and two hour exams.

*Enrollment limit:* 45. *Open to first-year students.*

*Satisfies one semester of the Division III requirement.*

Hour: 11:00-11:50 MWF

D. BEAVER

### **HSCI 240 Technology and Science in American Culture (Same as History 295) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hsci/hsci240.html](http://www.williams.edu/Registrar/catalog/depts/hsci/hsci240.html))

D. BEAVER

### **HSCI 242(S) Science and Literature (Same as Comparative Literature 242)**

(See under Comparative Literature for full description.)

### **HSCI 320 History of Medicine (Same as History 293) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/hsci/hsci320.html](http://www.williams.edu/Registrar/catalog/depts/hsci/hsci320.html))

D. BEAVER

### **HSCI 334 Philosophy of Biology (Same as Philosophy 334) (Not offered 2004-2005)**

(See under Philosophy for full description.)

### **HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)**

(See under Astronomy for full description.)

### **HSCI 497 Independent Study (Not offered 2004-2005)**

### **HSCI 498(S) Independent Study**

*History of Science, Interdepartmental Program*

COURSES OF RELATED INTEREST

Mathematics 381 History of Mathematics  
Philosophy 209 Philosophy of Science  
Philosophy 210 Philosophy of Medicine  
Sociology 368 Technology and Modern Society

**INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND  
CROSS-DISCIPLINARY STUDIES**

**(Div. II, with some exceptions as noted in course descriptions)**

Chair, Professor PETER JUST

*Advisory Committee:* Professors: DARROW, JUST. Associate Professors: COX, KIRBY. Assistant Professor: CHAVOYA.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

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

**INTR 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as Latina/o Studies 105)\***

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

*Satisfies one semester of the Division II requirement.*

Hour: 8:30-9:45 TR

JOTTAR and RÚA

**INTR 107(F) Interpreting Human Experience (W)**

How we make sense of the world, and of our lives, depends to a considerable degree on the intellectual methodologies we apply to the task of interpretation. Freud, for instance, saw selfhood and perception as fundamentally determined by the structures of the psyche itself; Marx, by contrast, argued that our sense of reality is conditioned primarily by our material and social circumstances; more recently, historian of science Thomas Kuhn has emphasized that the underlying assumptions which shape the very questions we pose as thinkers significantly influence and limit what data, and thus what reality, we are most likely to observe. This course aims to provide a foundational experience for the liberal arts education, by engaging with key religious, political, literary, anthropological, philosophical and psychoanalytic texts with a view to complicating our sense of the purposes and possibilities of intellectual life and confronting the challenges of epistemology. Readings will include works by Plato, Rousseau, John Stuart Mill, Marx, Kuhn, Chinua Achebe, Freud, E.M.Forster, Naguib Mahfouz and extracts from the Bible and the Koran. In keeping with the aims of the FRS program, the course is intended to foster productive connections between what we discuss and debate in class and your broader experiences as students. The course will invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills.

Format: seminar. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; participation in one or two tutorial sessions; and active contribution to discussion.

*Enrollment limit: 19 (expected: 19).* (The earlier section of this course is being offered as FRS 101.)

*Satisfies one semester of the Division I requirement.*

Hour: 10:00-10:50 MWF

PETHICA

**INTR 160(F) Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Q)**

Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100 /101/102(or demonstrated proficiency on a diagnostic test) or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 12:00-12:50 MWF

PACELLI

**INTR 165 Words and Music in the 60s and 70s (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/intr/intr165.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr165.html))

R. BELL and T. SHEPPARD

*Interdepartmental Program*

**INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)**

(See under Cognitive Science for full description.)

*Satisfies one semester of the Division II requirement.*

**INTR 242 Network Culture (Same as ArTH 268, ArtS 212 and Religion 289) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/intr/intr242.html)

TAYLOR

**INTR 259 Society, Culture and Disease (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/intr/intr259.html)

MURPHY, ROSEMAN and SCHAPIRO

**INTR 264 Dramatic Expression in Opera (Same as Music 218 and Theatre 218) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/intr/intr264.html)

BUCKY and B. WELLS

**INTR 273 Sacred Geographies (Same as Anthropology 273 and Religion 273) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/intr/intr273.html)

DARROW and JUST

**INTR 275(S) Real Fakes (Same as English 240 and Religion 282)**

Cloning, genetic engineering, transplants, implants, cosmetic surgery, the Osbournes, artificial life, artificial intelligence, nanotechnology, faux fashion, sampling, art about art, photographs of photographs, films about films, identity theft, derivatives, facial transplants, Enron, virtual reality, reality TV: the line long separating fake/real, artificial/natural, illusory/true and inauthentic/authentic has disappeared. Fascination with the fake is as old as the imagination itself. But the shift from mechanical to digital and electronic means of production and reproduction has taken simulation to another level. What are the aesthetic, philosophical, social, ethical and political implications of the disappearance of the real? In addition to readings and discussions, there will be visits by a detective, a journalist and experts on art forgery and counterfeiting. Students will be required to select an example of contemporary faking and complete a 15-page paper or multimedia project on it. Readings include: Herman Melville, *The Confidence-Man*; James Cook, *The Arts of Deception: Playing with fraud in the Age of Barnum*; Walter Benjamin, *The Work of Art in the Age of Mechanical Reproduction*; Simon Worrall, *The Poet and the Murderer*; Hugh Kenner, *The Counterfeiters*; Jacques Derrida, *Counterfeit Money*; Umberto Eco, *Travels in Hyperreality*; Andy Warhol, *The Philosophy of Andy Warhol*; Lawrence Weschler, *Mr. Wilson's Cabinet of Wonders*; and Hans Moravec, *Mind Children: The Future of Robot and Human Intelligence*.

Format: lecture/discussion. Requirements: a midterm exam and final paper (15 pages) or multimedia project.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to first-year students and sophomores. This course may not be taken on a pass/fail basis.*

*Satisfies one semester of the Division II requirement.*

Hour: 8:30-9:45 MWF

TAYLOR

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

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 music within an African cultural context, to examine the synergy between African music and other art forms, and to integrate academic study with music or dance performance. Themes and geographical focus may change from year to year, and the course may be taken more than once. In 2004-05 we will explore a case study, the interrelationship of religion, music, and dance in Zimbabwe. Students will meet for class discussions during usual class hours as well as participating in separate labs/rehearsals and a concert with the Zambezi Marimba Band. Students will have the opportunity to sing, play mbira dza vadzimu (the mbira of the ancestor spirits), marimba, and hosho (rattle) with guest artists who are masters of Zimbabwean music. 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: Tuesdays and Thursdays 4-6:30 PM; additional rehearsals to be arranged.

*Enrollment limit: 10 (expected: 10). If more apply, audition might be required.*

Hour: 11:00-11:50 MWF

Lab: 4-6:30 p.m. TR

E. D. BROWN

**INTR 295(S) Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and Political Science 241)\***

(See under International Studies for full description.)

DARROW and MACDONALD

**INTR 307 Art and Justice (Same as ArtS 311 and Political Science 301) (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/intr/intr307.html)

DIGGS and REINHARDT

*Interdepartmental Program, International Studies*

**INTR 313 Reality (Same as Philosophy 313 and Religion 303) (Not offered 2004-2005)**  
(See under Religion for full description.)

**INTR 314 Complexity (Same as Philosophy 354 and Religion 314) (Not offered 2004-2005)**  
(See under Religion for full description.)

**INTR 315(S) Computational Biology (Same as Computer Science 315) (Q)**  
(See under Computer Science for full description.)  
*Satisfies one semester of the Division III requirement.*

**INTR 320 Democracy: Prospects and Discontents (Not offered 2004-2005)**  
(www.williams.edu/Registrar/catalog/depts/intr/intr320.html) A. WILLINGHAM

**INTR 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as Arth 321) (Not offered 2004-2005)**  
(See under Art—Arth for full description.)

**INTR 333 Money (Same as Religion 333) (Not offered 2004-2005)**  
(www.williams.edu/Registrar/catalog/depts/intr/intr333.html) TAYLOR

**INTR 371 Evolutionary Psychology (Same as Psychology 348) (Not offered 2004-2005)**  
(www.williams.edu/Registrar/catalog/depts/intr/intr371.html) SAVITSKY

**INTR 405 Advanced Topics in Latina/o Studies: Latina/o Visual Culture—Histories, Identities, and Representation (Same as Arth 364 and Latina/o Studies 464) (Not offered 2004-2005)\***  
(See under Latina/o Studies for full description.)

## INTERNATIONAL STUDIES

*Chair, Professor WILLIAM R. DARROW*

*Steering Committee:* Professors: DARROW, C. KUBLER, K. LEE, MAHON, MONTIEL. Associate Professors: CASSIDAY\*, M. LYNCH, MUTONGI\*.

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 and 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:

<i>Area Tracks</i>	<i>Thematic Tracks</i>
African Studies	Economic Development Studies
East Asian Studies	
Latin American Studies	
Middle Eastern Studies	
Russian and Eurasian Studies	

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

### *International Studies 101*

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will always be team taught. The topics and regions covered will of

## *International Studies*

course vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track.

### *Study Abroad and Internships*

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

### *Colloquium*

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Development Economics and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

### *Senior Exercise*

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20-25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

### *Honors*

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). An honors candidate will prepare a forty page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

### **INST 101(S) Order, Disorder and Political Culture in the Islamic World (Same as INTR 295 and Political Science 241)\***

Southwest Asia, the swath of territory that extends west and south from the Chinese border to east Africa is not usually treated as a single entity, though it is united together by two important features: culturally it was the heart of Islamic civilization and Islam continues to provide a common identity to the area in the face of remarkable ethnic and historical differences; geologically it is the site of the preponderance of the earth's oil and natural gas reserves. This course will bring to bear some of the theories of comparative politics and international relations to better understand the region. Naturally terrorism and the obsessions with the war on terrorism will be important themes in the course, but we will attempt to both contextualize and judge the significance of those phenomena with a deeper investigation of the relation between Islam and violence, Islamic political theory and the tendency towards authoritarianism, the political economy of the region and the character of the processes of modernization and globalization. Special emphasis will be given to the transitions from authoritarianism and the prospects for democratization in the region in comparative conversations with developments in Eastern Europe and Latin America in the last two decades.

Format: discussion/lecture. Requirements: one midterm paper (4-6 pages) based on class materials and a final research paper (12-15 pages).

No prerequisites. *Enrollment limit: 40 (expected: 20-30.) Preference given to first-year students and sophomores. Satisfies one semester of Division II requirement.*

Hour: 1:10-2:25 TF

DARROW and MACDONALD

### **INST 213(F) Migrants at the Borders: Contemporary Arabic and Latin American Literature and Film (Same as Comparative Literature 213)\***

(See under Comparative Literature for full description.)

### **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)-W030, W030-492(S) Senior Honors Project**

**AREA TRACKS**

*African Studies*

African-American Studies 250/INTR 287/Music 233 African Music: Interdisciplinary Studies  
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
English/Comparative Literature 241 The African Novel  
English/Comparative Literature 351 Reading Africa: Gender and Sexuality  
French 111 Introduction to Francophone Literature: Roots, Families, Nations  
History 114 Slavery in Africa  
History 201 Modern African History  
History 202 Early-African History Through the Era of the Slave Trade  
History 203 Sub-Saharan Africa Since 1800  
History 302 Apartheid South Africa  
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  
Theatre/African-American Studies/Women's and Gender Studies 223 Women in Theatre from Africa and the African Diaspora

*East Asian Studies*

Art History 172 Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha  
Art History 270 Japanese Art and Culture  
Art History 274 Chinese Calligraphy: Theory and Practice  
Art History 376 Zen and Zen Art  
Asian Studies 201/Political Science 100 Asia and the World  
Asian Studies /Political Science 243/History 219 Modern History and Politics of Korea  
Asian Studies /Political Science 245/History 318 Nationalism in East Asia  
Chinese 233/Comparative Literature 273 Traditional Chinese Literature and Culture  
Chinese 234/Comparative Literature 274 Modern Chinese Literature and Film  
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 212 Barbarians in the Middle Kingdom: China to 1850  
History 213 Modern China, 1850-Present: Continuity and Change  
History/Japanese 217 Early Modern Japan  
History/Japanese 218 Modern Japan  
History 221 History of U.S.-Japan Relations  
History 409 The Other Chinas: China, Taiwan and Hong Kong  
Japanese 252/Comparative Literature 262 The Masks of Japanese Literature  
Japanese 253/Comparative Literature 263 Japanese Film and Visual Culture  
Japanese 254/Comparative Literature 264 Japanese Literature and the End of the World  
Japanese/Comparative Literature 271 Transitional Japanese Literature into the Twentieth Century  
Japanese/Comparative Literature 276 Premodern Japanese Literature and Performance  
Music 126 Musics of Asia  
Political Science 243/History 219/Asian Studies 243 Modern History and Politics of Korea  
Political Science 247 Political Power in Contemporary China  
Political Science 248 Visuality, Modernity, and Power in South Korea  
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 345 Cosmology and Rulership in Ancient Chinese Political Thought  
Religion 245 Tibetan Civilization  
Religion 250 Buddhism in Society  
Religion 251 Zen History, Culture, and Critique  
Religion 253 The Taoist Religion: Immortals, Elixirs, and Revelations  
Religion 254/Japanese 264 Religion and Popular Culture in Japan (Deleted 2004-2005)

*Latin American Studies*

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America  
Anthropology 216 Native Peoples of Latin America  
Anthropology 217 Mesoamerican Civilizations  
Anthropology 219/ArtH 209 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba  
Art History 200 Art of Mesoamerica

## *International Studies*

Comparative Literature 213 Migrants at the Borders: Contemporary Arabic and Latin American Literature and Film  
 Comparative Literature/American Studies 256 Literature of the Americas: Dialogues in Historical Perspective  
 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 344 Latin-American Revolutions and the United States  
 History 346 History of Modern Brazil  
 History/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 249 Latin-American Politics  
 Political Science 346 Mexican Politics  
 Political Science 347 Central America in International Politics  
 Political Science 349T Cuba and the United States  
 Spanish 200 Latin-American Civilizations (Conducted in Spanish)  
 Spanish 203 Major Latin-American Authors: 1880 to the Present  
 Spanish/Comparative Literature 205 The Latin-American Novel in Translation  
 Spanish 403 Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel  
 Theatre/American Studies/Women's and Gender Studies 331 Sound and Movement in the Afro-Latin Diaspora

## *Middle Eastern Studies*

Anthropology 224 Morality and Modernity in the Muslim Middle East  
 Anthropology 346 The Afghan Jihad and its Legacy  
 ArtH 220 The Mosque  
 ArtH 278 The Golden Road to Samarkand  
 ArtH 472 Forbidden Images?  
 Comparative Literature 213 Migrants at the Borders: Contemporary Arabic and Latin American Literature and Film  
 History 111/Leadership Studies 150 Movers and Shakers in the Middle East  
 History 204 The Ottoman Empire, 1300-1699  
 History 205 From the Ottoman Empire to the Turkish Republic  
 History 207 The Modern Middle East  
 History 208 Encountering the Other? The Middle East and the West  
 History 310 Iraq and Iran in the Twentieth Century  
 History 408 Archaeology, Politics, and Heritage in the Middle East  
 Religion 230/Comparative Literature 260 Reading Reading: Introduction to the Qur'an and Islam  
 Religion 231/History 209 The Origins of Islam: God, Empire and Apocalypse  
 Religion/Women's and Gender Studies 232/History 309 Women and Islam  
 Political Science 241 Order, Disorder and Political Culture in the Islamic World  
 Political Science 244 Middle East Politics: State Formation and Nationalism  
 Political Science 267 Arab-Israeli Relations  
 Political Science 277 Political Islam  
 Religion 234/History 409 Religion and Revolution in Iran

## *Russian and Eurasian Studies*

History 140 Fin-de Siecle Russia: Cultural Splendor, Imperial Decay  
 History 240 Muscovy and the Russian Empire  
 History 241 The Rise and Fall of the Soviet Union  
 History 440 Reform, Revolution, Terror: Russia, 1900-1939  
 Religion 236/History 211 The Greater Game? Central Asia and Its Neighbors: Yesterday, Today and Tomorrow  
 Russian /Comparative Literature 203 Nineteenth Century Russian Literature in Translation  
 Russian/Comparative Literature 204 Freeze, Thaw, Resurrection: Twentieth-Century Russian Literature in Translation  
 Russian 206 Topics in Russian Culture: Feasting and Fasting in Russian History  
 Russian 208/ArtH 266 History of Russian Art  
 Russian/Comparative Literature 210T Tolstoy: The Major Novels  
 Russian/Comparative Literature 222 The Russian Short Story  
 Russian 301 Russian and Soviet Film



## *International Studies, Jewish Studies*

Russian 303 Russia in Revolution  
Russian/Comparative Literature 305 Dostoevsky and His Age  
Russian 307 Music and Nineteenth Century Russian Literature  
Russian 402 Senior Seminar: Real Men, Real Women? Gender in 20th-Century Russian Literature

### **THEMATIC TRACKS**

#### *Economic Development Studies*

Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
Economics/Women's and Gender Studies 211 Women in Development  
Economics 215 The World Economy  
Economics 235 Urban Centers and Urban Systems  
Economics 240T Colonialism and Underdevelopment in South Asia  
Economics 358 International Economics  
Economics 360 International Monetary Economics  
Economics 369/512 Agriculture and Development Strategy  
Economics 501 Development Economics I  
Economics 502 Development Economics II  
Economics 507 International Trade and Development  
Economics 508 Development Finance  
Economics 509 Developing Country Macroeconomics  
Economics 513 Development Macroeconomics II  
Environmental Studies 313 Global Trends, Sustainable Earth  
Political Economy 401 Politics of International Economy  
Political Science 229 Global Political Economy  
Political Science 327 The Global Politics of Development and Underdevelopment  
Religion 287 The Dynamics of Globalization: Society, Religion and the Environment

### **JEWISH STUDIES (Div. II)**

*Chair, Professor STEVEN GERRARD*

*Advisory Faculty:* Professors: CHRISTENSEN, DARROW, JUST, GERRARD, STAMELMAN. Assistant Professor: GARBARINI.

#### **THE PROGRAM IN JEWISH STUDIES**

Jewish Studies describes the academic field concerned with the experience and culture of the Jewish people. Covering a wide temporal and geographical range, Jewish Studies embraces both the waters of Babylon and the tenements of the Lower East Side. The subject cuts across numerous fields including Ancient Near Eastern Studies, Religion, Classics, History, Anthropology, Sociology, Art History, English, Middle Eastern Studies, Hebrew, Women's and Gender Studies, American Studies, Comparative Literature, Romance Languages and Literature, German and Russian Studies, and Political Science. Jewish Studies as a subject and object of scholarly inquiry is more than 100 years old, emerging, as did the study of religion in general, in the context of nineteenth century efforts to make religious texts open to scientific and especially historical forms of investigation.

Williams offers a variety of courses specifically directed to students interested in Jewish Studies. In addition, many other courses incorporate topics relevant to the study of Judaism. Students are encouraged to integrate courses from diverse disciplines with a focus in Jewish history, religion, literature, language, and thought. Thus, rather than emphasizing a particular method of inquiry, Jewish Studies courses bring together students from different departments who share an interest in a common topic. As a result, Jewish subjects are analyzed from a multitude of perspectives (religious, philosophical, political, historical, psychological, literary, etc.). Williams offers two types of courses related to Jewish Studies: Courses directly focusing on Jewish topics and courses partially devoted to some aspect of Judaism. Most courses in Jewish Studies are open to all students without prerequisites. The specific catalogue entry for each course should be checked for details. The concentration in Jewish Studies is recommended for students interested in a sustained intellectual experience in the field.

#### **CONCENTRATION IN JEWISH STUDIES**

The concentration in Jewish Studies serves two primary functions. First, it provides a formal structure enabling students to develop knowledge of the history, thought, texts, and practices of the Jewish people. Second, students will learn to apply this competency to the analysis of issues related to Jewish Studies emerging from disciplinary perspectives. Through the Jewish Studies concentration, students will be able to examine topics according to the methods particular to majors as well as in comparison with other disciplinary approaches. Thus, Jewish Studies enhances one's specific knowledge of Judaism and the general capacity to think interdisciplinarily.

Students wishing to concentrate in Jewish Studies must take 5 courses with at least 2 different prefixes: 1 core course, 2 required courses, 1 elective, and 1 capstone course.

## *Jewish Studies*

### *Core Course*

Jewish Studies 101/Religion 203 Introduction to Judaism (required of all concentrators)

### *Required Courses*

Students must take two required courses, one from Group I and one from Group II. There will be offerings from the visiting Croghan Professor and other visiting professors. These may fulfill the core requirements with approval from the Jewish Studies Advisory Committee. Only one Winter Study course may be used to satisfy this requirement.

### *Group I*

Classics/History 302 The History of Jerusalem: From Herod to Constantine (Deleted 2004-2005)  
CRHE 201-202 Hebrew  
[Religion/Comparative Literature 201 Reading the Hebrew Bible]  
[Religion 207 Biblical Interpretation in Classical Antiquity]  
[Religion/Classics 208 The Hellenistic World and the Emergence of Rabbinic Judaism]  
[Classics/Religion 025 Intercultural Interchange in Israel and Jordan]  
[Religion 013 Biblical Hebrew in a Month]

### *Group II*

ArthH 363 The Holocaust Visualized  
[Comparative Literature 341 Writing Against Writing: Modern Theories of Jewish Textuality]  
English/American Studies 344 Imagining American Jews (Deleted 2004-2005)  
[History 230 Modern European Jewish History, 1789-1948]  
History 338 The History of the Holocaust  
[Political Science 267 Arab-Israeli Relations]  
[Political Science 305T The Challenges of Knowing: The Holocaust]  
[Religion 204 Imitating God: Wisdom and Virtue in Jewish Thought] (Deleted 2004-2005)  
Religion 205 Modern Jewish Thought  
[Religion 206 Judaism and the Critique of Modernity] (Deleted 2004-2005)  
Religion/Women's and Gender Study 209 Jewish Feminist Studies: Gendered Jewish Narratives in the Spring

### *Elective*

Students may meet the elective requirement with one of the courses partially related to Jewish Studies or another course from Group I or II. Since the elective requirement enables students to situate issues in Jewish Studies within a broader disciplinary context, the elective must be taken after REL/CLAS 203 and simultaneously with or after at least one core course. In a course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes constantly so the course catalogue should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

Anthropology 247T/Religion 271T Saints and Sainthood  
[Anthropology/INTR/Religion 273 Sacred Geographies]  
[Classics/Religion 274 Women's Religious Experiences in the Ancient Mediterranean World]  
Comparative Literature 232 European Modernism  
English 236 Witnessing: Slavery and Its Aftermath  
[French 330 The Poetics and Politics of Memory]  
[German 303 German Studies 1900-1938]  
History 129 Religion, Race and Gender in the Age of the French Revolution (Deleted 2004-2005)  
[History 225/Religion 216 The Middle Ages]  
History 228 (formerly 209) Europe in the Twentieth Century  
[History 331 The French and Haitian Revolutions]  
[History 358 (formerly 242) "The Good War": World War II and American Culture and Society]  
[History 425/Religion 215 The First Crusade]  
History 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning  
[History 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory]  
[Political Science 244 Middle East Politics: State Formation and Nationalism]  
[Political Science 309 Comparative Constitutionalism]  
Religion 213 Inventing Jesus Christ  
[Religion 231/History 209 (formerly 275) The Origins of Islam: God, Empire and Apocalypse]  
[Religion 270T Father Abraham: The First Patriarch]  
[Religion 281 Atheism, Theism and Existentialism] (Deleted 2004-2005)

[Religion 288 Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education]

[Sociology 309 Altruism and the Rescue of Persecuted Minorities](Deleted 2004-2005)

Spanish 201 The Cultures of Spain

*Capstone Course*

JWST 491 Jewish Studies Interdisciplinary seminar (Members of the Jewish Studies Advisory Committee)

*Croghan Professorship*

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. Past Croghan Professors have taught courses on the Mishnah (Shaye Cohen), the historical Jesus (John Dominic Crossan), and Ancient Mediterranean Religions (Ross Kraemer).

*Overseas Studies*

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University. With the approval of the Jewish Studies coordinator, students may count a study-abroad program towards one core requirement.

*Funding*

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

**JWST 101(S) Introduction to Judaism (Same as Religion 203) (W)**

A proselyte once asked both Rabbi Shammai and Rabbi Hillel to explain Judaism while standing on one foot. Shammai drove the person off with a stick while Hillel gently reduced Judaism to one principle. The difficulty of defining such a complex religious system explains Shammai's anger and renders Hillel's over-simplification suspect. This course seeks to provide a more sure-footed understanding of the Jewish religion. While recognizing the value of an essentialist approach, the course also conveys the multifaceted, indefinable character of Judaism. Therefore we will examine Judaism from four different yet complementary aspects: history, theology, text, and ritual. The examination of Jewish ritual and practice will especially help to integrate our understanding of Jewish history, theology, and text just as Jewish ritual itself incorporates these elements into Jewish life.

Format: lecture/discussion, and students will be required to engage in "fieldwork" involving the observation of a communal as well as a home ritual.

Evaluation will be based on four 3-page papers, a 6- to 8-page final paper, a 2-page write-up of the fieldwork, and 2 major quizzes.

*Enrollment limit: 19 (expected: 16).*

Hour: 11:00-12:15 MW

LEVITT

**JWST 491(F) Jewish Studies Interdisciplinary Seminar**

Open to students who have completed (or are completing) the four required courses for the Jewish Studies concentration, this course enables students to integrate their background in Jewish Studies with the disciplinary normally associated with a departmental major. Team-taught by members of the JWST advisory committee, the course consists of three parts. 1) Introductory sessions on methodological issues in Jewish Studies. 2) 4-6 week period of individual meeting with faculty member while working on a 15- to 20-page research project. 3) Final month devoted to seminar style presentation and discussion of papers. Students participating in the seminar must sign up for an approved independent study. A student writing a thesis relevant to Jewish Studies for a departmental major may petition the chair of Jewish Studies to allow the thesis to meet the capstone requirement in place of JWST 491.

Evaluation will be based on participation in discussions and final paper and presentation.

Prerequisites: fulfillment of requirements of Jewish Studies concentration. *No enrollment limit, however, chair of Jewish Studies must approve participation in the course (expected: 8).*

Hour: TBA

Members of the Jewish Studies Advisory Committee

## LATINA/O STUDIES (Div. II)

*Co-chairs*, ROGER KITTLESON and CARMEN WHALEN\*

*Advisory Committee*: Associate Professors: KITTLESON, WHALEN. Assistant Professors: CHAVOYA, JOTTAR, RÚA

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 Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different disciplines, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

#### *Required Courses*

Latina/o Studies/INTR 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 464/INTR 405 Latina/o Visual Culture: Histories, Identities, and Representation

Latina/o Studies/History 471 Comparative Latina/o Migrations

*Two of the following core electives:*

Latina/o Studies/ArH 203 Chicana/o Film and Video

Latina/o Studies/Music 232T Latin Music USA

Latina/o Studies/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/Women's and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities

Latina/o Studies/American Studies/Theatre 335/Women's and Gender Studies 337 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday

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

Latina/o Studies/History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History

Latina/o Studies/History 388 U.S.-Mexican Borderlands

*One additional related course from either of the following subcategories OR from the core electives above:*

#### *Countries of Origin and Transnationalism*

Comparative Literature 213 Migrants at the Borders: Contemporary Arabic and Latin America Literature and Film

Comparative Literature/American Studies 256 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

Music 230 Seminar in Caribbean Music

Political Science 222 The United States and Latin America

Political Science 346 Mexican Politics  
 Political Science 347 Central America in International Politics  
 Political Science 349T Cuba and the United States  
 Theatre 330 The Aesthetics of Resistance: Contemporary Latin American Theatre and Performance

*Comparative Ethnic Studies*

ArH 362 Art of California: "Sunshine and Noir"  
 History 368/American Studies 246 Cultural Encounters in the American West  
 History 380 Comparative American Immigration History

**LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as INTR 105)\***

What, or who, is a Hispanic or Latina/o? This course examines this question by exploring the diversity of the populations referred to by these terms, as well as 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 migration and the rearticulation of identities in the United States. Identity is also a contested terrain. As immigrants and migrants arrive, 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 identities. We conclude the course with an exploration of those many and diverse expressions.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-2 pages), and three short papers (5-7 pages).

No prerequisites. *Enrollment limit* : 25. *Preference given to senior Latina/o Studies concentrators and then first-year students and sophomores.*

Hour: 8:30-9:45 TR

JOTTAR and RÚA

**LATS 203(F) Chicana/o Film and Video (Same as ArH 203)\***

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

Evaluation will be based on one short paper, mid-term exam, final exam and take home essays.

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

Hour: 2:35-3:50 TF

CHAVOYA

**LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2004-2005)\* (W)**

(See under Music for full description.)

**LATS 286 Latina/o History From 1846 to the Present (Same as History 286) (Not offered 2004-2005)\***

(See under History for full description.)

**LATS 310(S) Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310)\***

This interdisciplinary course examines the emergence of Latino cities in the U.S. We begin by exploring urban centers that came to be identified with certain Latino groups-Puerto Ricans in New York, Mexicans in Los Angeles, and Cubans in Miami. We then turn to other Latino cities that have been historically overlooked given the popular and scholarly attention placed on New York, Los Angeles, and Miami. We will analyze the diverse histories of migration and settlement, inter-ethnic and inter-racial relations, community building and identity formation, and the racialization of urban spaces. Finally, we will consider the situatedness of latinidad in these urban environments, contemplating how Latinos are shaped by and in turn shape the experience of the city in the US.

Format: seminar. Evaluation will be based on class participation, field research, two short essays, and a final paper.

No prerequisites. Enrollment limit: 19 (expected: 12). Preference given to American Studies majors and students who have taken Latino/a Studies courses.

Hour: 1:10-2:25 MR

RÚA

**LATS 331(F) Sound and Movement in the Diaspora: Afro-Latino Identities (Same as American Studies 331, Theatre 331 and Women's and Gender Studies 331)\***

This course focuses on in the production of music and dance in the Afro-Latino Diaspora. Afro-Latino identities are manifested through various forms of expressive culture. We will explore the notions of transculturation and mestizaje as theoretical tools to understand the production of race as representational discourse, particularly through music and dance practices. We will pay particular attention to the inter-

## *Latina/o Studies*

sections of class, race, gender and sexuality. Our focus will be on Cuba, Brazil, and Puerto Rico, as well as on the U.S. based Diaspora.

Format: seminar. Requirements: class participation and presentations, two short essays (3-4 pp.) and one final essay (10 pp.)

No prerequisites. *No enrollment limit.*

Hour: 1:10-2:25 MR

JOTTAR

### **LATS 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Theatre 335, and Women's and Gender Studies 337)\***

This course explores Latino/a theatre and performance from the 1960's to the present. We will study Latino/a theatre and performance in its broadest U.S. articulations, from mainstream Broadway productions to grass roots community carpas, from oppositional site-specific interventions to disembodied performance in cyber space. We will pay particular attention to the intrinsic connections between social movements and popular culture in the articulation of a counter-hegemonic Latino/a imaginary. What is the relationship between migration, memory, Aztlán, border culture, the "Spirit Republic of Puerto Rico," and exilic and diasporic subjectivities?

Format: seminar. Requirements: class participation and two presentations, one short essay (5-7 pages) and two longer essays (7-10 pages).

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

Hour: 8:30-9:45 TR

JOTTAR

### **LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386) (Not offered 2004-2005)\***

(See under History for full description.)

### **LATS 387 Community Building and Social Movements in Latino/a History (Same as History 387 and Women's and Gender Studies 387) (Not offered 2004-2005)\***

(See under History for full description.)

### **LATS 388(F) U.S.-Mexican Borderlands (Same as History 388)\***

(See under History for full description.)

### **LATS 397(F), 398(S) Independent Study\***

### **LATS 405(F) 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: 19). Preference given to senior American Studies majors and to senior Latina/o Studies concentrators.*

Hour: 11:20-12:35 TR

RÚA

### **LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as Arth 364, INTR 405) (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/lats/lats464.html](http://www.williams.edu/Registrar/catalog/depts/lats/lats464.html))

CHAVOYA

### **LATS 471 Comparative Latina/o Migrations (Same as History 471) (Not offered 2004-2005)\* (W)**

([www.williams.edu/Registrar/catalog/depts/lats/lats471.html](http://www.williams.edu/Registrar/catalog/depts/lats/lats471.html))

WHALEN

## LEADERSHIP STUDIES (Div. II)

Chair, Associate Professor JAMES MCALLISTER

*Advisory Committee:* Professors: ART, BUCKY, DUNN, GOETHALS, HOPPIN\*\*, JACKALL\*, K. LEE, MACDONALD, MAHON, PASACHOFF. Associate Professor: MCALLISTER. Assistant Professor: MELLOW. Lecturer: ENGEL. Visiting Professor: 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 the sequence outlined below (6 courses total). Students must take their two core courses from different departments. At least one of the core courses must be at the 300 or 400 level.

[ ] Courses not offered in 2003-2004 are listed in brackets.

### *The Introductory Course:*

Political Science 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

### *One Required Course on Ethical Issues Related to Leadership:*

Philosophy 101 Introduction to Moral and Political Philosophy

Political Science 203 Introduction to Political Theory

### *Two Core Courses Dealing with Specific Facets or Domains of Leadership:*

English 137 Shakespeare's Warriors and Politicians

Classics/History/Leadership Studies 323 Leadership, Government, and the Governed in Ancient Greece

History 111 Movers and Shakers in the Modern Middle East

History 326 War in European History

History 475 Modern Warfare and Military Leadership

Leadership Studies 275 The Art of Presidential Leadership

Leadership Studies/Political Science 285 The Revolutionary Generation: Galaxy of Leaders

Leadership Studies 295 Leadership and Management

Leadership Studies/French 212/History 393 Sister Revolutions in France and America

Political Science 218 The American Presidency

Political Science 311 Congressional Leadership

[Psychology 342 Psychology of Leadership]

[Sociology 387 Propaganda]

### *One Leadership Studies Winter Study course (listed separately in the catalogue)*

### *Capstone Course:*

Leadership Studies 402(S) Domains of Leadership

### **LEAD 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Political Science 125)**

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

Format: lecture/discussion. Requirements: a midterm and final exam and 2 short papers.

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

*Subfield open*

Hour: 11:00-12:15 MWF

MCALLISTER

## *Leadership Studies*

**LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)\***  
(See under History for full description.)

**LEAD 212 Sister Revolutions in France and America (Same as French 212 and History 393)**  
**(Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/lead/lead212.html](http://www.williams.edu/Registrar/catalog/depts/lead/lead212.html))

DUNN

**LEAD 218 The American Presidency (Same as Political Science 218) (Not offered 2004-2005)**  
(See under Political Science for full description.)

**LEAD 255(S) Leadership in the Civil Rights Movement (Same as African-American Studies 255)\***

Leadership takes many forms. During the American civil rights movement, diverse actors exercised leadership in different ways at different levels: black students and professional women, ministers and lay leaders, civil right organizers, white allies, judges, politicians, and bureaucrats. This course examines the movement's multidimensional leadership styles and strategies and how they interacted, with special attention to leadership by Martin Luther King, Malcolm X, Ella Baker, Robert Moses, Fannie Lou Hamer, and Stokely Carmichael.

Requirements include active class participation, a midterm, final exam, and research paper.

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

Hour: 2:35-3:50 MR

S. BURNS

**LEAD 275(F) The Art of Presidential Leadership**

In this seminar, we will focus on the leadership of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, Franklin Roosevelt—as well as some of the most controversial—Lyndon Johnson and Richard Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals, assemble their leadership teams, and mobilize followers? What challenges did they face and what principles guided them? What failures did they meet and why? Can we relate these historical examples to the American presidency today? Readings will include correspondence, speeches, biographies, and political analysis.

Format: seminar.

No prerequisites. *Enrollment limited to 15 (expected 15).*

Hour: 1:10-3:50 W

DUNN

**LEAD 285 The Revolutionary Generation: Galaxy of Leaders (Same as Political Science 285) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/lead/lead285.html](http://www.williams.edu/Registrar/catalog/depts/lead/lead285.html))

DUNN

**LEAD 295(S) Leadership and Management**

What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any critical dynamics or interdependencies between these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains, in different cultures, or of different genders? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, potentially including business, non-profit, higher education, government agencies, and others. Our primary means of doing so will be through case studies, supplemented by reading Ronald Heifetz, Peter Drucker, Warren Bennis, and several noted leadership and management thinkers.

Format: seminar. Course requirements will include active class participation, several brief (1 page or less) response papers, a short mid-term paper, and a longer final paper, which develops and analyzes a case of the student's choice. This latter paper can be done individually or in groups of two.

Prerequisites: Students will need to have taken the introductory leadership course (Leadership Studies 125), or get the instructors' permission. *Enrollment limit: 20 (expected: 20). Preference given to Leadership Studies concentrators.*

Hour: 1:10-2:25 TF

JOHN CHANDLER and CHIP CHANDLER

**LEAD 311(S) Congressional Leadership (Same as Political Science 311)**

(See under Political Science for full description.)

**LEAD 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (Not offered 2004-2005) (W)**

(See under History for full description.)

*Satisfies one semester of the Division II requirement.*

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

**LEAD 402(S) Domains of Leadership**

A seminar on leadership in various domains, with emphasis on the application of general theoretical principles of leadership. Students will meet periodically to discuss common readings on leadership theory but also devote a large part of the semester to independent study. The independent work will be conducted with the instructor and, when appropriate, other faculty in the program, and will be discussed



in the seminar. Students may elect to do independent work in groups of two or three.  
Evaluation will be based on class participation and a major paper or set of shorter papers.  
Hour: 1:10-3:50 W

GOETHALS

## **LEGAL STUDIES (Div. II)**

*Chair*, Professor LAWRENCE KAPLAN

*Advisory Committee*: Professors: JACKALL\*, JUST, KAPLAN, KASSIN\*\*. Associate Professor: NOLAN\*. Assistant Professor: MARUKO. Visiting Assistant Professor: A. HIRSCH.

Legal Studies is an interdisciplinary program designed to give students a background and frameworks for understanding the law as a means of regulating human behavior and resolving disputes among individuals, groups, and governments. Emanating from a liberal arts tradition, and not specifically aimed at preparing students for law school, this program provides the tools needed to think and argue critically about how laws work, how they evolved in the course of history and in different parts of the world, how they are enforced, and how they affect our everyday lives.

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

### **THE CONCENTRATION**

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

### **REQUIRED COURSES**

#### **LGST 101(S) Processes of Adjudication**

How are disputes resolved within social systems? Focused on this question, this interdisciplinary course presents different perspectives on trials and other methods of adjudicating crimes, settling matters of public policy, and resolving civil disputes among individuals, groups, governments, and organizations. Topics to be addressed include the historical and Constitutional bases for juries and jury trials; alternative means of adjudication, as seen in American drug courts and military tribunals; adversarial, inquisitorial, and consensus-building approaches to dispute resolution used in past and non-western cultures; methods of gathering and evaluating evidence; the role of forensic sciences and technology.

Format: lecture/discussion. Evaluation will be based on two exams, a 10- to 15-page paper, and class participation.

*Enrollment limit*: 50.

*This is an interdisciplinary course to be team-taught by faculty, from a variety of departments.*

Hour: 2:35-3:50 MR

KAPLAN

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

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

#### **LGST 401(S) Punishment and Crime: The Role of Criminal Law in the American Polity and Legal System**

This seminar examines theories that seek to justify criminal punishment and analyzes those theories in a series of case studies. We explore retributive theory (punishment because it is "deserved"), utilitarian theory (punishment because of the consequences it will produce), and expressive theory (punishment that expresses social values). We then consider specific case studies pertaining to the death penalty, hate crimes, and the law of self defense. Each case study provides an opportunity to consider a number of important and broad-ranging issues. As to the death penalty, we consider such issues as the overall morality of capital punishment, its racial implications, and the concerns that arise from the administration of a system that imposes a penalty of death. As to hate crimes, we consider the cases for and against enhanced punishment of bias-motivated violence, the constitutional questions of punishment that is based in part on a defendant's motivation, and the group characteristics that should be included in a hate crime law. As to self defense, we consider the moral arguments that underlie this defense, gender-related issues such as the battered woman syndrome defense, and race-related issues such as those raised by the celebrated Bernhard Goetz case. Our goal is to understand the ways in which criminal law enforcement offers a window into the self-perception of our society or its values.

Format: seminar. Requirements: active class participation, regular preparation of short reaction papers to

## *Legal Studies, Linguistics*

course materials, a class presentation, and a final paper.

Prerequisite: Legal Studies 101 and at least two Legal Studies electives, or permission of the instructor.  
*Enrollment limit: 25 (expected: 20-25). Preference will be given, in order of seniority, to students for whom this course completes the Legal Studies concentration.*

Hour: 7:00-9:30 p.m. M

LAWRENCE

### 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  
Comparative Literature 401 Senior Seminar: Literature and the Law (Deleted 2004-2005)  
Environmental Studies 307/Political Science 317 Environmental Law  
History 395 Comparative History of Organized Crime  
Philosophy 272T Free Will and Responsibility  
Political Science 216 Constitutional Law II: Individual Rights  
Political Science 219 Constitutional Law I: Structures of Power  
Political Science 309 Comparative Constitutionalism  
Political Science 338 American Legal Philosophy  
Psychology 347 Psychology and Law  
Sociology 214 Mafias (Deleted 2004-2005)  
Sociology 215 Crime in the Streets  
Sociology 218 Law and Modern Society  
Sociology 265 Drugs and Society

## LINGUISTICS (Div. I)

*Coordinator, Assistant Professor: NATHAN SANDERS*

Courses in linguistics enable students to explore language from a variety of perspectives: the internal workings of language as a system of communication, the physical means by which speech is produced, the role of language in society, the history of language groups and specific languages, and the applicability of scientific knowledge about language to various human endeavors.

Linguistics offers neither a major nor a concentration, but its courses provide a solid grounding in formal linguistics and complement study in several other disciplines: Anthropology, Philosophy, Computer Science, Psychology, Cognitive Science, Sociology, English, Comparative Literature, and all the foreign languages. Anthropology majors can receive major credit for Linguistics 101. Majors in German Studies may receive major credit for a linguistics course with the special permission of the department chair.

Knowledge of foreign languages is helpful but not required for introductory linguistics courses.

### **LING 101(F) Introduction to Linguistics (Same as Anthropology 107)**

This course is a general introduction to the scientific study of language, particularly its theoretical debates, methodology, and relationship to other disciplines. With this aim in mind, we will examine the analytic methods and major findings of various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, and language change. Additional topics may include dialects, American Sign Language, the acquisition of language, and the official English language movement. By the end of the course, you should be acquainted with systematic methods of studying language, be aware of the fundamental similarities and startling diversity of human languages, and have an informed perspective on how issues of language have an impact on our society.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

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

Hour: 1:10-2:25 MR

SANDERS

### **LING 111(S) Articulatory and Acoustic Phonetics (Q)**

Phonetics is the study of human speech sounds. This course emphasizes the International Phonetic Alphabet, a standardized system of transcribing speech. Students learn to recognize, describe, transcribe, and produce speech sounds from languages all over the world. This course also covers phonetic analysis of speech, including patterns of sounds within and across languages, the acoustic properties of the speech signal, and how and why the mouth moves the way it does when we speak.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, occasional quizzes, a midterm exam, and a final project.

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

Hour: 1:10-2:25 MR

SANDERS

**LING 121 The Syntactic Structure of English (Same as English 122) (Not offered 2004-2005; to be offered 2005-2006) (W)**

(www.williams.edu/Registrar/catalog/depts/ling/ling121.html)

SANDERS

**LING 131 Introduction to Logic and Semantics (Same as Philosophy 131) (Not offered 2004-2005; to be offered 2005-2006) (Q)**

(www.williams.edu/Registrar/catalog/depts/ling/ling131.html)

SANDERS

**LING 211(F) Phonology**

Phonology is the study of patterns of sounds within and across languages. The course begins with an analysis of the internal structure of sounds, leading to the development of a formalism for representing sounds. From there, we will develop formal rules to explain various types of systematic regularity in languages. As we explore the nature of these rules, what they must look like and how they interact with each other, we will revise the formalisms developed in class. Topics to be covered include distinctive feature theory, 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 101 or Linguistics 111. *No enrollment limit (expected: 10).*

Hour: 1:10-2:25 TF

SANDERS

**LING 212(S) Historical Linguistics**

This course is an introduction to the study of how languages change over time. Topics to be covered include a review of basic phonetics and phonology, regularity of sound change, analogy, the comparative method, linguistic reconstruction, linguistic family classification, and syntactic and semantic change.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

Prerequisites: Linguistics 101 or Linguistics 111. *No enrollment limit (expected: 10).*

Hour: 1:10-2:25 TF

SANDERS

**LING 431 Introduction to Chinese Linguistics (Same as Chinese 431) (Not offered 2004-2005)\***

(See under Asian Studies—Chinese for full description.)

**LITERARY STUDIES—see COMPARATIVE LITERATURE**

**MARITIME STUDIES**

*Chair, Associate Professor RÓNADH COX*

*Advisory Committee:* Associate Dean: TOOMAJIAN. Professor: ART. Associate Professors: P. MURPHY\*\*\*. Assistant Professors: KOTCHEN, MERRILL\*, 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 201(F,S) America and the Sea, 1600-Present

Maritime Studies 231(F,S) Literature of the Sea

Maritime Studies 311(F,S) Marine Ecology

Maritime Studies 351(F,S) Marine Policy

(NOTE: Students who take Maritime Studies 211 Oceanographic Processes at Mystic can substitute an extra elective in lieu of Geosciences 104)

## *Maritime Studies*

### *Senior seminar:*

Maritime Studies 402(F) Syntheses: Senior Seminar

### ELECTIVE COURSES:

Elective courses are listed based on either a clear maritime statement in the course description (e.g. History 127, English 223, Geosciences 253T) or broad practical/theoretical applicability to maritime studies (e.g., Environmental Studies 102, Political Science 223, Geosciences 302). Concentrators will take a minimum of one course from among the following:

#### *Maritime History*

History 124 The Vikings  
History 127 The Expansion of Europe  
History 221 History of US-Japan Relations  
History 249 Caribbean, Slavery to Independence

#### *Maritime Literature*

English 223 Voyages of Discovery (Deleted 2004-2005)  
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 223 International Law  
Political Science 229 Global Political Economy  
Political Science 328 International Politics of Oil  
Political Science 349T Cuba and the United States

#### *Marine Science*

Geosciences 253T Coral Reefs (Deleted 2004-2005)  
Geosciences 215 Climate Changes  
Geosciences 302 Sedimentation  
Biology 414 Life at Extremes

### 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 Geosciences for full description)

*Satisfies one semester of the Division III requirement.*

#### **MAST 201(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)**

This course focuses on the history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam and the challenges of the twentieth century. Readings in primary sources and secondary works on the social, economic, and diplomatic implications of maritime activities culminate in a research paper. Topics such as shipbuilding, whaling, and fisheries are studied through museum exhibits and artifacts in the material culture component of the course. Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper. Requirements: an hour test, two papers, and a final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The 15-page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

GORDINIER

#### **MAST 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 tecton-

## Maritime Studies, Materials Science Studies

ics, shoreline processes, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography. Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam. Williams students who have taken Geosciences 104 may not take Geosciences 210/American Maritime Studies 211 for credit.

*Satisfies one semester of the Division III requirement.*

Hour: TBA

DAVIS

### **MAST 231(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

### **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 402(F) Syntheses: Senior Seminar (Same as Environmental Studies 402)**

(See under Environmental Studies for full description)

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

### **MAST 493(F)-031, 031-494(S) Senior Thesis**

## **MATERIALS SCIENCE STUDIES**

*Advisory Faculty:* Professor: KARABINOS, D. LYNCH\*\*. Associate Professors: AALBERTS\*, S. BOLTON, L. PARK, STRAIT. Assistant Professors: GOH, SCHOFIELD.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

*Core Course in Materials Science:*

Chemistry/Physics 332 Materials Science: The Chemistry and Physics of Materials

*Related Courses:*

Biology 101 The Cell

Chemistry 016 Glass and Glassblowing

Chemistry 156 Organic Chemistry

and Chemistry 251 Organic Chemistry

Chemistry 155 Current Topics in Chemistry

or Chemistry 256 Foundations of Physical and Inorganic Chemistry

*Materials Science Studies, Mathematics and Statistics*

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* EDWARD B. BURGER

Professors: ADAMS\*, O. BEAVER\*\*, BURGER, R. DE VEAUX, GARRITY\*, V. HILL\*\*\*, S. JOHNSON, MORGAN, SILVA. Associate Professor: LOEPP. Assistant Professors: DEVADOSS, KLINGENBERG. PACELLI, TAPP. Visiting Professor: SUSSKIND. Visiting Lecturer: STEVENSON.

**MAJOR**

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning.

Students are urged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

**REQUIREMENTS** (*nine courses plus colloquium*)

*Calculus* (two courses)

Mathematics 104 Calculus II

Mathematics 105 or 106 Multivariable Calculus

Except in unusual circumstances, students planning to major in mathematics should complete the calculus sequence (Mathematics 103, 104, 105/106) before the end of the sophomore year, at the latest.

*Applied/Discrete Mathematics/Statistics* (one course)

Mathematics 209 Differential Equations and Vector Calculus or

Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)

Mathematics 251 Discrete Mathematics or

Statistics 201 Statistics and Data Analysis or

Statistics 231 Statistical Design of Experiments or

a more advanced elective in discrete or applied mathematics or statistics, with prior departmental approval: Mathematics 305, 306, 315, 361, 375, 433, 452, or any Statistics course 300 or above or an appropriate course from another department as listed in the notes below.

Notes: Mathematics 251 is required in Computer Science, and Mathematics 209 is recommended in other sciences, but double majors should understand that no course may count toward both majors.

*Core Courses* (three courses)

Mathematics 211 Linear Algebra

Mathematics 301 Real Analysis or Mathematics 305 Applied Real Analysis

Mathematics 312 Abstract Algebra or Mathematics 315 Groups and Characters

*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, including economics, 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.

## BUSINESS AND FINANCE

Students interested in careers in business or finance should consider Mathematics 170, as well as courses in statistics and related areas such as Statistics 101, 201, 231, 331, 344, 346, 442, 443. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

## ENGINEERING

Students interested in engineering should consider the courses for applied mathematics immediately above, with Mathematics 209 and 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the *Bulletin* and the Williams pre-engineering advisor for further information.

## GRADUATE SCHOOL IN MATHEMATICS

Students interested in continuing their study of mathematics in graduate school should take Mathematics 301 and 312. Mathematics 302 and 324 are strongly recommended. Many of the 400-level courses would be useful, particularly ones that involve algebra and analysis. Honors theses are encouraged. Reading knowledge of a foreign language (French, German, or Russian) is helpful.

## STATISTICS AND ACTUARIAL SCIENCE

Students interested in statistics or actuarial science should consider Mathematics 341, Statistics 201, 231, 331, 346, 442 and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors below).

## TEACHING

Students interested in teaching mathematics at the elementary or secondary school level should consider Mathematics 285, 313, 325, 381, Statistics 201 and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended.

## THE DEGREE WITH HONORS IN MATHEMATICS/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. By the time of registration during spring of the junior year, the student must have requested a faculty member to be honors advisor and must have obtained the department's approval of formal admission to the honors program. Such approval depends on both the record and the promise of the applicant. It is conditional on continuing progress.

## *Mathematics and Statistics*

The recommendation for honors is usually announced at the end of the spring term. Participation in the honors program does not guarantee a recommendation for honors. The decision is based not only on successful completion of the honors program but also on the merit of the student's overall record in mathematics. If the student completes the program during the fall or winter study, the decision may be announced at the beginning of the spring term, conditional on continuing merit.

### ADVANCED PLACEMENT

The Mathematics and Statistics Department attempts to place each student who elects a mathematics course in that course best suited to the student's preparation and goals. The suggested placement in an appropriate calculus course is determined by the results of the Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 3, 4, or 5 on the BC examination is ordinarily placed in Mathematics 106. A student who receives a 4 or 5 on the AB examination is ordinarily placed in Mathematics 105. A student who receives a 1 or 2 on the BC examination or a 2 or 3 on the AB examination is ordinarily placed in Mathematics 104. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from Mathematics 103 unless they obtain permission from the instructor. A student who receives a 4 or 5 on the Statistics AP examination is ordinarily placed in Statistics 231. Students interested in statistics should consult the department for placement. In any event, students registering for mathematics and statistics courses are urged to consult with members of the department concerning appropriate courses and placement. In general, students are encouraged to enroll in the most advanced course for which they are qualified; it is much easier to drop back than to jump forward. The department reserves the right to refuse registration in any course for which the student is determined to be *over-prepared*.

### GENERAL REMARKS

#### *Divisional Requirements*

All courses may be used to satisfy this requirement.

#### *Alternate Year Courses*

Core courses Mathematics 301, 305, 312, and 315 are normally offered every year. Other 300-level courses may be offered in alternate years. Senior seminars (400-level courses) are normally offered every two to four years. Students should check with the department before planning far into the future.

#### *Course Admission*

Courses are normally open to all students meeting the prerequisites. Students with questions about the level at which courses are conducted are invited to consult members of the department.

#### *Course Descriptions*

Descriptions of the courses in Statistics follow the descriptions of Mathematics courses. More detailed information on all of the offerings in the department is available in the *Informal Guide to Mathematics Courses at Williams* that can be obtained at the departmental office.

#### *Courses Open on a Pass/Fail Basis*

Students taking a mathematics or statistics course on a pass/fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass/fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass/fail basis.

#### *Graduate School Requirements*

An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

## MATHEMATICS COURSES

### **NOTE: STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.**

#### **MATH 100(F) Quantitative Studies**

This course is intended for all students—(first-year students and upperclass students)—who want to strengthen their basic arithmetic and algebraic skills, and to understand the central concepts of elementary mathematics. Topics will include: signed numbers, fractions, decimals, percentages, exponents, logarithms, scientific notation, polynomials, algebraic fractions, linear and quadratic equations, and graphing. Concepts will be stressed in classroom lectures and discussions; techniques will be developed through daily assignments.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisites: placement by a Quantitative Studies Counselor. *No enrollment limit (expected: 6).*

Hour: 11:20-12:35 TR

S. JOHNSON



**MATH 101(F) Mathematical Analysis and 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 cover basic finance using a spreadsheet to set up, analyze, and compare different financial scenarios including loans and annuities computations. We will cover descriptive statistics by exploring data, plotting distributions, computing mean/median/variance, displaying scatter plots with trend lines, and working with contingency tables.

Format: lecture and computer lab. Evaluation will be based primarily on homework, quizzes and/or exams, and computer projects.

Prerequisites: placement by a Quantitative Studies Counselor. *Enrollment limit: (expected: 15).*

Hour: 9:55-11:10 TR

S. JOHNSON

**MATH 102(F) Precalculus**

This course prepares students for Mathematics 103, first semester calculus. The course begins with a brief review of algebra followed by a thorough treatment of algebraic, logarithmic, and trigonometric functions from a graphical, analytical and applied point of view.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: placement by a Quantitative Studies Counselor or permission of instructor. *Enrollment limit: (expected: 15).*

Hour: 9:55-11:10 TR

STEVENSON

**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 MATH 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 101 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: 50-60).*

Hour: 8:00-8:50 MWF

9:00-9:50 MWF

First Semester: TAPP

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 population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 50-70).*

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

10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: SILVA

Second Semester: O. BEAVER

**MATH 105(FS) 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: 10:00-10:50 MWF, 11:00-11:50 MWF, 12:00-12:50 MWF

10:00-10:50 MWF, 11:20-12:35 TR

First Semester: BURGER, SUSSKIND

Second Semester: LOEPP, SUSSKIND

**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 inte-

## Mathematics and Statistics

gral 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 LOEPP

### MATH 170(F) Mathematics of Finance (Q)

This course investigates the mathematics underlying various problems that arise in personal, consumer, and business finance. Topics include simple and compound interest, periodic loans (such as home mortgages and auto loans), present value, future value, bank discounting and rediscounting, amortization, sinking funds, corporate and municipal bonds, perpetual annuities, taxes (including itemization), life annuities, depreciation, inflation, and the basic mechanics of life insurance. Students are required to carry out several spreadsheet projects; instruction on the use of these systems is provided as needed. Although the course does not prepare students for the examinations of the Society of Actuaries, it is basically actuarial in approach, not a course in “how to invest.”

Format: lecture. Evaluation will be based primarily on performance in class quizzes, spreadsheet exercises, and exams.

Prerequisites: Mathematics 103 or equivalent. *Enrollment limit: 42 (expected: 42). Not open to first-year students. Not open to junior or senior Mathematics majors except by permission of instructor. Not open on a pass/fail basis.*

Hour: 8:30-9:45 TR

V. HILL

### MATH 175(F) Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Q)

Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100 /101/102(or demonstrated proficiency on a diagnostic test) or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 12:00-12:50 MWF

PACELLI

### MATH 180(S) The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)

What is mathematics? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test—see Mathematics 100) or permission of instructor. *Enrollment limit: 50 (expected: 50). Not open to students who have taken mathematics courses other than Mathematics 100, 101, 102, 103, 170, Statistics 101.*

Hour: 11:00-11:50 MWF

PACELLI

### MATH 209(S) Differential Equations and Vector Calculus (Q)

Historically, much beautiful mathematics has arisen from attempts to explain heat flow, chemical reactions, biological processes, or magnetic fields. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. Integrating vectorfields over surfaces applies equally to blood flow, gravity, and differential geometry.

Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisites: Mathematics 105. *No enrollment limit (expected: 31). Students may not normally get credit for both Mathematics 209 and Mathematics/ Physics 210.*

Hour: 11:00-11:50 MWF

DEVADOSS

### MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)

(See under Physics for full description.)

**MATH 211(F,S) Linear Algebra (Q)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35-70).*

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

First Semester: DEVADOSS, PACELLI  
Second Semester: O. BEAVER

**MATH 211T Mathematical Reasoning and Linear Algebra (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math211t.html](http://www.williams.edu/Registrar/catalog/depts/math/math211t.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: 11:20-12:35 TR  
9:00-9:50 MWF

First Semester: MORGAN  
Second Semester: DEVADOSS

**MATH 251T(S) Introduction to Mathematical Proof and Argumentation (Q)**

The fundamental focus of this tutorial is for students to acquire the ability to create and clearly express mathematical arguments through an exploration of topics from discrete mathematics. Students will learn various mathematical proof techniques while discovering such areas as logic, number theory, infinity, geometry, graph theory, and probability. Our goal is not only to gain an understanding and appreciation of interesting and important areas of mathematics but also to develop and critically analyze original mathematical ideas and argumentation. Note: this course fulfills the same requirements as does Mathematics 251 but credit will not be given for both Mathematics 251T and Mathematics 251.

Format: tutorial. Evaluation will be based primarily on performance on written work, oral presentations, and examinations.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *Enrollment limit: 10 (expected: 10).*

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

BURGER

**MATH 285 Teaching Mathematics (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math285.html](http://www.williams.edu/Registrar/catalog/depts/math/math285.html))

MORGAN

**MATH 301(F) Real Analysis (Q)**

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 35).*

Hour: 11:00-11:50 MWF

MORGAN

**MATH 302(S) Complex Analysis (Q)**

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called "residue calculus" permits the computation of "impossible" integrals, and "conformal mapping" reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 301 or 305. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

SUSSKIND

**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.

## Mathematics and Statistics

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: 9:55-11:10 TR

MORGAN

### **MATH 306 Chaos and Fractals (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math306.html](http://www.williams.edu/Registrar/catalog/depts/math/math306.html))

### **MATH 312(S) Abstract Algebra (Q)**

Algebra gives us the tools to solve equations. Sets such as the integers or real numbers have special properties which make algebra work or not work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study the abstract algebraic structures called groups, rings and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25).*

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

TAPP

### **MATH 313 Introduction to Number Theory (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math313.html](http://www.williams.edu/Registrar/catalog/depts/math/math313.html))

BURGER

### **MATH 314 Polynomial Arithmetic (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math314.html](http://www.williams.edu/Registrar/catalog/depts/math/math314.html))

PACELLI

### **MATH 315(F) Groups and Characters (Q)**

An introduction to group theory with emphasis on topics having applications in the physical sciences; greater attention is paid to examples and to the application of theorems than to the more difficult proofs. Topics include symmetry groups, group structure (especially properties related to order), representations and characters over the real and complex fields, space groups (chemistry), matrix groups (physics).

Format: lecture. Evaluation will be based primarily on performance on problem assignments and a final exam.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

V. HILL

### **MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)**

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle.

Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of instructors. (*students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.*)

Hour: 11:00-11:50 MWF

LOEPP and WOOTTERS

### **MATH 321(F) Knot Theory (Q)**

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years.

This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Format: lecture. Evaluation will be based on problem sets, midterms, and a final exam.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 12:00-12:50 MWF

DEVADOSS

### **MATH 322 Differential Geometry (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math322.html](http://www.williams.edu/Registrar/catalog/depts/math/math322.html))

MORGAN

### **MATH 323 Applied Topology (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math323.html](http://www.williams.edu/Registrar/catalog/depts/math/math323.html))

ADAMS

### **MATH 324(S) Topology (Q)**

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is

still the subject of a tremendous amount of research, including current work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The first part of the course on “Point-set Topology” establishes a framework based on “open sets” for studying continuity and compactness in very general spaces. The second part on “Homotopy Theory” develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut. Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams. Prerequisites: Mathematics 301, or permission of instructor and Mathematics 305 or 312. Not open to students who have taken Mathematics 323. *No enrollment limit (expected 15).*  
Hour: 10:00-10:50 MWF

MORGAN

**MATH 327 Geodetic Surfaces (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/math/math327.html)

DEVADOSS

**MATH 335T Biological Modeling with Differential Equations (Same as Biology 235T) (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/math/math335.html)

S. JOHNSON

**MATH 341 Probability (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/math/math341.html)

O. BEAVER

**MATH 360 Mathematical Logic (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/math/math360.html)

V. HILL

**MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)**

(See under Computer Science for full description.)

**MATH 375(F) Game Theory (Q)**

Game theory is the study of interacting decision makers involved in a conflict of interest. It is assumed the players rationally pursue objective goals and interact according to specific rules, and we investigate outcomes, dynamics, and strategies. Game theory has been used to illuminate political, economical, social, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision. Format: lecture. Evaluation will be based on problem sets and exams.

Prerequisites: Mathematics 211 and Mathematics 209, 251; or Statistics 201; or permission of the instructor. *No enrollment limit (expected: 30).*

Hour: 11:00-11:50 MWF

S. JOHNSON

**MATH 381 History of Mathematics (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/math/math381.html)

V. HILL

**MATH 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

**MATH 402 Measure Theory and Probability (Not offered 2004-2005) (Q)**

(www.williams.edu/Registrar/catalog/depts/math/math402.html)

O. BEAVER

**MATH 403(F) Irrationality and Transcendence (Q)**

The study of the nature of numbers is one of the most ancient and fundamental pursuits in all of mathematics. In this course we explore the worlds of irrational and transcendental number theory. A number is algebraic if it is the solution to a nontrivial polynomial equation with integer coefficients. Numbers that are not algebraic are called transcendental. While these issues are ancient, it was not until 1844 that it was shown that transcendental numbers exist. Since then many modern techniques have been developed to shed some insight into these enigmatic numbers. These techniques beautifully weave ideas from algebra and analysis together. Here we will provide all the necessary ideas from algebraic number theory and from complex analysis. Mathematics 302 and Mathematics 313 are not pre-requisites.

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 301 or 305, and Mathematics 312 or 315, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

BURGER

**MATH 404T(S) Ergodic Theory (Q)**

Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course will start with an introduction to the necessary topics from measure theory: sigma-algebras, measurable sets and measurable transformations. Then we will cover ergodic, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions.

Format: tutorial. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 10:00-10:50 MWF

SILVA

## Mathematics and Statistics

### **MATH 413 An Introduction to $p$ -Adic Analysis (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math413.html](http://www.williams.edu/Registrar/catalog/depts/math/math413.html))

BURGER

### **MATH 414(S) Galois Theory (Q)**

The relation of high school algebra to the abstraction of Mathematics 312 is not apparent, but Galois Theory shows the link. One goal of high school algebra is to solve (find roots of) linear equations ( $ax + b = 0$ ) and quadratic equations. By the sixteenth century, methods were found to solve third and fourth degree equations. Here progress stopped until the early nineteenth century, when Abel and Galois showed that no such general method for finding roots of equations of degree higher than four can exist. They needed totally new tools, which led to the mathematics of abstract algebra. The goal of Mathematics 414 is to develop through linear algebra, the deep connection between roots of polynomials and finite groups.

Format: lecture/discussion. Evaluation will be based on homework and exams.

Prerequisites: Mathematics 312, or 315 and permission of the instructor. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

PACELLI

### **MATH 415 Geometric Group Theory (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math415.html](http://www.williams.edu/Registrar/catalog/depts/math/math415.html))

DEVADOSS

### **MATH 416T Diophantine Analysis (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math416.html](http://www.williams.edu/Registrar/catalog/depts/math/math416.html))

BURGER

### **MATH 417 Algebraic Error-Correcting Codes (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math417.html](http://www.williams.edu/Registrar/catalog/depts/math/math417.html))

LOEPP

### **MATH 418 Matrix Groups (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math418.html](http://www.williams.edu/Registrar/catalog/depts/math/math418.html))

TAPP

### **MATH 419(F) An Introduction to Fuchsian Groups (Q)**

Fuchsian groups are discrete groups of rigid motions of the hyperbolic plane through which the topological, geometric and analytic properties of hyperbolic surfaces (known as 2-dimensional manifolds) can be studied. Here we will introduce these beautiful ideas and explore their connections with other areas of mathematics including complex analysis, theory of Riemann surfaces, number theory, Lie groups, differential geometry, and the topology and geometry of 3-manifolds.

Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 301 or 305, and Mathematics 312 or 315, or permission of the instructor. *No enrollment limit (expected: 15).*

Hour: 11:00-11:50 MWF

SUSSKIND

### **MATH 421 Algebraic Geometry (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math421.html](http://www.williams.edu/Registrar/catalog/depts/math/math421.html))

GARRITY

### **MATH 425 Riemannian Geometry (Not offered 2004-2005)(Q)**

([www.williams.edu/Registrar/catalog/depts/math/math425.html](http://www.williams.edu/Registrar/catalog/depts/math/math425.html))

MORGAN

### **MATH 426 Hyperbolic 3-Manifolds (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math426.html](http://www.williams.edu/Registrar/catalog/depts/math/math426.html))

ADAMS

### **MATH 433 Mathematical Modeling and Control Theory (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math433.html](http://www.williams.edu/Registrar/catalog/depts/math/math433.html))

S. JOHNSON

### **MATH 452 Combinatorics (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math452.html](http://www.williams.edu/Registrar/catalog/depts/math/math452.html))

### **MATH 454 Graph Theory with Applications (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/math/math454.html](http://www.williams.edu/Registrar/catalog/depts/math/math454.html))

### **MATH W030 Senior Project**

Taken by candidates for honors in Mathematics other than by thesis route.

### **MATH 493(F)-W031-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

### **MATH 499(F,S) Senior Colloquium**

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Hour: TBA

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, 12:00-12:50 MWF

First Semester: KLINGENBERG

Second Semester: KLINGENBERG

### 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: 10:00-10:50 MWF

R. DEVEAUX

### STAT 231T(F) Statistical Design of Experiments (Q)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this tutorial, we will study how to design an experiment in order to obtain the most information from it in the fewest number of observations. The efficient design of experiments is important not only in the sciences: it has been credited for helping Japanese industry achieve its success. The examples from this course will be primarily from the students area of interest. Students will be paired by area of interest and previous statistical experience. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her.

Format: tutorial. Evaluation will be based primarily on performance on the project, homeworks, and take home exams.

Prerequisites: A previous course in Statistics or permission of instructor. *No enrollment limit (expected: 10).*

Hour: TBA

R. DEVEAUX

### STAT 331 Statistical Design of Experiments (*Not offered 2004-2005*) (Q)

([www.williams.edu/Registrar/catalog/depts/stat/stat331.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat331.html))

R. DE VEAUX

### STAT 346(S) Regression and Forecasting (Q)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this. Through no fault of its own, regression analysis has perhaps the most used of all data analysis methods. We will study both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from predicting the quality of a vintage of Bordeaux wine from the weather to forecasting stock prices, and will come from a broad range of disciplines.

Format: lecture. Evaluation will be based primarily on performance on the project, homework, and exams.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 12:00-12:50 MWF

R. DE VEAUX

### STAT 421(F) Introduction to Categorical Data Analysis (Q)

This course focuses on methods for the analysis of categorical response data. In contrast to continuous data, categorical data consists of observations classified in categories. For example, when asked about their preference for a brand-name product, respondents choose brands A or B, i.e., a binary response. When zoologists ask about the primary food choice of alligators, they classify the response into three categories: fish, invertebrate or fellow alligators/reptiles. Traditional tools of statistical data analysis are not design to handle such data and pose inappropriate assumptions. In this course, we will develop methods specifically designed to address the discrete nature of the observation, and consider applications to the social sciences, biological/medical sciences, and business.

Format: lecture. Evaluation will be based on homework, exams and a final applied project.

## *Mathematics and Statistics, Music*

Prerequisites: Statistics 201 or Statistics 346 or permission of the instructor. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

KLINGENBERG

**STAT 442 Computational Statistics and Data Mining (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/stat/stat442.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat442.html))

R. DE VEAUX

## **MUSIC (Div. I)**

*Chair, Professor DAVID KECHLEY*

Professors: BLOXAM, E.D. BROWN, D. KECHLEY. Associate Professor: A. SHEPPARD. Assistant Professors: E. GOLLIN, HIRSCH\*, PEREZ VELAZQUEZ. Visiting Assistant Professor: MINOR. Lyell B. Clay Artist in Residence in 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). Ensemble Directors: BODNER (Symphonic Winds, classical saxophone, Musicianship Skills Lab), M. JENKINS (Marching Band), J. KECHLEY (Flute Choir, flute), MARTULA (Clarinet Choir, clarinet), MENEGON (Jazz Combo, jazz bass), SUNDBERG (Brass Ensemble, trumpet), S. WALT (Woodwind Chamber Music, bassoon). Adjunct Teachers: AGYAPON (African drumming), ATHERTON, (trombone, low brass), L. BAKER (bass), HEBERT (flute), C. JENKINS (oboe), K. KIBLER (voice), EDWIN LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), ERIK LAWRENCE (jazz saxophone), MORSE (harp), NAZARENKO (jazz piano), PANDOLFI (horn), PARKE (cello), PHELPS (guitar), ROIGER (jazz vocal), RYER-PARKE (voice), ST. AMOUR (violin, viola), M. WALT (voice), WRIGHT (piano).

### **MAJOR**

#### *Sequence Courses*

Music 104 Music Theory and Musicianship I

Music 201, 202 Music Theory and Musicianship II

Music 207, 208, 209 Music in History I, Music in History II, and Music in History III

Music 402 Senior Seminar in Music

#### *Elective Courses*

An additional year or two semester courses in music, to be selected from the following:

*Group A:* any Music 106-Music 141 course, including direct supervision by instructor in supplementary readings, assignments, papers, and other projects appropriate for the Music major.

*Group B:* Music 203T, 204T, 211, 212, 213, 301, 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 Music 104, 201, 202, and 207 by the end of the sophomore year.

#### *Performance and Concert Requirements*

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at least four semesters. The student must petition to meet this requirement in an alternative way. Music majors are also expected to attend departmentally-sponsored concerts.

#### *Foreign Languages*

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

#### *Musicianship Skills*

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight-singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

### **THE DEGREE WITH HONORS IN MUSIC**

Three routes toward honors and highest honors are possible in the Music major:

- Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work.
- Performance:* A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of a selection of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology:* A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.



To be admitted to the honors program, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and have demonstrated ability and experience through coursework and performance in the proposed thesis area. A 1- to 2-page application to the honors program, written in consultation with a faculty member, must be made to the chair of Music before or during spring registration in the junior year.

Honors candidates must enroll in Music 493(F)-W031-494(S) during their senior year. A student who is highly qualified for honors work, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a thesis over one semester and the winter study term. If granted, the standards for evaluating the thesis in such exceptional cases would be identical to those that apply to year-long honors projects. Final submission of the thesis must be made to the Music Department by April 15 of the senior year. The department's decision to award honors will be based on the quality of the thesis.

#### LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information contact the Department of Music.

Students considering a major in music should enroll in Music 103 or 104.

#### 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 tests, two concert reports, and a final exam.

No prerequisites. *Enrollment limit: 40.*

Hour: 10:00-10:50 MWF

MINOR

##### **MUS 103(F), MUS 104(S) Music Theory and Musicianship I**

(See under "Theory and Musicianship")

NOTE: *Prerequisites for Music 106 through 141*

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

##### **MUS 106 Opera (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus106.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus106.html))

A. SHEPPARD

##### **MUS 107 Verdi and Wagner (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus107.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus107.html))

##### **MUS 108 The Symphony (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus108.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus108.html))

##### **MUS 109 Music for Orchestra (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus109.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus109.html))

##### **MUS 110 Chamber Music (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus110.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus110.html))

##### **MUS 111 Popular Music: Revolutions in the History of Rock (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus111.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus111.html))

A. SHEPPARD

##### **MUS 112(S) Music and Nationalism**

It may stand to reason that cultural expression bears traces of the nations in which it was produced. In the case of music, that connection has either been politicized or, conversely, downplayed—as critics and philosophers tried to locate music solely within a sublime, otherworldly realm. This course will investigate the historical, political, and aesthetic connections between music and the nations in which it has sounded. We will focus on the canon of European art music in the nineteenth and early twentieth centuries. Topics will include instrumental music and ideals of German "seriousness" and organicism; religious music and nationalism; Wagner and anti-Semitism; the operas of Italian and Russian nationalism; Bartók and folk music; and the careers of composers such as Liszt and Stravinsky, whose lives and musical contributions bridge multiple nationalist projects.

## Music

Our discussions will come to grips with several thorny issues: Do national musical styles exist? If so, are they also nationalist? Is musical nationalism simply an issue of reception? intention? Is all nationalism alike? What are the politics of depicting nationality in music?

Format: lecture/discussion. Evaluation is based on class participation, short writing assignments, and a final paper.

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

Hour: TBA

MINOR

### **MUS 114 American Music (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus114.html)

HIRSCH

### **MUS 115 Introduction to Twentieth-Century Music (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus115.html)

A. SHEPPARD

### **MUS 116 Music in Modernism (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/mus/mus116.html)

A. SHEPPARD

### **MUS 117 Mozart (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus117.html)

HIRSCH

### **MUS 118(S) Bach**

An introduction to the life and music of the German Baroque composer Johann Sebastian Bach. We will consider both matters 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), and 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 an exploration of the attitudes towards Bach and treatments of his music in the more than 250 years since his death.

Format: lecture/discussion. Evaluation will be based on a midterm, a final exam, and several short papers.

No prerequisites. *No enrollment limit.*

Hour: 9:55-11:10 TR

BLOXAM

### **MUS 119 Concerto (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus119.html)

### **MUS 120 Beethoven (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus120.html)

### **MUS 122(S) African-American Music\***

This course will survey the history of African-American music in the United States from its African origins through the mid-twentieth century. Focus on the following themes: the survival of Africanisms in African-American music, the relationship of African-American music in the U.S. to the music of Africa and the African diaspora, the process of acculturation, African and African-American aesthetics in music, and the impact of social conditions on African-American music in the U.S.

No prior musical experience required, but students without musical backgrounds *must* learn a vocabulary of terms for describing musical sound. There will be an emphasis on listening.

Hour: 2:35-3:50 MR

E. D. BROWN

### **MUS 123 Music Technology I (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus123.html)

### **MUS 125 Music Cultures of the World (Not offered 2004-2005)\***

(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 musical experience necessary. *Enrollment limit: 35.*

Hour: 1:10-2:25 MR

A. SHEPPARD

### **MUS 130 History of Jazz (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/mus/mus130.html)

### **MUS 131 Gender, Class, and Race in Western Musical Society (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus131.html)

BLOXAM

**MUS 132 Women and Music (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus132.html)

HIRSCH

**MUS 133(F) Men, Women, and Pianos**

This course takes the piano, its repertory, and its performers as focal points for a social history of Western music since the late eighteenth century. In addition to exploring "serious" works by composers such as Mozart and Beethoven, we will consider "parlor" music and music by crowd-pleasing virtuosi such as Liszt and Gottschalk. We will also consider a broad range of classical, jazz, and popular performers, ranging from Clara Schumann, Vladimir Horowitz, Arthur Rubinstein and Glenn Gould through Art Tatum and Thelonious Monk to Liberace. Other topics will include the "cult of the virtuoso," the rise of the Victorian "piano girl," and the piano as a locus around which issues of gender, class and race are played out in nineteenth century and twentieth century musical life.

Format: lecture/discussion. Two meetings per week. Evaluation based on participation, several short papers and quizzes, and a final project.

No prerequisites. *No enrollment limit.*

Hour: 1:10-2:25 MR

BLOXAM

**MUS 134 Music and Ritual (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus134.html)

BLOXAM

**MUS 135 Isn't it Good, Norwegian Wood?: Storytelling in Music (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus135.html)

BLOXAM and HIRSCH

**MUS 136 Bach and Handel: Their Music in High Baroque Culture (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus136.html)

BLOXAM

**MUS 138(S) Sibyl of the Rhine: The Life and Times of Hildegard of Bingen**

The 11th century German abbess Hildegard of Bingen was one of the most remarkable people of her age. She was a theologian and reformer, poet, composer, artist, author of treatises on natural science and medicine; she corresponded with emperors, kings, queens and popes as well as abbots, abbesses, nuns, monks, and laypeople. Yet she lived most of her long life in a remote cloister on the banks of the river Rhine, and was virtually lost to history until her recent rediscovery 900 years after her birth. This course draws on a wealth of recent scholarship to explore the life and times of this extraordinary woman, using her music as the window into her ideas and her world. Class meetings will include discussion of readings by and about her life and work as well as in-class performance of her plainsongs and liturgical drama.

Format: lecture/discussion, two days a week. Evaluation based on class participation, several short papers, and a final project. A field trip may be required.

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

Hour: 1:10-2:25 MR

BLOXAM

**MUS 140 Introduction to the Music of Duke Ellington (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus140.html)

JAFFE

**MUS 141 Introduction to the Music of John Coltrane (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/mus/mus141.html)

JAFFE

**THEORY AND MUSICIANSHIP**

**MUS 103 (F), MUS 104(S) Music Theory and Musicianship I**

*The courses 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. An entrance exam administered on the first day of Music 103 will 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. Students are expected to take Music 103 prior to Music 104; exceptions will be made only for students who have either placed out of Music 103 or have received permission of the instructor.*

Music 103-104 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. 1600-1825).

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.

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, and introduces the elements of classical style. Projects include the composition and performance of a baroque fugue and a classical minuet.

Format: lecture two days a week; a conference meeting one day a week; musicianship skills lab meeting

twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and mid-year and final projects.

*Enrollment limit per lecture section 15, total avg. enrollments 103: 38, 104: 20. Preference given to first years and sophomores with an interest in becoming music majors. For juniors and seniors, preference given to those who have been active performers in the department (through membership in the ensembles). Within all years, preference given to students with strongest rudiments and musicianship skills, as measured by the entrance exam, given during first lecture class of Music 103.*

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

First Semester: E. GOLLIN (lectures, conferences); BODNER, LAWRENCE (labs)

8:30-9:45 TR, 11:20-12:35 TR Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF

E. GOLLIN (lectures, conferences); BODNER, LAWRENCE (labs)

### **MUS 201(F), 202(S) Music Theory and Musicianship II**

Music 201-202 presents the harmonic practices, techniques, and structures of the nineteenth and twentieth century compositions (c. 1825-1950) through analysis, performance, dictation, and composition of characteristic examples of "romantic" and "modern" aesthetics.

In Music 201 the development of chromatic harmony is presented from Beethoven through Strauss and Mahler by means of analysis, composition, written exercises, sightsinging, keyboard application and dictation. To supplement the development of musical skills appropriate to the period, students are expected to attend weekly skills labs in eartraining, sightsinging, and keyboard application, as well as to develop, outside of class, their vocal, aural, and keyboard competence through regular practice of the materials supplied. Format: three lectures and two skills lab-sessions per week. Evaluation will be based on class participation, written projects of various lengths, compositions, and a final exam. Prerequisite: Music 104 or permission of instructor.

In Music 202 the principles of twentieth-century techniques, from Debussy to Schoenberg, Varese, the "avant-garde," and contemporary composers are presented by means of analysis and composition. Format: three lectures per week. Evaluation will be based on class participation, written projects of various lengths, compositions, and a final exam.

Prerequisite: Music 201.

Hour: 12:00-12:50 MWF

Lab: 9:55-11:10 TR

PEREZ VELAZQUEZ

### **COMPOSITION**

#### **MUS 203T(F), 204T(S) Composition I and II**

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student.

Prerequisites: Music 202 and permission of instructor. *Enrollment limit: 6.*

Hour: 1:10-2:25 TF

2:35-3:50 MR

First Semester: PEREZ VELAZQUEZ

Second Semester: D. KECHLEY

#### **MUS 305, 306, 407, 408 Composition III, IV, V, and VI**

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 203T, 204T and permission of instructor.

*Enrollment limit: 2 students per instructor for all four courses.*

Hour:

D. KECHLEY, PEREZ VELAZQUEZ

### **200-LEVEL COURSES**

#### **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.

## Music

Format: three meetings per week; field trip(s) may be required. Evaluation will be based on quizzes, several papers, and a final project.

*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 and the turn into the twentieth century. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Richard Strauss. Changing musical styles will be examined within the framework of the philosophy and aesthetics of the period, with special attention paid to the use and purpose of music and the role of the musician in his or her society.

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. Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 10:00-10:50 MWF

MINOR

### **MUS 209(F) Music in History III: Musics of the Twentieth Century\***

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on one essay, two papers, a midterm, and a final exam.

*Enrollment limit: 15. Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 11:20-12:35 TR

A. SHEPPARD

### **MUS 210T(S) American Pop Orientalism (W)**

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media, including Hollywood film, television, popular song, Broadway musicals, and novels. We will begin with major texts in cultural theory (Said, Bhabha, Clifford, Spivak) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *The King and I*, *Sayonara*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

Format: tutorial. Evaluation will be based on five 5- to 6-page essays and on the quality of the student's critical engagement with the work of his/her colleagues.

Previous related coursework and/or musical experience is desirable, but is not required. *Enrollment limit: 10 (expected:10). Preference to sophomores and juniors.*

Hour: TBA

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: 1:10-2:25 MR

B. WELLS

### **MUS 212(F) Jazz Theory and Improvisation I**

The theory and application of basic techniques in jazz improvisation including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with very little specific experience in jazz as well as more experienced students. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords (including inversions) and their functions within keys, and competence on an instrument is essential. Alternates between lecture style exposition of theoretical topics and their specific applications in an informal performance/rehearsal setting.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and realization as well as exercise in transposition and transcription) and a final project (e.g., transcrip-

tion of a recorded solo or a composition).

Evaluation will be based on quizzes, a final exam, a final project and performance, as well as improvement as measured in weekly class performance and studios if appropriate.

Prerequisites: Music 103 *or* permission of instructor; Music 104 strongly recommended. *Enrollment limit: 15. Course cannot be taken pass/fail.*

Hour: 11:20-12:35 TR

JAFFE

### **MUS 213(S) Jazz Theory and Improvisation II**

A continuation of Music 212, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.

The format is the same as for Music 212, with two weekly meetings, alternating between theory and performance sessions.

Requirements: two transcription projects and an original composition, as well as a midterm and final exam and participation in a recital at the end of the semester.

Prerequisites: Music 212. *Enrollment limit: 15.*

Hour: 11:20-12:35 TR

JAFFE

### **MUS 214 Basic Conducting (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus214.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus214.html))

FELDMAN

### **MUS 215(S) Choral Conducting**

Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include works from the early Renaissance through the late-twentieth century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor.

Hour: 1:10-2:25 MR

B. WELLS

### **MUS 216(F) Orchestral Conducting**

This course will introduce and develop a broad range of subjects associated with conducting, including: rehearsal techniques, physical and aural skills, interpretation, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, phrasing, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may involve conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 6 (expected: 4-6).*

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.

Prerequisites: Music 212 and permission of instructor. *Enrollment limit: 6 (expected: 4-6). Preference given to students who meet the prerequisites and show a strong interest in the subject matter.*

Hour: TBA

JAFFE

### **MUS 218 Dramatic Expression in Opera (Same as INTR 264 and Theatre 218) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus218.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus218.html))

BUCKY and B. WELLS

### **MUS 219 Music-Theatre Workshop: Collaboration and Creativity (Same as Theatre 219) (Not offered 2004-2005)**

(See under Theatre for full description.)

### **MUS 223T(S) Music Technology II**

Advanced studies in computer music to include the creation of works and/or software design. This course focuses on sound synthesis. Programs include C Sound and interactive software. Students will

complete a number of assignments designed to develop skill with the programs studied in class, in addition to quizzes and a final composition project. This course is designed for students with musical literacy. Knowledge and proficiency with musical notation is required. Some experience with computer programming is desirable.

Prerequisite: Music 123 *Music Technology I* or Music 103 and permission of instructor. *Due to the limitations of the electronic studio, enrollment will be limited to 9.*

Hour: 2:35-3:50 MR

PEREZ VELAZQUEZ

### **MUS 230(S) Seminar in Caribbean Music\***

This seminar will examine the music of several Caribbean islands, especially Trinidad, Cuba, Puerto Rico, Jamaica, and Haiti. Although the focus of this seminar is Caribbean music, students with sufficient background may write about Caribbean dance. Potential topics to be investigated include: African and European influences in the music of the Caribbean, Creolization in music, the colonial legacy as it has affected music, the effect of migration and globalization on music, the impact of Caribbean music abroad, gender roles in Caribbean music, the creativity of Caribbean musicians, and nationalism in music.

Prerequisites: substantial knowledge of the history, culture, and the society of at least one Caribbean country or prior course work in (or substantial knowledge of) music. *Enrollment limit: 10.*

Hour: 9:55-11:10 TR

E. D. BROWN

### **MUS 231 Nothing But the Blues (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/mus/mus231.html](http://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 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/mus/mus232.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus232.html))

E. D. BROWN

### **MUS 233(F) African Music: Interdisciplinary Studies (Same as African-American Studies 250 and INTR 287)\***

(See under IPECS—INTR 287 for full description.)

### **MUS 251-258 Individual Vocal and Instrumental Instruction**

Individual lessons in voice, keyboard and most orchestral and jazz instruments offered for one-half course credit per semester. Must be taken in addition to four full-credit courses. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Music Office. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following list. Students will be reassigned to course numbers 252-258 based on the number of semesters of instruction already taken in one particular section.

Specific instrument or voice sections are as follows:

01 Bassoon	10 Oboe	19 Jazz Bass
02 Cello	11 Organ	20 Jazz Vocal
03 Clarinet	12 Percussion	21 Trombone
04 Bass	13 Piano	22 Harp
05 Flute	14 Classical Saxophone	23 Jazz Drums
06 Guitar	15 Trumpet	24 Jazz Saxophone
07 Harpsichord	16 Viola	25 Jazz Trumpet
08 Horn	17 Violin	26 Euphonium
09 Jazz Piano	18 Voice	27 Tuba
		28 African Drumming

Prerequisite: Music 103 or its equivalent and permission of the individual instructor. Enrollment limits apply to each section based upon availability and qualifications.

Hour:

Staff

## **300-LEVEL COURSES**

### **MUS 301 An Introduction to Modal and Tonal Counterpoint (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/mus/mus301.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus301.html))

Staff

### **MUS 308(F) Orchestration and Instrumentation**

A practical and historical study of orchestration including analysis of examples from the literature as well as projects performed and discussed in class.

Evaluation based on assignments, larger projects, quizzes, and final exam.

## Music

Prerequisite: Music 104. *Enrollment limit: 6, preference given to music majors, potential majors, and composition students.*

Hour: 2:35-3:50 MR

KECHLEY

### **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.

Hour: TBA

Staff

## **400-LEVEL COURSES**

### **MUS 402(S) Senior Seminar in Music**

This seminar, the culminating course in the major, will focus on a classic subject of musical inquiry: the relationship between music and language. Is music itself a language? Does joining words to music impart power to the words or provide signification to the music? How should text be set to music? These questions have intrigued composers, philosophers, and linguists throughout history and across the globe. Our work in this seminar will involve both the analysis of specific vocal styles and the critical interpretation of historical and contemporary theories of music and language. We will investigate such topics as: polytextuality in the fourteenth-century motet; *stile rappresentativo* and Italian humanism; symbolic language in Bach; Rousseau's theory of music as ideal language; rhetoric and the Classical style; detached texts in nineteenth-century instrumental music and musical analysis; musical narration in nineteenth-century opera; traditions of Buddhist chant; Qur'anic recitation as non-music; experimental vocal techniques in the twentieth-century; the ballads of Cole Porter; Dylan's bardic style; the voice and technology.

Evaluation will be based on papers, presentations, and class participation.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Enrollment limit: all senior music majors (expected: 7).*

Hour: 1:10-3:50 W

A. SHEPPARD

### **MUS 493(F)-W031-494(S) Senior Thesis**

Required for all students approved for thesis work in music.

### **MUS 497(F), 498(S) Independent Study**

Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

## **SPECIAL STUDIES IN THE MUSICAL ART**

### **MUS 325, 326, 427, 428 Musical Studies**

Tutorial in nature, these courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department, an artist in residence or adjunct teacher to fulfill some project or a semester of private lessons as established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings as well as to make available for full academic credit private lessons at an advanced level, and may include such projects as:

- private lessons in the performance of and literature for voice, piano, organ, or an orchestral instrument. Participation in periodic Performance Seminars is required. There is an extra fee for these lessons, with the cost partially subsidized by the department. Intended only for advanced performers. *Additional guidelines for instrumental or vocal lessons for full credit must be secured at the Music Department office. This may require an audition for the entire music faculty.*
- jazz arranging and composition;
- advanced studies in jazz improvisation;
- coaching, rehearsal, and performance of instrumental or vocal chamber music;
- advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

*The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.*

*Prerequisites: Music 103, 104, 201, 202, and permission of the instructor and department. (Intended*



primarily for music majors.)

Students must obtain a special form for this course election from the Music Department Office. These forms must be completed, and all necessary departmental and faculty permissions secured, by the end of the preregistration period in the semester before the semester in which the students wish to do this course.

Note: Music 325, 326, 427, 428 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

CHAIR and Members of the Department

## NEUROSCIENCE (Div. III)

Chair, Professor BETTY ZIMMERBERG (*First Semester*)

Professor STEVEN ZOTTOLI (*Second Semester*)

*Advisory Committee:* Professors: P. SOLOMON\*\*, H. WILLIAMS\*, ZIMMERBERG\*\*\*, ZOTTO-LI. Assistant Professors: HUTSON, N. SANDSTROM.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the development of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain implants. Combining this wide range of disciplines, areas of research, and application for the study of a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

### THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

*Neuroscience* (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken before the end of sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Most students will take this course in the senior year.

### THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W031-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

### REQUIRED COURSES

Biology 101    The Cell

Psychology 101    Introductory Psychology

(Both of these courses should be completed by the end of the sophomore year.)

Neuroscience 201    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.

## Neuroscience, Performance Studies

### Group A

Biology 204 Animal Behavior  
Biology 205 Physiology  
Biology 303 Sensory Biology  
Biology 304 Neurobiology  
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 versus Nurture: Controversies in Developmental Psychobiology  
Psychology 362 Psychoneuroimmunology

### NSCI 201(F) Neuroscience (Same as Biology 212 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience. Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 144 (expected: 60). Preference given to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

N. SANDSTROM and ZOTTOLI

### NSCI 401(F) Topics in Neuroscience

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are (1) to evaluate original research and critically examine the experimental evidence for theoretical issues, and (2) to gain an understanding of this discipline through group work, and oral presentations. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included memory, autism, depression, alcoholism, language development, and stress.

Format: student-led discussions and presentations, three hours a week. Evaluation will be based on presentations, participation in class discussion, and a term paper.

Prerequisites: open only to seniors in the Neuroscience program. *Enrollment limit: 24 (expected: 10).*

*This course is required of all senior students in the Neuroscience program.*

Hour: 7:00-9:30 p.m. M

ZOTTOLI

### NSCI 493(F)-W031-494(S) Senior Thesis

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

ZIMMERBERG

## PERFORMANCE STUDIES

*Advisory Faculty:* Professors: BUCKY, D. EDWARDS\*\*, EPPEL\*, HOPPIN\*\*, OCKMAN, DARROW, *Coordinator:* Associate Professors. CASSIDAY\*, A. SHEPPARD. Assistant Professors: BEAN, *Coordinator,* BURTON, JOTTAR, KAGAYA, L. JOHNSON\*\*, ROBSON. Lecturers: BROTHERS, DIGGS, JAFFE.

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, foreign languages, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theater. 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

Performance Studies offers an introductory course (Theatre 220) and a capstone course (Theatre 335). In 2004-05, these courses are listed in the theatre department:

Students interested in participating in the Performance Studies Program are encouraged to do five things: 1) take the introductory course, which in 2004-05 is Theatre 220, *Approaching Performance Studies*; 2) take the capstone course, which in 2004-05 is Theatre 335, *Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday*; 3) try different artistic media, both in the curriculum and beyond; 4) move between the doing of art and performance and thinking about that process; and 5) prepare a portfolio of their work in different media.

As a senior year project, we strongly recommend the generation 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.

### **THEA 220(S) Approaching Performance Studies (Same as Women's and Gender Studies 220)**

Theatre, film, video, music, dance, visual art, performance art, community activism, public gatherings—all fall under the rubric of “performance.” Performance studies takes on these types of performances in the name of theorizing performance as a cultural act. This course will serve as an introduction to the field of performance studies and its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, religion, cultural studies, literary theory, religion, philosophy, feminist theory, and queer theory. In addition to reading and discussing theory, local live and recorded performances will be considered. Williams faculty who are advisory faculty for the Performance Studies Cluster (see masthead in the course catalog) will give guest lectures. The course will culminate in the showing of students’ final projects. This course is the introduction course for the Performance Studies Program.

Format: seminar. Each class will be organized around a topic. An example: liminality. The students would read Victor Turner to access the symbolic anthropological definition of liminality as “in-between-ness.” We would also consider performances, either described in readings such as Mikhail Bakhtin’s *Rabelais and His World* or on video/DVD, like Richard Schechner’s *Dionysus in 69*. Students would bring to class short, 3-page papers on how these performances would comment on and possibly define a type of liminality. During the class meeting, along with the describing what is “in-between,” they would need to establish what the parameters of the performance are; in other words, what is the “in-between” between? In the case of Schechner’s *Dionysus in 69*, the anthropology-trained Schechner stages an Indonesian birth ritual at the beginning of the play, enacted by white naked actors in a warehouse in SoHo. In class, students would outline a revised, collective paper about the ethical and aesthetic aspects of Schechner’s choice and how they play into the theoretical concept of liminality.

Students are also required to make a final presentation, to be shown in a colloquium at the end of the semester. Participation in class and on Blackboard is mandatory.

Evaluation will be based on class papers and final presentation.

No prerequisites. *Enrollment limit: 20 (expected: 25). No first-years admitted. Preference to sophomores, then juniors and seniors.*

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

BEAN

### **THEA 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 and Women's and Gender Studies 337)\***

This course explores Latino/a theatre and performance from the 1960's to the present. We will study Latino/a theatre and performance in its broadest U.S. articulations, from mainstream Broadway productions to grass roots community carpas, from oppositional site-specific interventions to disembodied performance in cyber space. We will pay particular attention to the intrinsic connections between social movements and popular culture in the articulation of a counter-hegemonic Latino/a imaginary. What is the relationship between migration, memory, Aztlán, border culture, the “Spirit Republic of Puerto Rico,” and exilic and diasporic subjectivities?

format: seminar.

Requirements: class participation and two presentations, one short essay (5-7 pages) and two longer essays (7-10 pages).

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

JOTTAR

## PHILOSOPHY (Div. II)

Chair, Professor JANA SAWICKI

Professors: GERRARD, SAWICKI, WHITE\*\*\*. Associate Professor: DUDLEY. Assistant Professors: BARRY, CLARKE, CRUZ, MLADENOVIC\*\*, WILBERDING. Visiting Assistant Professor: J. PEDRONI\*. Visiting Lecturer: MUENCH.

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: 11:20-12:35 TR, 1:10-2:25 TF, 9:00-9:50 MWF First Semester: BARRY, CLARKE, WILBERDING  
1:10-2:25 MR, 10:00-10:50 MWF Second Semester: BARRY, CLARKE

**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: 12:00-12:50 MWF, 10:00-10:50 MWF First Semester: CRUZ, GERRARD  
10:00-10:50 MWF, 11:00-11:50 MWF Second Semester: DUDLEY, WILBERDING

**PHIL 103(S) Logic and Language (Q)**

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Requirements: a midterm, a final, frequent homework and problems sets.

No prerequisites; but this course is a prerequisite for Philosophy 209- *Philosophy of Science*.

Hour: 12:00-12:50 MWF GERRARD

**PHIL 131 Introduction to Logic and Semantics (Same as Linguistics 131) (Not offered 2004-2005; to be offered 2005-2006) (Q)**

(See under Linguistics for full description.)

**PHIL 201(S) Continental Philosophy Workshop: Reading the Critics of Reason (W)**

Nineteenth- and twentieth-century European philosophy gave rise to an astounding number of brilliant thinkers (including Kierkegaard, Nietzsche, Heidegger, Arendt, Lacan, Adorno, Gadamer, Irigaray, Deleuze, and Derrida), who in turn initiated an equally astounding number of important philosophical movements (including existentialism, structuralism, critical theory, hermeneutics, French feminism, and post-structuralism). Fortunately, this bewildering diversity comprises a recognizable tradition in virtue of a common theme: the relentless critique of the conceptions and projects of reason inherited from the Enlightenment, Kant, and Hegel. Unfortunately, because many of these critiques are written in ways that attempt to undermine and transform our notions of rationality, they can be maddeningly difficult to read. This course will introduce students to continental philosophy by teaching them to interpret the challenging forms from which its content is inseparable. The course will be run as a workshop in reading hard texts (class time and assignments will be devoted to the development and practice of rigorous analytical techniques), and will prepare students for more advanced work in the humanities and social sciences. Format: lecture and discussion. Requirements: several short papers, one final paper, attendance and participation

## Philosophy

No prerequisites. (Philosophy 102 recommended). *Enrollment limit: 19 (expected: 19).*  
*This course is part of the Critical Reasoning and Analytical Skills initiative.*  
Hour: 1:10-2:25 TF

DUDLEY

### PHIL 202(S) Analytic Philosophy—Language and Mind (W)

This course is designed to introduce students to twentieth-century philosophy by focusing on two of its premier research areas, language and mind. Each of these topics been studied independently of the other, with the philosophy of language dominating the first half of the century and the philosophy of mind surging in the second half. Research on language and mind have also enjoyed a fruitful liaison, as much of the technical apparatus of the philosophy of language has been used to illuminate the mind. The other side of this coin is that language is something that minds achieve, and some prominent theories of linguistic meaning have emphasized psychological elements of language use. The course will begin with the work of Frege, Russell, and Wittgenstein, and end with the work of Putnam, Dennett, Fodor and Churchland. The course is intended to prepare students for more advanced research on either language or mind. At the same time, the course aims to offer an overview of the methods and intellectual style of analytic philosophy. Thus, it will also serve as preparation for advanced work in epistemology, philosophy of science, metaphysics, and ethics. The syllabus can be found at: [http://www.williams.edu/philosophy/fourth\\_layer/faculty\\_pages/jcruz/courses/lang&mind.html](http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/lang&mind.html) Format: lecture/discussion. Requirements: short writing assignments each week, and two longer papers. Prerequisite: Philosophy 102 or permission of the instructor. Enrollment limit: 19 (expected: 12-18). Preference given to Philosophy, Psychology, Linguistics and Computer Science majors. This course is writing intensive.  
Hour: 9:55-11:10 TR

CRUZ

### PHIL 207(S) The Art of Living (Same as Classics 209) (W)

In ancient Greece and Rome philosophy wasn't simply an academic discipline; people chose to become philosophers and to engage in an art of living devoted to rigorous self-examination and the rational molding of the self. This course will introduce you to this conception of philosophy as a way of life and explore some of the questions that often most concern us and that have seemed to many to have a particularly philosophical character to them: What is happiness? What is a good life? How should I live? Should I fear death? What role should reason play in my life? What role should the emotions play? What is love? What is friendship? What gives life meaning? Course materials will be drawn from a mixture of traditional philosophical works (including works by Plato, Aristotle, Epicurus, and Seneca) together with some philosophically challenging works of literature, film, and music. Students will be expected not only to examine these materials closely but also to reflect upon their own convictions about these matters and to try to adhere to the Delphic injunction to know thyself. "To be a philosopher," wrote that great New England genius Henry David Thoreau, "is not merely to have subtle thoughts...but so to love wisdom as to live according to its dictates....It is to solve some of the problems of life, not only theoretically, but practically." In this course we will seek to put Thoreau's words to the test.  
Format: lecture/discussion. Requirements: several short writing assignments, the keeping of a philosophy journal, active class participation, and a final exam. \*Note\*: in addition to regular class attendance, students will be required to attend a number of evening film screenings (approximately four films in total).

No prerequisites. *Enrollment limit: 19 (expected: 10-15).* Preference given to first-year students and sophomores.  
Hour: 2:35-3:50 MR

MUENCH

### PHIL 209(S) Philosophy of Science

It is a generally held belief, in our times and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of scientific theories, methods, and knowledge, advanced by logical positivists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science that emerged out of various criticisms of this view—especially those of Popper, Lakatos, Kuhn and Feyerabend—and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about the cognitive credentials of science and the proper approach to the study of science, which came to be known as "the science wars."

Requirements: frequent short assignments, class presentation, class participation, and a longer (5-7 pages) term paper.

Prerequisites: Philosophy 102, 103, Linguistics 131, or permission of instructor. *Enrollment limit: 15 (expected: 5-10).*

Hour: 11:20-12:35 TR

MLADENOVIC

### PHIL 210 Philosophy of Medicine (Not offered 2004-2005)

([www.williams.edu/Registrar/catalog/depts/phil/phil210.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil210.html))

MLADENOVIC

**PHIL 212 Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212)**  
(*Not offered 2004-2005; to be offered 2005-2006*) (W)  
(See under Women's and Gender Studies for full description.)

**PHIL 221(F) Greek Philosophy (Same as Classics 221) (W)**

The roots of nearly every central issue in western philosophy can be traced back to a starting point in Ancient Greece, and yet even if we concede that (western) philosophy began in ancient Greece, it is no easy task to say just when it began and with whom. We will begin this course with just this question. Homer and Hesiod exerted an enormous influence on all later thinkers in the areas of ethics and theology; should they be considered the first philosophers? In what ways do the early efforts of the pre-Socratics such as Thales and Anaximander distinguish themselves from Homer and Hesiod? After surveying the major pre-Socratic thinkers, we will turn our attention to the three figures that tower above all of ancient philosophy: Socrates, Plato and Aristotle. Regarding the latter two, our focus will be on their metaphysics and epistemology, as well as on their theories of soul and God, and so this course should form a nice complement to Philosophy 101, 205 or 255 which give pride of place to their ethics. Finally, we will take a brief look at some later developments in Greek philosophy, notably Skepticism and Neo-Platonism.

Format: lecture and discussion. Requirements: three short papers, attendance and active participation in class.

No prerequisites. *Enrollment limit: 19 (expected: 10-15).*

Hour: 1:10-2:25 MR

WILBERDING

**PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)**

(See under Cognitive Science for full description.)

*Satisfies one semester of the Division II requirement.*

**PHIL 223(S) Environmental Ethics (Same as Environmental Studies 223)**

Environmental issues are among the most urgent, complex and pervasive issues we face, and they are often radically bound up with concerns that are ethical in nature. This combination has given rise to a growing body of difficult questions such as: What is the value of wilderness versus oil or jobs? Do animals have rights? Do the highly developed nations have different obligations with respect to global warming and the loss of species than the lesser developed nations? Can we frame these questions and considerations in a way that does not unfairly privilege our own perspective? Philosophers in the western tradition have only recently begun to search for coherent theoretical frameworks within which to address these questions; their attempts constitute the field known as environmental ethics. In this course we will look at several of the leading approaches in this field, particularly as they bear on our relationship to animals, social justice, and wilderness preservation. We will also read select literary works for the light they throw on these topics. Authors will include Tom Regan, Peter Singer, Bernard Williams, J.M. Coetzee, Cora Diamond, Mark Sagoff, Carolyn Merchant, and Barbara Kingsolver.

Format: lecture/discussion. Requirements: several short papers, presentation/public-service project, final exam.

*No prerequisites. Enrollment limit: 19 (expected 5-15). Preference given to sophomores and first-year students.*

Hour: 11:00-12:15 MWF

CLARKE

**PHIL 225(S) Introduction to Feminist Thought (Same as Women's and Gender Studies 225) (W)**

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

Hour: 2:35-3:50 MR

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; possible field-trips. Requirements: two short papers, one final project, attendance and participation

No prerequisites. *Enrollment limit: 130 (expected: 130).*

Hour: 1:10-2:25 TF

DUDLEY

## Philosophy

### **PHIL 227 Death and Dying (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/phil/phil227.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil227.html))

J. PEDRONI

### **PHIL 228 Feminist Bioethics (Same as Women's and Gender Studies 228) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/phil/phil228.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil228.html))

J. PEDRONI

### **PHIL 231(F) Ancient Political Theory (Same as Political Science 231)**

(See under Political Science for full description.)

### **PHIL 232(F) Modern Political Theory (Same as Political Science 232)**

(See under Political Science 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'll 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.

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: 8-19).*

Hour: 11:20-12:35 TR

BARRY

### **PHIL 237(S) What Does a Work of Art Mean?**

According to myth, the Philosopher's Stone could turn iron into gold. According to this course, even more amazing is that configurations of colored paint or sound waves or ink stains can be turned into art, music, and literature. How is that a work of art can have a meaning? What does it mean for a work of art to have a meaning? Must a work of art have a meaning? Is the meaning of art similar to, or different from, the meaning of language?

We will examine works of visual art, such as Marcel Duchamp's L.H.O.O.Q., works of music, such as Duke Ellington and Louis Armstrong's 1961 recording of "It Don't Mean a Thing (If It Ain't Got That Swing)", and works of literature such as Vladimir Nabokov's Pale Fire. We will read such philosophers as Gottlob Frege, Ludwig Wittgenstein, Arthur Danto, Nelson Goodman, and Catherine Elgin. Most of the art we investigate and most of the philosophers we read will be from the twentieth and twenty-first centuries.

Format: seminar with some lectures. Requirements: frequent imaginative short assignments and a final project.

No prerequisites; open to first years. *Enrollment limit: 30 (expected: 20). Preference given to seniors and juniors.*

Hour: 2:35-3:50 TF

GERRARD

### **PHIL 238 Knowledge and Reality in Indian Thought (Same as Religion 244) (Not offered 2004-2005)\***

(See under Religion for full description.)

### **PHIL 243 Buddhist Philosophy (Same as Religion 243) (Not offered 2004-2005)\***

(See under Religion for full description.)

### **PHIL 255(F) Knowledge and Happiness**

Can you be genuinely happy even if you are mistaken about your deepest beliefs? It might seem so: imagine that everything you believed turned out to be illusory. The association of happiness with knowledge runs deep in the western philosophical tradition, reaching back at least to Socrates, and still resonates with some of our strongest intuitions about what gives life meaning. At the same time, this Socratic tradition has inspired a long and rich sceptical counter-tradition according to which human happiness consists in relinquishing the attempt to acquire knowledge and instead making peace with the fact that all we will ever know is how things appear to us. The sceptical tradition also appeals to some of our deepest intuitions—about human fallibility and the tenuousness of our grasp of things of fundamental importance. In this course we will study a range of philosophical and literary works from within both of these traditions with the aim of enriching our own sense of the place of certainty, rational conviction and



trust in the pursuit of happiness. Authors will include Plato, Sextus Empiricus, Montaigne, Descartes, Hume, Mill, Chekhov, Martin Luther King Jr., Annette Baier, Sissela Bok, Iris Murdoch, Thomas Nagel, Robert Pirsig.

Format: lecture/discussion. Requirements: several short papers with rewrites, presentation, final exam. No prerequisites. *Enrollment limit: 10 (expected: 5-10). Preference given to sophomores and first-year students.*

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

Hour: 2:35-3:50 TF

CLARKE

**PHIL 260 Medieval Philosophy (Same as Religion 219) (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/phil/phil260.html)

WILBERDING

**PHIL 270(F) Arguing about God (Same as Religion 283)**

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This course will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's *Pensees*, and look at William James' related article, "The Will to Believe." The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil". We will examine this issue in Hume's *Dialogues Concerning Natural Religion*, classic sources and contemporary articles.

Students should be aware that, in the classic tradition, this class will resemble a logic course.

Format: seminar with some lectures. Requirements: frequent short assignments and a final paper.

No prerequisites; open to first years. Some of the course materials overlaps with Philosophy 102 and 103. Students who have taken 102 or 103 need the permission of the instructor. *No enrollment limit (expected: 20-25).*

Hour: 2:35-3:50 MR

GERRARD

**PHIL 271T Woman as "Other" (Same as Women's and Gender Studies 271T) (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/phil/phil271.html)

SAWICKI

**PHIL 272T(F) Free Will and Responsibility (W)**

In both moral and legal decisions we hold people responsible for their deliberate actions. This practice seems justified as long as people are free to make the choices that they do. But what criteria must a decision meet in order to qualify as free? Clearly, a free decision must not be the result of external coercion. But must the decision also be free from any outside influence at all? If so then freedom may seem impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specific features of our genetic endowment and social environment, including religion, political ideology, and advertising. These affect not only our particular choices but also, more fundamentally, who we are and what we value.

Since it is undeniable that we are pervasively influenced by such outside forces, the question to ask is whether, and how, free choice is possible amidst all of these influences. In this course we will examine the best-known philosophical attempts to make sense of the nature of free will and responsibility. Since these questions have a direct bearing on which theory of legal punishment we should accept, we will spend the final few weeks of the course examining theories of legal desert and punishment. If there is time, we may also look at some recent feminist work on the notion of autonomy.

Format: tutorial. Requirements: students meet with the instructor in pairs for roughly an hour each week; each student will write a 5- to 6-page paper every other week (6 in all) and comment on their tutorial partner's paper in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Prerequisite: Philosophy 101 or 102, or permission by the instructor. *Enrollment limit: 10 (expected: 10). Preference will be given to current majors, prospective majors, and students committed to taking the tutorial.*

Hour: TBA

BARRY

**PHIL 280 Analytic Philosophy: Frege, Russell, and the Early Wittgenstein (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/phil/phil280.html)

GERRARD

**PHIL 286T (formerly 215) Conceptions of Human Nature (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/phil/phil286.html)

MLADENOVIC

**PHIL 304T(S) Authenticity: From Rousseau to Poststructuralism (W)**

The eighteenth-century aesthetician Edward Young once asked: "Born originals, how comes it to pass we die copies?" In the same century, Jean-Jacques Rousseau answers this question about the origins of authenticity by charting the individual's "fall" into society; that is, into artifice, hypocrisy, vanity, and conformism. This tutorial begins with Rousseau's reflections on authentic individuality as they are de-

## Philosophy

veloped in several of his works. We then trace the idea of authenticity (as an aesthetic and ethical category) in both literary and philosophical texts associated with romanticism, existentialism, Marxian critical theory, and the self-analysis of the psychoanalytic tradition (e.g. Stendhal, Nietzsche, Marx, Oscar Wilde, Joseph Conrad, Gide, Heidegger, and Freud). We conclude with recent challenges to the coherence, viability, and value of the ideal of authenticity as it applies not only to individuality, but also to group identities and "artifacts" (e.g. Benjamin, Foucault, Derrida). Themes and questions investigated include the following: (1) Must "authenticity" refer to some notion of an innate core or deep self? Are there other terms in which we can imagine "being ourselves"?; (2) Can one adopt authenticity as a project? Or, do analysis and reflection invariably defeat such a project?; (3) Does being authentic require that one defy social conventions in favor of the "natural" or "instinctual"? Is it compatible with adopting conventional roles or forms of selfhood, with belonging to a community, with being "civilized" or with an artful self-styling?; (4) What impact do the rise of bourgeois society, the machine age, consumerism, and mass media have on the possibilities for authenticity?; (5) Is the voice and style of authenticity necessarily simple, direct, and sincere? For example, what truth if any can be found in Oscar Wilde's remark: "Man is least himself when he talks in his own person. Give him a mask and he will tell you the truth"?; (6) Are particular versions of the ideal of authenticity either gender- or racially-inflected? Students will work with partners. Each student will write and present orally an essay of 5-6 pages every other week on an assigned topic in the reading for that week. Students not presenting an essay will offer critiques of their partner's essay. Evaluation will be based on written work, oral presentation of essays, and critiques. Prerequisite: one course in Philosophy or permission of instructor.

Hour: TBA

SAWICKI

### **PHIL 309 Kant (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/phil/phil309.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil309.html))

DUDLEY

### **PHIL 313 Reality (Same as INTR 313 and Religion 303) (Not offered 2004-2005)**

(See under Religion for full description.)

### **PHIL 327(F) Foucault: Power, Bodies, Pleasures (Same as Women's and Gender Studies 327) (W)**

Anglo-American feminist appropriations of the work of French poststructuralist Michel Foucault have resulted in pathbreaking and provocative social and cultural criticism. Original analyses of anorexia nervosa, masculinity and femininity, sexual desire and identity, and rape law have been developed from this collaboration. Of course, the feminist reception of Foucault has not been uncritical. Many have argued that Foucault's analysis of power and subjection is nihilistic, normatively confused, and pessimistic. Others point to the gender-blind nature of his inquiries and to the allegedly masculinist features of his emphasis on pleasure and power and his later turn to a virile Greek ethics. This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of middle and late texts that have become central to feminist debates about the significance of his work; i.e., *Discipline and Punish*, *The History of Sexuality* (Vols. I-III), *Herculine Barbin*, and selected interviews and lectures. We examine debates about Foucault as well as uses of his critical and genealogical tools in an effort to assess the value of his work for emancipatory politics.

Requirements: weekly critical essays or outlines and three 5- to 7-page papers.

Prerequisite: Philosophy 101 or 102 or 201 or Women's and Gender Studies 101 or permission of instructor.

Hour: 7:00-9:30 p.m. M

SAWICKI

### **PHIL 331 Contemporary Epistemology (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/phil/phil331.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil331.html))

CRUZ

### **PHIL 333 Aristotle's Ethics (Same as Classics 333) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/phil/phil333.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil333.html))

CLARKE

### **PHIL 334 Philosophy of Biology (Same as History of Science 334) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/phil/phil334.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil334.html))

MLADENOVIC

### **PHIL 335 Moral Objectivity (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/phil/phil335.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil335.html))

BARRY

### **PHIL 341(F) Kierkegaard's Ironic Socrates**

Irony is classically defined as saying the opposite of what you mean. But what if your whole outlook on life was ironic such that when you appeared earnest you were actually joking and when you appeared to be joking you were deadly serious? What would be the point of such a life and how would we ever tell if we had a full-blown ironist in our midst? The Danish philosopher Søren Kierkegaard's first major work, *The Concept of Irony with Continual Reference to Socrates*, develops the radical thesis that the ancient Greek philosopher Socrates was just such an ironist, someone who consistently maintained an ironic standpoint towards his fellow citizens and everything that made up Athenian society. In the process of arguing for this view, Kierkegaard takes his readers on a whirlwind tour of the main classical texts about Socrates (by Xenophon, Plato, and Aristophanes), offers up some searching reflections about the nature of irony more generally, and sets himself against Hegel's reading of Socrates while joining Hegel in his criticism of the German romantics and the modern manifestation of irony. To make matters more com-

plicated, a number of recent scholars have argued that Kierkegaard's work about irony is itself thoroughly ironic. Is this a book that defends a serious philosophical thesis or a work designed to reduce the entire philosophical enterprise to rubble? Our aim in this course will be to give this very unusual, arguably profound meditation on Socrates and the nature of irony a thorough and searching examination. Format: seminar. Requirements: several short writing assignments, active class participation, and a final paper (10-15 pages). Prerequisites: Philosophy 101 or 102 or 205 or permission of instructor. *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and those considering majoring in Philosophy.* MUENCH  
Hour: 11:00-12:15 MWF

**PHIL 350(F) Significant Texts in the Social Sciences and Humanities: "The Souls of Black Folk," An Exemplar (Same as African American Studies 350)\***  
(See under African American Studies for full description.)

**PHIL 354 Complexity (Same as INTR 314 and Religion 314) (Not offered 2004-2005)**  
(See under Religion for full description.)

**PHIL 357 Aristotle (Same as Classics 357) (Not offered 2004-2005)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil357.html) WILBERDING

**PHIL 360T(S) Augustine's City of God (Same as Classics 360 and Religion 218) (W)**  
"In this work [...] I would like to defend the glorious City of God [...]. The work is long and difficult, 'but God is our Helper.'" With these words Augustine (354-430) begins his celebrated book *City of God*, in which he examines an entire spectrum of philosophical issues: ethics, philosophy of religion, metaphysics, political philosophy and the philosophy of history. In this tutorial we shall read the *City of God* from beginning to end and discuss the philosophical concerns it raises, including the problems concerning free will and determination, theodicy and evil, and the foundations of justice. The text will also be discussed historically in order better to understand both Augustine's debts to his philosophical predecessors such as Plato and later thinkers' (e.g., Descartes') debts to Augustine. All reading will be in English, and no knowledge of Latin is required. Format: tutorial. Students will work in pairs. Requirements: Each participant will write and present one 5- to 7-page paper every other week and compose and present comments on the partner's paper in alternate weeks. Grades will be based on the quality of both the written work and the oral presentations and critiques. Prerequisites: any one of the following: Philosophy 101, Philosophy 102, Religion 101 or permission of the instructor. *Enrollment limit: 10 (expected: 6-10).* WILBERDING  
Hour: TBA

**PHIL 372 Hume's Treatise on Human Nature (Not offered 2004-2005) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil372.html) MLADENOVIC

**PHIL 379T American Pragmatism (Same as American Studies 379T) (Not offered 2004-2005) (W)**  
(www.williams.edu/Registrar/catalog/depts/phil/phil379.html) GERRARD

**PHIL 388T(F) Consciousness (W)**  
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem(s) of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and freewill, consciousness and artificial intelligence, disorders of consciousness, or the scientific reduction of mind to brain. The syllabus can be found at: [http://www.williams.edu/philosophy/fourth\\_layer/faculty\\_pages/jcruz/courses/consciousness.html](http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/consciousness.html) Format: tutorial. Requirements: Participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks. Expect several short lectures by the instructor over the course of the semester where all the tutorial members convene. Prerequisites: Philosophy 102 and at least one upper-level course in philosophy. Preference will be given to majors in philosophy or neuroscience, or concentrators in cognitive science. Open to sophomores with permission of the instructor. Every effort will be made to pair students according to similar or complimentary background. This course is writing intensive. *Enrollment limit: 10 (expected: 10).* CRUZ  
Hour: TBA

## *Philosophy, Physical Education*

### **PHIL 389(F) Being and Structure**

Many of the most prominent “continental” philosophers of the past two centuries, including Hegel, Schopenhauer, and Heidegger, have attempted to develop defensible “big-picture” (comprehensive or systematic) accounts of what there is (including, broadly, both thinking and being, subject and object, etc.). The “analytic” counterparts of these thinkers have generally focused on particular areas or problems rather than on the whole, but have worked hard to treat those areas and problems with clarity and precision—features often scarcely detectable in the “continental” accounts. Currently, however, co-authors Lorenz Puntel of Munich and Alan White of Williams—the instructor for this course—are completing a book *Being and Structure: Framework for a Systematic Philosophy* that attempts to retain the virtues of each of these modes of philosophizing: the scope of the continental with the intelligibility of the analytic. In addition to developing a novel ontology, the book attempts to establish that scientism is philosophically untenable, that human beings are free, and that a being not indefensibly termed “God” exists.

The texts for this course will be drawn from the English version of this work, whose publication is planned to coincide with that of a German counterpart. Students in the course will have the opportunity not only of examining what the authors view as an ambitious new contribution to philosophical literature, but of helping to fine-tune the work as it progresses. Co-author Puntel will be accessible to the seminar via e-mail, and will meet with the seminar in late October.

Requirements: attendance, preparation, participation; regular short writing assignments and/or class presentations; a term paper (10-15 pages)

Prerequisite: Philosophy 102 or permission of instructor. *Enrollment limit: 19 (expected: 5-10). Preference to Philosophy majors.*

Hour: 9:55-11:10 TR

WHITE

### **PHIL 392 Hegel and Systematic Philosophy (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/phil/phil392.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil392.html))

DUDLEY

### **PHIL 401(F) Senior Seminar: Rationality**

Rationality is essential to modern self-understanding: we define ourselves, in no small part, by our capacity to offer and evaluate reasons in support of our theoretical and practical commitments. Consequently, we are unwilling to accept the validity of either knowledge claims or social institutions that are not rationally justified. There is, however, sharp disagreement among philosophers about the criteria of rationality. The promise of modernity, therefore, cannot be assessed without an adjudication of the philosophical disagreement about the nature of reason. In this course we will examine and evaluate some of the most important historical and contemporary accounts of rationality.

The seminar will give senior majors the opportunity to meet several of the authors whose work we will be discussing. Students will be responsible for presentations on the assigned readings, and for the development of a final paper involving independent research.

Format: seminar. Requirements: several short assignments, final paper, attendance and participation. Prerequisites: *required of, and open only to, senior philosophy majors. Enrollment limit: number of senior majors (expected: 12)*

Hour: 1:10-3:50 W

DUDLEY

### **PHIL 491(F)-W030 Senior Essay**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

### **PHIL 493(F)-W031-494(S) Senior Thesis**

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

### **PHIL 497(F), 498(S) Independent Study**

## **PHYSICAL EDUCATION, ATHLETICS, RECREATION AND DANCE**

*Chair and Director, HARRY C. SHEEHY III*

Assistant Professors: D. BARNARD, S. BURTON, R. FARLEY, P. FARWELL, R. FISHER, J. GREENWOOD, E. GREES, K. HERMAN, D. JOHNSON, W. KANGAS, S. KUSTER, R. LAMB, Z. LEVY, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, D. PAULSEN, M. PINARD, R. POHLE, A. RORKE, M. RUSSO, N. SINCLAIR, F. VANDERMEER, P. WELLS, M. WHALEN, R. WHITE. Instructors: F. BROOKS, K. CALLAHAN-KOCH, H. SILVA, K. AGYAPON. Sports Medicine: M. FRAWLEY, R. STANT, L. WILK.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

## *Physical Education, Physics*

Four credits of physical education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring semester. Four sections meet two times per week in seventy-five minute periods and two sections meet three times per week in fifty-minute periods.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.

Badminton	Sailing
Basketball	Ski Patrol
Broomball	Skiing (alpine and cross country)
Canoeing	Snowboarding
CPR and First Aid	Snowshoeing
Dance (African, Ballet, Modern)	Soccer
Diving	Squash
Figure Skating	Swimming
Fly Fishing	Swing Dance
Golf	Tae Kwon Do
Horseback Riding	Tai Ji
Ice Climbing	Telemarking
Ice Hockey	Tennis
Kayaking	Trail Crew
Martial Arts	Volleyball
Method Matwork, Pilates based	Water Aerobics
Mountain Biking	Weight Training
Outdoor Living Skills	Wellness
Rock Climbing	Wilderness Leadership
Rowing	Women's Self Defense
Running	Yoga

## **PHYSICS (Div. III)**

*Chair, Associate Professor* TIKU MAJUMDER

Professors: K. JONES\*, WOOTTERS. Associate Professors: AALBERTS\*, S. BOLTON, MAJUMDER, STRAIT. Assistant Professors: TUCKER-SMITH, WHITAKER\*. Visiting Professor: CRAMPTON§. Lecturer: BABCOCK. Visiting Lecturer: WALTON. Laboratory Supervisor: FORKEY. Laboratory Instructor: WEBSTER.

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 86*).

### **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:

## Physics

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving “word problems” that require calculus.

2) Physics 141 *Particles and Waves—Enriched*. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

### *Advanced Placement*

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

### *Requirements for the Major*

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

### *Required Physics Sequence Courses*

Physics 141    *Particles and Waves—Enriched*  
or Physics 131    *Particles and Waves*  
Physics 142    *Foundations of Modern Physics*  
or Physics 151    *Seminar in Modern Physics*  
Physics 201    *Electricity and Magnetism*  
Physics 202    *Waves and Optics*  
Physics 210    *Mathematical Methods for Scientists*  
Physics 301    *Quantum Physics*  
Physics 302    *Statistical Physics*

### *Required Mathematics Course*

Mathematics 105    *Multivariable Calculus* or Mathematics 106    *Multivariable Calculus*

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

### *Options*

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 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, W031, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with 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.

#### OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there are three such offerings: Physics 100, Physics 109, and Physics/Religion 342.

#### PHYS 100(S) Physics of Everyday Life (Q)

How do things work? What makes a car go or a bird fly? Why do microwaves heat food? How does a CD player work? Why are diamonds hard and metals shiny? How do we see?

Science is all around us. From common objects to high technology, science is part of our everyday lives. Amazingly, with a few powerful principles we can understand the materials that make up our world and the rules that govern their behavior—that's physics.

In this course we will explore the world we know and the microscopic components from which it is made, and we will extract from this exploration the central concepts underpinning contemporary physics. The mathematics used in the course will be basic algebra and trigonometry.

Format: lecture, three hours per week/home experiments. Evaluation will be based on weekly homework, a midterm, a project, and a final exam, all with a significant quantitative component.

No prerequisites. *Enrollment limit: 120 (expected: 75).*

Hour: 1:10-2:25 TF

WALTON

#### PHYS 109 Sound, Light, and Perception (*Not offered 2004-2005*) (Q)

([www.williams.edu/Registrar/catalog/depts/phys/phys109.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys109.html))

AALBERTS and MAJUMDER

#### PHYS 131(F) Particles and Waves (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The historical context in which these ideas developed will be discussed. We then turn to the basic properties of waves, such as interference and polarization, with emphasis on light waves. Finally, we bring the two strands together with a brief discussion of the wave-particle duality of modern quantum mechanics.

This course is intended for students who have not studied physics before or who have had some physics, but are not comfortable solving "word problems" that require calculus. (Students with strong backgrounds in the sciences are encouraged to consider taking Physics 141 instead.) Physics 131 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, hour tests, labs, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

WALTON

#### 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

## Physics

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

S. BOLTON

### **PHYS 141(F) Particles and Waves—Enriched (Q)**

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication and more emphasis on waves. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving "word problems" that require calculus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics *and* Mathematics 103 (or equivalent placement). *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

TUCKER-SMITH

### **PHYS 142(S) Foundations of Modern Physics (Q)**

The twentieth century has been an extremely productive and exciting time for physics. Special relativity has extended physics into the realm of high speeds and high energies. Quantum mechanics has successfully described phenomena at small energies and small distance scales. Our understanding of atoms, molecules, and solids has developed from a few revolutionary ideas into a sophisticated framework which today supports technologies that were unimagined in 1900.

This course will introduce many important developments in physics, including special relativity, the Bohr model of the atom, Schrodinger's wave mechanics in one dimension, the chemical bond, energy bands in solids, and nuclear physics.

Format: 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, 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: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

STRAIT

### **PHYS 151(F) Seminar in Modern Physics (Q)**

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. The two pillars of this framework, quantum mechanics and relativity, together with the ideas of statistical physics that allow us to apply quantum mechanics to macroscopic objects (such as hot coals), constitute the core of this course. As we study this material, we will also be exploring the process of research in physics, partly by doing 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: 20 (expected: 14).*

Hour: 11:00-11:50 MWF

Lab: 1-4 W

WOOTTERS

### **PHYS 201(F) Electricity and Magnetism (Q)**

In this course, we study electromagnetic phenomena and their mathematical description. Topics include electromagnetic induction, alternating circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express in remarkably succinct form the essence of the theory.

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



## Physics

weekly 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

STRAIT

### PHYS 202(S) Waves and Optics (Q)

Wave motions are characteristic of almost every type of material, including strings, springs, water, and solids. They also describe the behavior of electromagnetic fields and elemental matter. Despite these diverse settings waves exhibit many common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves, and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 201, co-requisite Physics/Mathematics 210 *or* permission of instructor. *No enrollment limit (expected:25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

MAJUMDER

### PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in TrueBasic will be offered for students who do not already have a background in programming.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

WOOTTERS

### PHYS 301(F) Quantum Physics (Q)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected:15).*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,W

MAJUMDER

### PHYS 302(S) Statistical Physics (Q)

The natural world is built with many small components interacting in a simple but coordinated way. With a statistical view, we may make sense of the cooperative phenomena which emerge.

For example, we can associate macroscopic thermodynamic properties with ensembles of microscopic states. With calculations and simple numerical exercises we shall probe a wide variety of physical phenomena: magnetism, gasses, heat engines, thermal radiation, electrons in solids, polymers, random walks in fluids or in the stock market, and genomic information.

Format: lecture, three hours per week /computer laboratory, 1 1/4 hours per week. Evaluation will be based on weekly problem sets, quizzes, labs and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 MW

Lab: 8:30-9:45 F

WALTON

### PHYS 315 Computational Biology (*Not offered 2004-2005*) (Q)

([www.williams.edu/Registrar/catalog/depts/phys/phys315.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys315.html))

AALBERTS

## Physics

### **PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)**

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a “quantum computer” could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle.

Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of the instructors. (Students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.)

Hour: 11:00-11:50 MWF

WOOTTERS and LOEPP

### **PHYS 332 (formerly 318) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/phys/phys332.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys332.html))

L. PARK and AALBERTS

### **PHYS 402T(S) Applications of Quantum Mechanics (Q)**

This course will explore a number of important topics in quantum mechanics such as perturbation theory and the semiclassical interaction of atoms and radiation. Research or review articles from the physics literature will be assigned to supplement standard texts and to help motivate discussion. Applications and examples will be taken mostly from atomic physics with some discussion of precision measurements and fundamental symmetries.

The class as a whole will meet once a week for 50 minutes to discuss questions on the reading. Each student will also be assigned to a tutorial meeting with the instructor and one or two other students, at which the students will take turns presenting solutions to assigned problems. Written solutions to selected problems will be due a few days later.

Format: tutorial, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 301. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

TUCKER-SMITH

### **PHYS 405T Electromagnetic Theory (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/phys/phys405.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys405.html))

S. BOLTON

### **PHYS 411T(F) Classical Mechanics (Q)**

The course will investigate advanced topics in classical mechanics including phase space plots, non-linear oscillators, numerical solutions, approximation methods, the calculus of variations, the Lagrangian and Hamiltonian reformulations of mechanics, rotating frames of reference (with emphasis on the implications for physics on the Earth) and scattering cross sections. The carry over of ideas developed in the context of classical mechanics into other areas of physics will be explored. The class as a whole will meet once per week for an introductory lecture/discussion. A second tutorial meeting between the instructor and a pair of students will be scheduled later in the week. Students will take turns working and discussing problems at the chalkboard. Written solutions will be due later in the week.

Format: tutorial, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

S. BOLTON and CRAMPTON

### **PHYS 418 Gravity (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/phys/phys418.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys418.html))

TUCKER-SMITH

*Courses numbered 450 through 459 are independent reading courses in advanced topics. Students will read a textbook or other material and work problems. Once a week the students and the instructor will meet for discussion and student presentations. Due to the initiative and independence required, interested students should consult with the instructor before registering for one of these courses. Enrollments will be limited, usually to 4 or fewer.*

### **PHYS 451(F) Solid State Physics (Q)**

This course will explore the physics of metals, insulators, and semiconductors, with particular attention to structure, energy bands, and electronic properties. After developing the appropriate background, we will examine some simple semiconductor devices. Independent reading and discussion.

## Physics, Political Economy

Format: independent study. Evaluation will be based on weekly problem sets and presentations, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 301 and permission of the instructor. *Enrollment limit: 4 (expected: 2).*

Hour: TBA

STRAIT

### **PHYS 454 Elementary Particle Physics (Not offered 2004-2005) (Q)**

([www.williams.edu/Registrar/catalog/depts/phys/phys454.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys454.html))

WHITAKER

### **PHYS 493(F)-W031, W031-494(S) Senior Research**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of the department. *Senior course.*

### **ASPH 493(F)-W031, W031-494(S) Senior Research in Astrophysics**

(See under Astrophysics for full description.)

### **PHYS 497(F), 498(S) Independent Study**

## **POLITICAL ECONOMY (Div. II)**

*Chair, Professor JAMES E. MAHON*

*Advisory Committee:* Professor: MAHON. Associate Professors: GOLLIN\*, C. JOHNSON, SHANKS, ZIMMERMAN. Assistant Professors: BAKIJA, OAK.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in the shaping of public policy. The major includes substantial study of the central analytical approaches in both political science and economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken in the three required Political Economy courses. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 301 examines major writings in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines interactions of political and economic forces in contemporary international affairs. Political Economy 402 examines such interactions in selected current public policy issues. Background for these senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement.

### **MAJOR**

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics

Political Science 201 Power, Politics, and Democracy in America

or Political Science 203 Introduction to Political Theory

Political Science 202 World Politics: An Introduction to International Relations

or Political Science 204 Introduction to Comparative Politics: Nationalism, Religion, and State Power

Economics 205 Public Finance

or Economics 215 The World Economy

or Economics 358 International Economics

or Economics 360 International Monetary Economics

or Economics 507 International Trade and Development

or Economics 509 Developing Country Macroeconomics

or Economics 513 Open-Economy Macroeconomics

Economics 253 Empirical Economic Methods

or Economics 255 Econometrics

Political Economy/Economics 301/Political Science 333 Analytical Views of Political Economy

Political Science 316 Making Public Policy in the U.S.

or Political Science 208 Politics of Family Policy

or Political Science 209 Poverty in America

or Political Science 212 Politics of Work

or Political Science 214 Congressional Politics

or Political Science 215 Bureaucracy and American Politics

or Political Science 216 Constitutional Law II: Individual Rights

## *Political Economy*

or Political Science 218 The American Presidency  
or Political Science 219 Constitutional Law I: Structures of Power  
or Political Science 270T Environmental Policy  
or Political Science 311 Congressional Leadership  
or Political Science 314 American Political Development  
or Political Science 317 Environmental Law

Political Science 100 Asia and the World  
or Political Science 223 International Law  
or Political Science 229 Global Political Economy  
or Political Science 264 Politics of Global Tourism  
or Political Science 265 The International Politics of East Asia  
or Political Science 326 Hierarchies in International Relations  
or Political Science 327 Global Politics of Development and Underdevelopment  
or Political Science 329 Ethics and Interests in International Politics  
or Political Science 341 Wealth and Power in East Asia

Political Economy 401 Politics of the International Economy  
Political Economy 402 Political Economy of Public Policy Issues

### THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W031) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair before spring registration. Written guidelines for such proposals are available in the chair's office or on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline should be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in early summer, when spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

### COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 45.

#### **POEC 301(F) Analytical Views of Political Economy (Same as Economics 301 and Political Science 333)**

This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines three major systems of thought in relation to the historical development of capitalism in Western Europe: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill, R. H. Tawney, and John Maynard Keynes. The second part considers more recent writings that revise and critique liberalism from a variety of perspectives. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

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 OAK

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

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

#### **POEC 401(F) Politics of the International Economy**

This course examines major issues in the politics of the international economy. After briefly considering various theoretical perspectives on international political economy, it analyzes important issue-areas including: trade; capital movements; the organization of production; immigration; and the role of international organizations in addressing global economic and ecological issues.

## *Political Economy, Political Science*

Format: discussion/lecture/seminar. Requirements: six short papers and a group project. In addition, class attendance and participation are essential.

Prerequisites: a course in international economics or Economics 110-120, or the equivalent; satisfaction of the international/comparative Political Science course requirement (see list of major requirements above) prior to or concurrently with this course. *Enrollment limit: 20 (expected: 10-20). Preference given to Political Economy majors.*

*Required in the major but open to non-majors.*

Hour: 1:10-2:25 TF

MAHON

### **POEC 402(S) Political Economy of Public Policy Issues**

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

Format: seminar with student presentations.

Prerequisites: Economics 253 or 255; satisfaction of the Political Science U.S. institutions and policy-making course requirement (see list of major requirements above).

*Required in the major and open only to Political Economy majors.*

Hour: 11:20-12:35 TR

BAKIJIA and C. JOHNSON

### **POEC 493(F)-W031 Honors Thesis**

## **POLITICAL SCIENCE (Div. II)**

*Chair, Associate Professor* CHERYL L. SHANKS

Professors: CRANE, C. JOHNSON, MACDONALD, MAHON, MARCUS, REINHARDT, A. WIL-LINGHAM. Associate Professors: M. DEVEAUX, M. LYNCH, MCALLISTER, SHANKS. Assistant Professors: MELLOW, PAUL\*. Visiting Assistant Professors: GROFF, A. HIRSCH, J. LEE, T. LEHMANN. Adjunct Professor: K. LEE.

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. For this reason, the effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing 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 a subfield from American politics, international relations, political theory, and comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield, and includes the appropriate core course from 201-204, two electives at the 200 or 300 level of the student's choice and the senior seminar (or an individual project) in the student's subfield. (A degree with honors in Political Science requires two (2) additional courses which DO NOT count toward the nine (9) major requirements.) With permission of the department chair, students may take a senior seminar in a different subfield, providing the student takes a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all courses at the 100 level and all methods courses also count toward the breadth requirement).

**INDIVIDUAL CONCENTRATION ROUTE:** Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan.

## *Political Science*

### ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member at the designated time and places. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor whose interests match theirs. In all cases students will be paired by the end of their sophomore year with an advisor who will continue with them through graduation.

### COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course more than its level of difficulty. The 100-level courses are designed to address questions of broad political interest. The courses are pitched both to those considering and not considering political science as a major. The 200-level courses are divided between our core courses and our electives. The core courses, numbered between 201-204, serve as introductions both to the substance of the politics and the subfields organizing the study of politics. The core courses, which were previously numbered at the 100 level, are open to all students, including first-year students and non-majors. The 200-level elective courses provide general overviews of political processes, problems and philosophies in a way generally accessible without prerequisites. 300-level courses are more specialized and usually require prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors 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. Normally, 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-W031-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must, (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, and (3) have a minimum GPA of 3.5 in Political Science for the first six semesters. (Political Science 493-W031-494 DO NOT count toward the total of nine required of all majors.)

### ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W033-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

### **PSCI 100(F) Asia and the World (Same as Asian Studies 201)\***

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

Hour: 1:10-2:25 TF

CRANE

### **PSCI 101(S) Seminar: The Politics of Place in America**

What does it mean when someone says they're a Midwesterner? A Southerner? A New Englander? A Texan? Are these meaningful categories when thinking about politics? Is there importance attached to being an urban resident versus a suburbanite? What about a rural resident? What's the significance of living in a border town? This course is an exploration of the politics of place. The country's politics have

always been keyed, in important ways, to geography: representation in national government is defined in terms of geographic areas; funds and resources from the national government are distributed unequally around the country; state and local governments, which have an influential role in our political system, vary tremendously from one place to the next; and the country's history has been marked by the violence of geographic conflicts as well as the acquisition of new territory. Much of our social and economic life can also be understood in terms of geography. Patterns of settlement, immigration, slavery, agriculture, education, religion, and cultural production have left and continue to leave different patterns of sediment throughout the country; these patterns and their interactions form the bedrock of our politics. We will spend the semester thinking about the significance of place in politics by exploring the ways that culture, economy, and political institutions vary throughout the country. Topics covered will include urbanization and urban politics, the development of the suburbs, regional differences, and the effects of globalization on local differences.

Format: seminar. Requirements: class participation, weekly 1-page reading responses, and three 5 to 7-page papers.

Prerequisites: Open only to first year students; others with permission of instructor. *Enrollment limit: 18 (expected: 18). Preference to first year students.*

*All Subfields.*

Hour: 2:35-3:50 MR

MELLOW

**PSCI 101 (Section 01) Seminar: Moral and Political Reasoning (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psci/psci101.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html))

M. DEVEAUX

**PSCI 120(F) America and the World After September 11**

The terrorist attacks of September 11 and the war in Afghanistan raised fundamental questions about the past and future course of American foreign policy. While virtually no one defended the terrorist attacks, many academics argued that the root causes of September 11th were supposedly to be found in the flaws of the American approach to the world. In this view, America is an arrogant, unilateralist country that ignores the views and perspectives of the rest of the world community, relies far too much on its overwhelming military power, and often acts against its ideals and values by supporting repressive and unpopular regimes. This course has three primary objectives. First, we will assess important critiques of contemporary American foreign policy from both the left and right of the political spectrum. Second, we will examine the historical and intellectual background of both supporters and critics of American foreign policy in the post Vietnam War era. Third, in the aftermath of September 11 we will attempt to answer the most important question of all for any analysis of American foreign policy: What is to be done? While current issues of American foreign policy will be addressed in this class, potential students should note that its primary focus is not placed on the technical/military elements of combating terrorism.

Format: lecture/discussion. Requirements: assignments will include weekly response papers, two 5- to 7-page papers, and a comprehensive in-class final exam. Students will also be required to obtain free online subscriptions to the *New York Times* and other current periodicals.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference given to first-year students and sophomores.*

*International Relations Subfield*

Hour: 2:35-3:50 MR

MCALLISTER

**PSCI 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)**

(See under Leadership Studies for full description.)

**PSCI 198T The Democratic Deficit (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psci/psci198.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci198.html))

SHANKS

**PSCI 201(F,S) Power, Politics, and Democracy in America**

Begun as an experiment over 200 years ago, the American constitutional order has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and re-modeled itself. This course will introduce students to the dynamics and tensions that have animated the American political order and that have nurtured conflicting assessments. Topics will include the primary institutions of national government (Congress, the Presidency, and the Supreme Court) as well as the politics of policy-making in the United States. We will study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we will 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 our institutions produce good policies, and how do we define what is good? How are the politics of America different from the politics of other modern democracies?

Format: lecture/discussion. Requirements: two short papers, one exam, multiple one-page reading response papers, and class participation.

No prerequisites. *Enrollment limit: 35 per section (expected: 35 per section). This is an introductory*

## Political Science

*course, open to all, including first-year students.*

### *American Politics Subfield*

Hour: 11:00-12:15 MWF, 2:35-3:50 MR  
8:30-9:45 TR, 2:35-3:50 MR

First Semester: MELLOW  
Second Semester: MARCUS, A. WILLINGHAM

### **PSCI 202(F,S) (formerly 120) World Politics: An Introduction to International Relations**

International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Format: fall semester is lecture, possible discussion sessions; spring semester is a “lecture” class and requirements are two papers, a final exam, reading response papers, and class participation.

No prerequisites. *Enrollment limit: 40 per section (expected: 40 per section). This is an introductory course, open to all, including first-year students.*

### *International Relations Subfield*

Hour: 1:10-2:25 TF, 2:35-3:50 TF  
11:00-12:15 MWF

First Semester: MACDONALD  
Second Semester: T. LEHMANN

### **PSCI 203(F,S) Introduction to Political Theory**

What is justice? What does it entail for individuals and communities? How can it be secured, socially and politically? Who decides? On what basis? These questions have been controversial since their earliest formulations, and they remain controversial now. This course introduces the study of political theory by exploring some of the key controversies. Drawing on both contemporary and classic theories, and using practical examples from today’s world, we will examine justice in relation to such themes as authority, equality, democracy, power, oppression, liberalism, capitalism, bureaucracy, community, cultural pluralism, and rights. Specific theorists will vary from year to year, but may include such thinkers as Plato, Aristotle, Hobbes, Machiavelli, Locke, Rousseau, Marx, Mill, Nietzsche, Weber, Arendt, Rawls, and Foucault.

Format: lecture/discussion. Requirements: two (5-page) papers and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 20). This is an introductory course; open to all, including first-year students.*

### *Political Theory Subfield*

Hour: 9:55-11:10 TR  
8:30-9:45 TR, 11:20-12:35 TR

First Semester: REINHARDT  
Second Semester: GROFF

### **PSCI 204(F,S) Introduction to Comparative Politics**

People around the world are all like Americans—or at least they all want to be like Americans, right? Fat chance! People in different countries not only have different resources, but also different values. The very foundations of political life—ideas about belonging, the fair division of social roles, about family and religion, authority, law—are deeply bound up with culture and history. Comparative politics seeks to account for the fantastic variety of political life around the globe. Why were there so many dictators in Latin America? Does oil or diamond wealth always lead to corruption or dictatorship? Why is Canada so darned peaceful? How come some revolutionary governments end up stable and powerful (the US, Cuba) whereas others go berzerk and fall apart (France, Cambodia)? This class will ground students in the fundamental conceptual categories used in comparative political analysis, including nationalism, the state, political culture, institutionalism, religion and politics, constitutionalism, and political economy.

Format: discussion/lecture. Requirements: two papers and a final exam.

No prerequisites. *Enrollment limit: 35 per section (expected: 35 per section). This is an introductory course, open to all, including first-year students.*

### *Comparative Politics Subfield*

Hour: 8:30-9:45 TR

J. LEE

### **PSCI 207(F) Political Elections**

Elections in American politics are dynamic events in which many different groups struggle to gain control of political institutions at the local, state, and federal levels. During the campaigns, candidates and their supporters move across the land, appear on television, radio, and through the printed press. Simultaneously, various organizations and interest groups attempt to gain influence with the candidates and with public opinion by raising money, making endorsements, running political appeals in the various media, and supplying activists to work for the candidates they favor. This course explores the factors that shape the outcome of political elections in America. Among the factors we will consider are: the state of the economy, international events, the role of political parties at the state and national levels, the current partisan balance, ideology, media, special interests, money, candidates, the “hot” issues of the moment



and long enduring issues, campaign debates, media, and campaign polling and public opinion. We will consider in detail the 2004 national elections both for Federal office (President, Senate and House) and for State Offices (Governors, State legislators).

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

No prerequisites. *Enrollment limit: 35 (expected: 20-24). Open to first-year students with Advanced Placement credit in American Politics.*

*American Politics Subfield*

Hour: 8:30-9:45 MWF

MARCUS

**PSCI 208 The Politics of Family Policy (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/psci/psci208.html)

C. JOHNSON

**PSCI 209 Poverty in America (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/psci/psci209.html)

C. JOHNSON

**PSCI 211 Public Opinion and Political Behavior (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/psci/psci211.html)

MARCUS

**PSCI 212(F) Politics of Work**

In the U.S. work is often lauded as the means to achieve autonomy, independence, status and wealth. The centrality of work for virtuous citizenship in the American political tradition has led to conflicts over labor and paid employment. In this class we will examine political disputes about the nature, condition, and rewards of work, including union organization and strikes, living wage campaigns, accommodations for those with disabilities, discrimination and fair labor practices, and workplace democracy.

Format: discussion/lecture. Requirements: class participation, three short papers (5 to 7 pages) and a final project.

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

*American Politics Subfield*

Hour: 9:55-11:10 TR

C. JOHNSON

**PSCI 213 Theory and Practice of Civil Rights Protest (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/psci/psci213.html)

A. WILLINGHAM

**PSCI 214 Congressional Politics (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/psci/psci214.html)

**PSCI 215 FBI, FDA, EPA and All the Rest: Bureaucracy and American Politics (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/psci/psci215.html)

C. JOHNSON

**PSCI 216(F) (formerly 219) Constitutional Law I: Structures of Power**

Constitutional Law I focuses on the legal and political regime established by the U.S. Constitution. We concentrate on two themes at the core of American constitutionalism: (1) the respective powers of, and interaction among, the federal government's three branches ("separation of powers"); and (2) the inter-sections and boundaries of federal and state authority ("federalism"). Specific topics include the Supreme Court's power to overturn actions by political agents; Congress's authority to make laws governing matters not mentioned in the Constitution; Congress's power to strip the courts of authority to decide certain issues; states' power to resist the decrees of federal courts; the president's emergency powers; and war-making authority of both the president and Congress. Most of the reading consists of Supreme Court opinions, but some reading and much discussion will address historical context. Recurring issues include the extent to which the Court does and should heed the framers' intent; the extent to which the Court does and should take into account public opinion and other political considerations; and the significance of John Marshall's famous but somewhat cryptic admonition: "we must never forget that it is a constitution we are expounding."

Format: lecture/discussion. Requirements: a mid-term, 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: 2:35-3:50 MR

A. HIRSCH

**PSCI 217(S) (formerly 216) 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

## Political Science

more objective, apolitical or distinctly judicial analysis, in reaching decisions?

Format: lecture/discussion. Requirements: a mid-term, 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: 2:35-3:50 TF

A. HIRSCH

### **PSCI 218 The American Presidency (Same as Leadership Studies 218) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci218.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci218.html))

MELLOW

### **PSCI 221(F) The Causes of War**

Developing a general theory of the causes of war has been one of the most important tasks for students of international relations. This course will survey the most influential theoretical perspectives on the causes of war, including approaches at the systemic, national, and individual levels of analysis. We will then examine how well these general theories help us to understand specific wars. The final part of the course will examine the possible causes of future wars.

Requirements: three 7- to 8-page papers.

No prerequisites. *Enrollment limit: 25 per section (expected: 25 per section). Preference to Political Science majors.*

*International Relations Subfield*

Hour: 8:30-9:45 TR, 11:20-12:35 TR

T. LEHMANN

### **PSCI 222 The United States and Latin America (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci222.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci222.html))

MAHON

### **PSCI 223(S) International Law**

International law embodies the rules that govern the society of states. It spells out who can be a state and how to become one, what states can do, what they cannot do, and who can punish transgressions; it also determines the status of other actors, like international organizations, heads of state, refugees, transnational religious institutions and multinational corporations. International law is like domestic law, with one difference: the same group that makes the law enforces it. In other respects it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is laughable and purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet law is still where we look first for justice. This course will examine the historical bases of contemporary international law, its development since World War II in the context of American hegemony, and current dilemmas in its practice. Students will study historical materials as well as cases.

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

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 2:35-3:50 TF

SHANKS

### **PSCI 224 Ethnic Conflict in World Politics (Not offered 2004-2005) (W)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci224.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci224.html))

M. LYNCH

### **PSCI 225(S) International Security**

What is security? While international security once primarily referred to military conflict and the threat of nuclear war, today it often refers to the environment, the movement of peoples, biological and chemical weapons, and other non-traditional sources of insecurity. This class examines a wide range of conceptions and problems of international security, traditional and non-traditional, and considers the prospects for cooperation to overcome these threats. It first asks whether the focus of security studies should be individual human beings, states, the world as a whole, or something else. It then asks whether security should be seen as primarily competitive, so that one's security can only be enhanced by threatening the security of another, or primarily cooperative, so that one's security is best protected by increasing the security of others. It also evaluates the various mechanisms by which states and non-state actors can act to increase the security of individuals, groups, and the world, as well as the extent to which they are likely to act in these ways.

Format: lecture/discussion. Requirements: final exam, two papers, and reading response papers.

No prerequisites; but Political Science 202 is recommended. *Enrollment limit: 40 (expected: 40).*

*International Relations Subfield*

Hour: 8:30-9:45 MWF

M. LYNCH

### **PSCI 229(S) Global Political Economy**

Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they all are increasingly global in scope, and nation-states find themselves more and more the subjects of

mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels than their masters. All of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world. This course offers a broad introduction to the politics of global economic relations, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. It begins with a short overview of liberal, economic Nationalist, Marxist and green theoretical traditions (including Smith, Keynes, List, Marx, Polanyi and others) and a study of the emergence of the contemporary global order. We will examine both global trade and global finance, along the way focusing on important issues of current interest including free trade and the WTO, the spread of transnational corporations, dollarization, international labor standards, and uneven development.

Format: lecture/discussion. Requirements: three 5- to 7-page papers and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 1:10-2:25 MR

T. LEHMANN

**PSCI 230 American Political Thought (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci230.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci230.html))

**PSCI 231(F) Ancient Political Theory (Same as Philosophy 231)**

What is justice? Does it ever conflict with the laws of the land? What is the role of the proper state? What would an ideal one look like? Are there better or worse ways for human beings to live out our lives? How do we even go about answering such a question? And what, if anything, does it have to do with politics? These are the issues that we will explore through in-depth reading and sustained discussion of key works by Plato and Aristotle.

Format: seminar with added lecture as needed.

Requirements: class participation, short (1 page) writing exercise, two (6-7 page) papers, and an exam.

No prerequisites. *Enrollment limit: 39 (expected: 15) Preference given to Political Science majors.*

*Political Theory Subfield.*

Hour: 2:35-3:50 TF

GROFF

**PSCI 232(F) Modern Political Theory (Same as Philosophy 232)**

The dominant moral, political and social theoretical framework associated with the Enlightenment generally, and with the development of capitalism in England and the rise of modern physical science more specifically, is markedly different from that of the Ancients. It is arguably the framework within which most debate in the West still occurs. Yet while (or perhaps because) it constitutes something of a shared horizon, the framework itself is often simply taken for granted. The project of this course will be to make the parameters of much contemporary thought explicit by tracing the development of the tradition to which we are in large part heir. Class will involve careful reading and critical discussion of works by Hobbes, the Levellers, Locke, Rousseau, Kant, Hegel and Mill.

Format: seminar with added lecture as needed.

Requirements: class participation, three short (2- to 3-page) writing exercises, one (6- to 7- page) essay and an exam.

No prerequisites. *Enrollment limit: 35 (expected: 20) Preference given to Political Science majors.*

*Political Theory Subfield.*

Hour: 11:00-12:15 MWF

GROFF

**PSCI 235 Multiculturalism and Political Theory (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci235.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci235.html))

M. DEVEAUX

**PSCI 236(S) Social Capital**

'Social capital' refers to the distinctively human resources and social relations that characterize a given polity. Social and political theorists since Pierre Bourdieu and Alexis de Tocqueville have advanced arguments about the source and value of social capital and how it is best sustained and developed. Contemporary thinkers continue this discussion, arguing about whether and why civic engagement is important, how civic spaces and civil society might be rejuvenated, and democracy 'deepened.' This course offers a critical exploration of the issues and questions that attend the idea of social capital. We begin by looking at the origins of thinking about social capital, in the political theory of Bourdieu, de Tocqueville, and Antonio Gramsci, and then turn to more recent debates about the value of social capital and a renewed civil society. We will read works by such thinkers such as Robert Putnam, Sidney Verba, Iris Young, and Cass Sunstein, as well as writers associated with communitarianism and "third way" politics. Finally, we will critically interrogate the social capital thesis from the standpoint of questions about gender and culture.

Format: lecture/seminar. Requirements: 2 papers (7-10 pages), mid-term exam, active participation, and list-serve postings.

No prerequisites. *Enrollment limit: 35 (expected: 20).*

*Political Theory and Comparative Politics Subfields*

Hour: 2:35-3:50 TF

M. DEVEAUX

## Political Science

- PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2004-2005)\***  
(www.williams.edu/Registrar/catalog/depts/psci/psci239.html) A. WILLINGHAM
- PSCI 240 Intolerance and Political Tolerance (Not offered 2004-2005)**  
(www.williams.edu/Registrar/catalog/depts/psci/psci240.html) MARCUS
- PSCI 241(S) Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and INTR 295)\***  
(See under International Studies for full description.)  
*International Relations and Comparative Politics Subfields*  
Hour: 1:10-2:25 TF DARROW and MACDONALD
- PSCI 242 Planning a Tragedy: America and the Vietnam War (Not offered 2004-2005)**  
(www.williams.edu/Registrar/catalog/depts/psci/psci242.html) MCALLISTER
- PSCI 243(F) Modern History and Politics of Korea (Same as Asian Studies 243 and History 219)\***  
This course is a survey of modern Korean history and politics from the late nineteenth century to the present and will examine the transformation of politics, economy, society, religion, and culture in the peninsula during this period. Rather than proceeding from a chronological narrative of historical development, we will focus on dominant themes and significant episodes, events, and epochal ruptures that have shaped the understanding of contemporary issues in the two Koreas as well as the way historians have interpreted and understood the past. Themes such as the relationship between state and society, nationalism and identity construction, capitalist development and modernization, democracy and authoritarian rule, and gender relations will be explored through critical theoretical texts, historical and literary texts, and films.  
Format: seminar/discussion. Requirements: two short papers, a take home final exam, and regular in-class participation, including response papers for course readings.  
No prerequisites. Enrollment limit: 16 (expected: 16). Preference given to those students with permission of instructor.  
*Comparative Politics Subfield*  
Hour: 11:20-12:35 TR J. LEE
- PSCI 244 Middle East Politics: State Formation and Nationalism (Not offered 2004-2005)\***  
(www.williams.edu/Registrar/catalog/depts/psci/psci244.html) M. LYNCH
- PSCI 245(S) Nationalism in East Asia (Same as Asian Studies 245 and History 318)\***  
The disintegration of the Soviet Union, violence in East Timor, conflict between North Korea and South Korea and similar phenomena have signaled the continuing importance of nationalism and at the same time the increasing instability of nations. What is a nation? Under what conditions is nationhood formed and under what circumstances do nations collapse? Are national identities immutable and exclusive of other forms of identification? Is, as Frantz Fanon once wrote, "Europe literally the creation of the Third World?" This course will critically investigate the questions of nationalism and cultural identity as they have arisen in East Asia. In the first part of the course, we will examine seminal theoretical texts—coming from disciplines such as anthropology, history, literary studies, and philosophy—that have informed our contemporary understanding of the nation and nationalism and attempt to arrive at a conceptual clarification of the subject. The second part will focus on various nationalist projects as they have unfolded across East Asia—Japan, China, and Korea. Through careful thematic comparisons of these cases, we will explore the extent to which non-European nationalisms are modular or derivative; examine the often fraught relationships between nation and state as well as gender and nation; and investigate the ways in which modern nationalist projects provide new ways of synthesizing culture, power, and history.  
Format: seminar/discussion. Requirements: class participation, presentations, and three (6-8 pages) papers.  
No prerequisites. Enrollment limit: 18 (expected: 18). Preference given to those students with permission of instructor.  
*Comparative Politics Subfield*  
Hour: 1:10-3:50 W J. LEE
- PSCI 247 Political Power in Contemporary China (Not offered 2004-2005)\***  
(www.williams.edu/Registrar/catalog/depts/psci/psci247.html) CRANE
- PSCI 248 Visuality, Modernity, and Power in South Korea (Not offered 2004-2005)\***  
(www.williams.edu/Registrar/catalog/depts/psci/psci248.html) J. LEE
- PSCI 249 Latin-American Politics (Not offered 2004-2005)\***  
(www.williams.edu/Registrar/catalog/depts/psci/psci249.html) MAHON
- PSCI 250 Empire (Not offered 2004-2005)\***  
(www.williams.edu/Registrar/catalog/depts/psci/psci250.html) J. LEE
- PSCI 252(S) Terrorism in Comparative Perspective**  
Many Americans may have learned about terrorism on September 11, 2001, but the phenomenon was common in twentieth century politics and political discourse. Terrorism was practiced, defined, and de-

bated over and over before the American government declared war on it. The debates, however, established only that no single definition of terrorism has been agreed on.

The course is divided into two parts. First, it will consider rival definitions of terrorism, including those developed by scholars and by states. We will try to identify the differences among the definitions, of course, but we will focus more attention on the more interesting questions about why definitions clash fundamentally and what is at stake politically and morally in the rival definitions. Second, the course will look at three different settings in which terrorism—or accusations of terrorism—have featured prominently. We will begin by looking at the conflict in Northern Ireland, to get a sense of who uses “terrorism” and why, and what it means to characterize some violence as terrorism (as opposed, say, to “political”). Next, we will consider state violence in South Africa during the apartheid era, to get the issue of what is at stake in debates about whether state violence may or may not be characterized as terrorism. Is there such a thing as “state terrorism”; what, if it exists, is it; and why does the question matter? Finally, we will read about Al Qaeda, an organization that, quite unusually, does not recoil from charges that it uses terrorism. Why has Al Qaeda adopted terrorism, how is its terrorism similar to and different from that of other organizations, and what is the purpose of terrorism for Al Qaeda? By comparing these three examples of “terrorist” violence, we will develop a better sense of the value of the category of terrorism and a sharper sense of what is meant when violence is called terrorism.

Format: seminar. Requirements: 3 papers.

No prerequisites. *Enrollment limit: 18 (expected: 18). Open to all with preference to sophomores.*

*Comparative Politics Subfield*

*This course is part of the Critical Reasoning and Analytical Skills initiative*

Hour: 9:55-11:10 TR

MACDONALD

**PSCI 262(S) America and the Cold War**

This course will examine the rise and fall of the Cold War. Our focus will be on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, which side, if any, was primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989. Political scientists and historians continue to argue vigorously about the answers to all these questions. We will examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course will examine how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Format: lecture/discussion. Requirements: one medium length paper, an in-class midterm and final exam, and a series of short assignments.

No prerequisites; Political Science 202 is recommended, but not required. *Enrollment limit: 40 (expected: 40).*

*International Relations Subfield*

Hour: 11:20-12:35 TR

MCALLISTER

**PSCI 263 Making Foreign Policy (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci263.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci263.html))

**PSCI 264 Politics of Global Tourism (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci264.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci264.html))

SHANKS

**PSCI 265(S) The International Politics of East Asia\***

How have global political and economic transformations influenced relations among countries in East Asia? How have domestic forces in these countries shaped their responses to international challenges? This course pursues these questions through an analysis of the international relations of East Asia since 1945. Special attention is paid to Sino-Japanese relations, confrontation on the Korean peninsula, tensions in the Taiwan Strait, and recent efforts at regional economic and security policy coordination.

Requirements: two 5- to 7-page papers and a final exam.

*Enrollment limit: 40 (expected: 35).*

*Comparative Politics and International Relations Subfields*

Hour: 2:35-3:50 MR

CRANE

**PSCI 267 Arab-Israeli Relations (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci267.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci267.html))

M. LYNCH

**PSCI 270T Environmental Policy (Same as Environmental Studies 270T) (Not offered 2004-2005) (W)**

(See under Environmental Studies for full description.)

**PSCI 277(F) Political Islam\***

The terrorist attacks of September 11, 2001, focused world attention on political Islam. Political movements defined in terms of Islam have been an important and growing force in the politics of the Middle East and beyond for several decades, however. Islamic politics takes many forms beyond al-Qaeda: the Iranian revolution, the domestic violence after canceled elections in Algeria, the violence as well as civil

## Political Science

society in Egypt, the electoral successes in Jordan, Lebanon and Yemen, the violent struggles against Israel in Lebanon and Palestine, the politicization of Muslim immigrant communities in Europe and America, the social arguments over women adopting the veil and Islamic education, theoretical debates about the compatibility of Islam with democracy, the rise of new media forms, and much, much more. This course explores many of the difficult questions surrounding the rise of Islamic politics in a wide range of political contexts. What is political Islam? Why, how, and to what extent has it succeeded? What are its goals? Is it inherently violent, anti-Western, or hostile to modernity, as many claim, or is it potentially progressive, democratic, and moderate? How have different states dealt with the challenge—and does their repression explain the turn to violence? What is the meaning of jihad? How have other Islamists responded to the violent terrorism of al-Qaeda? Can Islam and the West peacefully co-exist, or is the war on terror leading towards an inexorable clash of civilizations?

Format: lecture/discussion. Requirements: biweekly response papers, two 5- to 7-page papers and a final exam.

No prerequisites. *Enrollment limit: 35(expected: 35). Preference given to Political Science majors and African & Middle Eastern Studies concentrators.*

*International Relations and Comparative Subfields*

Hour: 8:30-9:45 MWF

M. LYNCH

### **PSCI 285 The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285) (Not offered 2004-2005)**

(See under Leadership Studies for full description.)

### **PSCI 300 Research Design and Methods (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci300.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci300.html))

SHANKS

### **PSCI 301 Art and Justice (Same as ArtS 311 and INTR 307) (Not offered 2004-2005) (W)**

(See under IPECS—INTR 307 for full description.)

### **PSCI 303T Opening Pandora's Box?: Moral and Political Issues in Genetic Research (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psci/psci303.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci303.html))

MACDONALD

### **PSCI 305T The Challenges of Knowing: The Holocaust (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci305.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci305.html))

MARCUS

### **PSCI 306 Practicing Feminism: A Study of Political Activism (Same as ArtS 306 and Women's and Gender Studies 306) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci306.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci306.html))

DIGGS and C. JOHNSON

### **PSCI 309 Comparative Constitutionalism (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci309.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci309.html))

### **PSCI 310(F) Political Psychology (Same as Psychology 345)**

Political psychology studies the heart of politics. For example, many political philosophers begin their political programs with foundational claims about "human nature." These claims are then used to support their vision of politics. Claims about progress presume that human nature will be improved with the right political change. For example, the enlightenment held that rationality would be strengthened by progress, and thereby make democracy more viable. Those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of self-rule and must accept rule by their betters. Many of these arguments turn on how rational people are and their capacity and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and leaders. Political psychology explores how people understand and act in and on the world around them. More specifically, when people attend to politics and how people make political judgments. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics.

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

Prerequisites: any of the following; Political Science elective at the 200 or 300 level, or Psychology 101, 212, 221, 232, 242, 251, or 300 level course. *Enrollment limit: 30 (expected: 24).*

*American Politics Subfield*

*Research Skills Course*

Hour: 11:20-12:35 TR

MARCUS

### **PSCI 311(S) Congressional Leadership (Same as Leadership Studies 311)**

They soar high and fall hard. Some establish political legacies, while others serve and are forgotten. Some lead without holding leadership positions. Others occupy leadership positions but never lead. In an organization comprised of equals, how can there be leaders? What does Congress expect of its leaders, and how are they selected? How do senators and representatives acquire the power and authority they need to be leaders? Why do some members emerge as successful leaders while others do not? And why are seemingly commanding and imposing leaders deposed?

Format: discussion. Requirements: class participation, several short papers, and a research paper.

*Political Science*

Prerequisites: Political Science 201 or Political Science/Leadership Studies 125 or permission of instructor. *Enrollment limit: 25 (expected: 19).*

*American Politics Subfield*

*Research Skills Course*

Hour: 9:55-11:10 TR

C. JOHNSON

**PSCI 312 Southern Politics (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/psci/psci312.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci312.html))

A. WILLINGHAM

**PSCI 314(S) American Political Development (W)**

From the Founding to the present, the American political order has been both remarkably stable and regularly changing. How can this be? How stable or continuous has our political history been and what is the nature of the stability? What accounts for change in American politics? How much and what kind of change is possible? What does the stability and change of the past have to teach us about the present? The goal of this course is to develop an understanding of both the fabric of the country's continuity as well as the impulses behind its transformative sequences. We will be concerned with large-scale developments (and/or lack of) in the state and its relation to society and economy. We will look at explanations for the country's stability, such as liberalism and American exceptionalism, as well as critiques of these concepts. We will discuss the building (and dismantling?) of the American state, its major policy programs, and its relation to its citizens. We will also consider how issues of class, race, and gender alter our understanding of the country's politics.

Format: seminar/discussion. Requirements: class participation; several short, reaction papers; research paper; class presentation.

Prerequisites: previous course in American politics or permission of the instructor. *Enrollment limit: 19 (expected 19).*

*Preference to Political Science majors.*

*American Politics Subfield*

*Research Skills Course*

Hour: 7:00-9:30 p.m. M

MELLOW

**PSCI 315 Parties in American Politics (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci315.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci315.html))

MELLOW

**PSCI 316(F) Making Public Policy in the U.S. (W)**

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making, or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process in the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How do we decide what constitutes a good policy?

Format: discussion. Requirements: several short papers, class discussion, and a research paper.

Prerequisites: Political Science 201 or another course in U.S. politics or permission of the instructor. *Enrollment limit: 19 (expected: 19).*

*American Politics Subfield*

*Research Skills Course*

Hour: 2:35-3:50 MR

C. JOHNSON

**PSCI 317(S) Environmental Law (Same as Environmental Studies 307)**

(See under Environmental Studies for full description.)

**PSCI 318(F) The Voting Rights Act and the Voting Rights Movement\***

This course examines a key example of struggle over government policy after it becomes law. We investigate efforts to implement policy and the counter-offensive to subvert the same, often while retaining the letter of the law. The major focus of the course is the U.S. Voting Rights Movement, a product of the Voting Rights Act of 1965, and one prime illustration of the debate over a policy consensus in the context of fragmentation represented by federalism, separation of powers, and racial and ethnic diversity in the polity. The course selects from a range of contemporary policy areas for comparison including abortion rights, environmental protection, educational equity, immigration, regulation of business, and public support for the arts.

Format: discussion. Requirements: five short papers.

Prerequisites: permission of the instructor. *Enrollment limit: 25 (expected: 25).*

*American Politics Subfield*

*Research Skills Course*

Hour: 1:10-2:25 MR

A. WILLINGHAM

**PSCI 322 The German Question in European Politics (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci322.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci322.html))

MCALLISTER

**PSCI 326 Imperialism (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci326.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci326.html))

PAUL

## *Political Science*

**PSCI 327 The Global Politics of Development and Underdevelopment (Same as Environmental Studies 329) (Not offered 2004-2005)\***  
([www.williams.edu/Registrar/catalog/depts/psci/psci327.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci327.html))

PAUL

**PSCI 328(F) The International Politics of Oil (W)**

Since the early 1900s oil has grown increasingly important to economic growth, military power, and political influence. This course will explore why oil became central to both state power and economic growth by examining how control over oil resources and markets has been used by states and corporations to achieve their often divergent objectives (e.g., states-alliance maintenance, companies-cartel maintenance/source country pliancy). Among the contending actors seeking to establish order over oil resources (e.g., great powers, private oil companies, producing and demanding countries, and cartels among companies or producing states), leading states' interests often appear to determine outcomes despite periodic challenges from producing states. This course will examine how these struggles for order and advantage amidst varying degrees of state and corporate competition have affected international relations and the broader economic structure of the world economy. After reviewing the post-WWI competition among rival great powers and leading oil companies for political autonomy and oil source control, we will examine how producing countries paradoxically gained greater political leverage and earning from their own oil resources in the 1960s and 1970s by binding themselves financially to the leading great powers through reinvestment of their earnings with these states' banks. The final part of this course will examine whether the world's existing oil-based economic and security relationships will continue. We will explore the possibility of upsetting technological advances, rising great powers' demands, the competition over new supply sources, and greater producing country leverage over the leading industrial states.

Format: seminar. Requirements: three 5- to 7-page papers or a research paper, and a final exam.

Prerequisites: Political Science 202 or 204, or Political Economy 301. *Enrollment limit: 19 (expected: 19). Preference given to Political Science majors.*

*Research Skills Course*

Hour: 1:10-3:50 W

T. LEHMANN

**PSCI 329(F) Ethics and Interests in International Politics**

People sometimes claim that we cannot or should not judge the effect that countries and individuals have on outsiders in moral terms. Some argue that such standards are irrelevant because there cannot be a morality without a community. Others contend that any ethical standard would be unrealistic because the environment within which states operate is too uncertain to allow moral considerations. Yet every-one-leaders and citizens, conservatives and progressives, the faithful and the secular-talks about duty, and justice, and rights when they talk about international politics. We judge practices and laws in terms of practicality and efficiency, but we also say that continuing sanctions against Cuba is right or wrong, the American invasion of Iraq was just or unjust, Japan's export policies promote fair or unfair trade practices, pharmaceutical companies have a duty to supply AIDS drugs in poor countries, or a right not to do so. We expect private and public leaders to be honorable as well as cunning, to serve some public good even if it is not one we ourselves would choose. This course maps the international ethical world through a series of cases, including the decision to use the atomic bomb, wartime propaganda, economic sanctions, child labor, epidemics, sex tourism, trade in toxic waste.

Format: discussion. Requirements: biweekly short papers, one 5-to 7- page paper, and one twenty-page research paper; mandatory attendance and active participation in in-class exercises.

Prerequisite: Political Science 202; preference given to political science majors. *Enrollment limit: 25 (expected: 25).*

*International Relations Subfield*

*Research Skills Course*

Hour: 9:55-11:10 TR

SHANKS

**PSCI 330(S) Equality (W)**

What does it mean to be "equal" in society today? Why has equality increasingly come to be seen as a requirement of basic justice in liberal democracies? This course serves as an introduction to the subject of equality and its importance to liberal and democratic political theory and practice. Some central questions posed in the course include: Is it enough to be formally equal in the eyes of the law, or do people require equal resources, opportunities and capacities in order to be truly "equal"? Can liberal democratic states deliver on promises of justice and fairness in the absence of comprehensive social equality and equitable economic distribution? Is it the state's role to foster such equality? The course disentangles different forms of equality (such as economic, political, sexual, racial and cultural equality) and assesses the merit of several concrete solutions to inequality, such as affirmative action and policies promoting multiculturalism.

Format: lecture/discussion. Requirements: class participation and presentations, two 6- to 8-page essays, one 8- to 10-page paper.

Prerequisites: one previous course in political theory or philosophy, or the permission of the instructor.



Enrollment limit: 19 (expected: 16).

Political Theory Subfield

Hour: 9:55-11:10 TR

M. DEVEAUX

**PSCI 331(TF) Non-Profit Organization and Community Change (W)**

This tutorial is based on two converging realities: an evolving recognition of the vitality of private sector supported community organization work; and the challenge now presented 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 NGO's—played 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 will examine the role of non-profits and social justice work in the United States focusing on the non-profit as a type, governance and staffing, fund-raising and persecution. The tutorial will examine research and writing on the non-profit in U.S. social justice advocacy as well as focus on specific cases.

Format: tutorial. Requirements: five 3-page papers and a final paper of 15 pages.

Prerequisites: an interest in the financing and conduct of community-based organizations involved in advocacy work with adult citizens on race, economics, equity, or other issues. Enrollment limit: 10.

American Politics Subfield

Hour: 8:30-9:45 TR

A. WILLINGHAM

**PSCI 333(F) Analytical Views of Political Economy (Same as Economics 301 and Political Economy 301)**

(See under Political Economy for full description.)

**PSCI 334(S) Aristotle and Contemporary Political Thought**

Aristotle defended the “natural” enslavement of non-Greeks, thought that women were less rational than men and was opposed to rule by working people. At the same time, he set out compelling accounts of happiness, of political association, of what it means to act well and of inquiry itself. What are we to make of this? In this course we will reflect upon the work of contemporary neo-Aristotelian thinkers - people who argue that there are important things to be learned from Aristotle, even for those with progressive politics. Our task will be to understand and assess the kinds of challenges that such thinkers pose to contemporary liberalism (a position in the history of Western political thought that is endorsed by most—though not all—American Republicans and Democrats alike) and to liberal capitalist society. Past exposure to ancient political thought will be helpful, but is not a requirement of the course.

Format: seminar/discussion with lectures as needed.

Requirements: class participation, short written summaries of readings (1-2pages), two essays (6-7 pages, and 10-12 pages).

Prerequisites: Previous course in political theory or philosophy, or permission of instructor.

Enrollment limit: 24 (expected 20)

Political Theory Subfield

Hour: 2:35-3:50 MR

GROFF

**PSCI 335(S) Public Sphere/Public Space (W)**

Throughout the modern era, political thinkers have argued that a free and democratic society needs a vital “public sphere.” That argument has taken on renewed significance in today’s intellectual debates. This seminar looks briefly at the evolution of the argument, but concentrates on its relevance to contemporary politics. Our investigations will center on the character and meaning of public space. We will look at space both as a key metaphor in political theory and as a medium of everyday practical struggle: that is, we will examine not only some of the most influential conceptions of public life, but also the political economies of cities, how groups carve out “turf” through street-level negotiations, and the ways in which politics shapes and is shaped by the design and use of the built environment. Our main focus will be on the following topics: the relationship between ideas of citizenship and models of the public; the racing, gendering, and class-stratification of spaces (civic, residential, commercial, etc.); urbanity and suburbanization; the kinds of spaces and politics opened and closed by the internet and contemporary mass media; the effects of contemporary processes of globalization on political identity and democratic practices. Likely authors include Arendt, Berman, Davis, Delany, Foucault, Fraser, Gamson, Habermas, Hall, Harvey, Holston, Sennett, Sunstein, Warner, Virilio.

Format: discussion. Requirements: three 6-page papers, regular class participation, and one group exercise based on a mid-semester field trip to New York.

Prerequisites: prior work in theory or permission of the instructor. Enrollment limit: 18 (expected 14).

Political Theory Subfield

Hour: 1:10-2:25 MR

REINHARDT

**PSCI 336 Sex, Gender, and Political Theory (Same as Women’s and Gender Studies 336) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci336.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci336.html))

M. DEVEAUX

*Political Science*

**PSCI 338 American Legal Philosophy (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/psci/psci338.html)

**PSCI 341 The Politics of the Global Economy: Wealth and Power in East Asia (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/psci/psci341.html)

CRANE

**PSCI 343T Multiculturalism in Comparative Context (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/psci/psci343.html)

MACDONALD

**PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)\***

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered.

The class will begin with background reading from Benjamin Schwartz's text, *The World of Thought in Ancient China*. Then the class will read significant portions of the following canonical works: *The Classic of Change* (Yi Jing); *The Analects of Confucius* (Lun Yu); Lao Zi's *Classic of the Way and Integrity* (Dao De Jing); Sun Zi's *Art of War* (Bing Fa); the *Writings of Han Fei Zi*.

Format: discussion. Requirements: short (5 page) paper on any four of the core texts. All papers will be subject to revision and resubmission at the instructor's discretion.

No prerequisites. Enrollment limit: 18 (expected: 15).

Comparative Politics Subfield

Hour: 11:20-12:35 TR

CRANE

**PSCI 346(S) (formerly 246) 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 and a distinctive political system. The first half of this course is historical, concentrating on the slow emergence of the national state and a national consciousness. Along the way we delve into Mexican art, cuisine, religious expression, music, literature, and especially film. The second half considers the fitful and uneven emergence of a new political order in Mexico, beginning with an examination of why the long-dominant PRI regime has been falling apart. It then looks at new developments in several areas: migration and US immigration policy; the border; the role of the state; and finally, the Chiapas rebellion and indigenous autonomy. We end the course by returning to some of the issues of the first half, asking what it means to be both Mexican and "modern," what it feels like to live in "Amexica," and what kind of politics we might expect to arise there.

Format: lecture/discussion. Requirements: a map quiz, a medium-length midterm paper, and either a long final exam and a short paper or a longer research paper and a short final.

Prerequisites: any course on Latin America or permission of the instructor. Enrollment limit: 18 (expected: 18).

Comparative Politics Subfield

Hour: 1:10-2:25 MR

MAHON

**PSCI 349T Cuba and the United States (Not offered 2004-2005) (W)\***

(www.williams.edu/Registrar/catalog/depts/psci/psci349.html)

MAHON

**PSCI 362T(F) George Kennan and the Dilemmas of American Foreign Policy**

As a grand strategist and historian, George Kennan has always criticized American foreign policy for its inconsistencies and contradictions. Most historians, however, have generally viewed Kennan as an intellectual whose own work is characterized by exactly those flaws. It is not hard to see why Kennan represents such a puzzle to historians. Kennan rose to prominence as a conservative and hostile critic of the Soviet Union, but for most of the Cold War he argued against hostile policies towards the Soviet Union. Kennan authored the doctrine of containment in the late 1940's, but he has spent most of the last fifty years denouncing the very policies usually justified in the name of containment. Has Kennan been misunderstood by both policymakers and historians, or is it the case that Kennan's own philosophy of American foreign policy is either incoherent or contradictory? This tutorial will examine Kennan's work as both a grand strategist and historian of American foreign policy. First, we will examine Kennan's own writings and the foreign policy doctrines he developed over the course of the 1930's and 1940's. Second, we will examine Kennan's very influential contributions to the writing of the history of American foreign policy. Third, this tutorial will examine how professional historians continue to grapple with the intellectual puzzles posed by George Kennan and the ongoing efforts to situate his contributions to the history of American foreign policy.

Format: tutorial. Students will be expected to write and present orally an essay of approximately seven pages every other week on an assigned topic. Students not presenting will have the important responsibility of critically evaluating the work of their colleague. We will also meet periodically as a group to discuss selected topics.

Prerequisites: Preference given to junior political science and history majors who have taken either

Political Science 120, 202, or 262. *Enrollment limit: 10 (expected: 10).*  
*International Relations Subfield*  
Hour: TBA

MCALLISTER

**PSCI 397(F), 398(S) Independent Study**  
Open to upperclasspersons with permission of the department.

## SENIOR COURSES

### **PSCI 410(S) Senior Seminar in American Politics**

This seminar will focus on the state of American democracy early in its third century. Two elements provide a basis for judging the state of American politics: first, we begin with a comparison of politics at the founding of the Republic with the state of politics in our own time; second, each seminar participant will engage in research on a particular aspect of American politics. Among the topics that will be considered are: the competing conceptions of democracy; the appropriate roles of the various institutions of politics (the press, political parties, local, state, and national politics); and, the social and economic systems and their diverse effects. The seminar will also consider how the American political system has changed and whether it has changed for the better and/or worse. Has the increasing diversity of the American population, the growth of imperial assertiveness, the impact of the world economy on America (and of the American economy on the world), the pace of technological change, among other modern features, made democratic politics more or less possible?

Format: seminar. Requirements: a research paper and oral presentations in the seminar.

*No prerequisites. Enrollment limit: 16 (expected: 16). Senior Political Science majors have precedence.*  
Hour: 1:10-3:50 T

MARCUS

### **PSCI 420 Senior Seminar in International Relations: Sovereignty (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

### **PSCI 420 Senior Seminar in International Relations: Politics of Human Rights (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

SHANKS

### **PSCI 420(S) Senior Seminar in International Relations: Culture, Identity and Power**

Mainstream realist and liberal international relations theory has long focused on issues of power, rationality, and material self-interest. September 11 fundamentally challenged these theories. International relations theory had little to say about the powerful forces of religious identity and ideological grievance which motivated al Qaeda. The rise of anti-American sentiment around the world, along with American visions of reshaping the world in its own image, seemed to fundamentally challenge the core assumptions of international relations theory. Rather than a world of nation-states struggling for self-interest, many now saw the world as one of clashing civilizations struggling for cultural identity, or as one driven by the pressures of the spread of American power and culture through globalization.

Culture and identity, rather than power or wealth, seem to have moved to the center of world politics. Unlike realism and liberalism, the constructivist school of thought had long emphasized the power of ideas and culture. This course explores these constructivist international relations theories to make sense of the rising importance of culture, ideas, and identity in world affairs.

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

Prerequisites: senior standing; Political Science major; and at least one other course in international relations; permission of instructor. *Enrollment limit: 16 (expected: 16).*

Hour: 1:10-2:25 TF

M. LYNCH

### **PSCI 420(F) Senior Seminar in International Relations: Globalization and Terror**

This seminar will critically examine whether or not the recent war on terrorism has fundamentally altered trends of globalization that have been unfolding for the last thirty years or so. Class work will proceed in two parts. First, we will read about globalization. We will not read everything there is to read about globalization; nor will we attempt to survey all theoretical perspectives on globalization. Rather, we will plumb a particular line of thought, drawn mostly from neo-Marxists writers, to familiarize ourselves with some of the major issues. The second part of the course will center on individual student research projects. Each student will choose some facet of the recent war on terrorism (e.g., whether it is a "war" or not; how "terrorism" is defined; how it has affected the movement of goods and people around the world; whether it has had important cultural effects; etc.) and, throughout the entire semester will comb journalistic and academic sources for information.

Format: seminar. Requirements: a 5-page paper on one of the books we read together, a presentation to the class on the topic of his or her research, and a 20-page research paper engaging the question of how that particular aspect of the war on terrorism has influenced larger processes of globalization.

Prerequisites: senior standing; Political Science major; two classes in international relations; permission of the instructor for this course. *Enrollment limit 16 (expected: 16).*

Hour: 11:00-12:15 MWF

CRANE

## Political Science

### **PSCI 420(F) Senior Seminar in International Relations: American Hegemony and the Future of the International System**

Since the time of Thucydides, world politics has always been a story of several great powers competing for power, wealth, and security. The collapse and dissolution of the Soviet Union, however, left the United States in a position of dominance that has no parallel in history. This course examines how international relations theorists and American policymakers have grappled with the dilemmas and opportunities of global hegemony since 1989, with a particular focus on the challenges that have emerged in the aftermath of September 11. Will other powers, such as China or a united Europe, inevitably challenge American dominance? Should America actively seek to promote its ideas and values throughout the world? Does a hegemon have unique and special responsibilities for advancing international justice? What kind of grand strategy should the United States pursue, both now and in the future? Why does so much of the world seem to resent American hegemony?

Format: seminar. Requirements: course assignments will include weekly papers and a 25- to 30-page research paper.

Prerequisites: two courses in international relations; permission of instructor. *Enrollment limit: 16 (expected: 16). Open only to senior Political Science majors.*

*International Relations Subfield*

Hour: 1:10-2:25 MR

M. LYNCH

### **PSCI 420 Senior Seminar in International Relations: Imperialism (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

PAUL

### **PSCI 430(F) Senior Seminar in Political Theory: Democracy and its Critics**

This course focuses on several of the key political challenges directed at contemporary democratic theory and practice. It has become commonplace to claim that liberal democratic states are insufficiently democratic in their political processes and that they are neither as representative nor as inclusive of the citizens they purport to represent. We will examine these and other criticisms of contemporary politics as well as of the liberal and democratic political theories that underpin them. The course also provides an opportunity to explore some democratic alternatives advanced by proponents of such approaches as deliberative democracy, associative democracy, multicultural or pluralist democracy, and republicanism. Among the authors we will read are Seyla Benhabib, James Bohman, Joseph Carens, Robert Dahl, John Dryzek, Lani Guinier, Jürgen Habermas, Phillip Pettit, Anne Phillips, and Iris Marion Young.

Format: seminar. Requirements: regular seminar response pieces; one mid-term essay (8-10 pp) and one final research paper (15-20 pp).

Prerequisites: junior or senior standing and two courses in political theory, permission of instructor is required for this course. *Enrollment limit: 16 (expected: 16). Preference given to Political Science majors.*

*Political Theory Subfield*

Hour: 9:55-11:10 TR

M. DEVEAUX

### **PSCI 440 Senior Seminar in Comparative Politics: Major Theories of Political Change and Difference (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psci/psci440.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci440.html))

MAHON

### **PSCI 481(F)-W033-482(S) Advanced Study in American Politics**

A year of independent study under the direction of a member or members of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. Candidates submit a research proposal to the department prior to May of their junior year. The successful candidate, designated the *Sentinels of the Republic Scholar*, receives a substantial research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science.

Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on: the federal system of government; the American political economy; civil liberties; state, local, and federal relationships; or the philosophical foundations or problems of American constitutional democracy. Proposals that deal with these topics from a variety of perspectives (such as domestic, comparative, international, or philosophical) are welcome. Anyone with a prospective proposal should contact the department chair for further guidance.

### **PSCI 493(F)-W031-494(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-W031-494 designation and not a separate course) will meet for the entire year and will provide a focused forum for the exchange of ideas among the honors students. Students will regularly circulate sections of their theses-

in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance, not evaluation.

*Research Skills Course*

Hour: TBA

MAHON

**PSCI 495(F)-W032, W032-496(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 (one may be taken simultaneously with the individual project).

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

Open only to senior Political Science majors with permission of the department.

## PSYCHOLOGY

**(Div. II, with some exceptions as noted in course descriptions)**

Chair, Professor LAURIE HEATHERINGTON

Professors: CRAMER\*\*\*, FEIN, GOETHALS\*\*, HEATHERINGTON, KASSIN\*\*, KAVANAUGH\*, P. SOLOMON\*\*, ZIMMERBERG\*\*\*. Associate Professors: KIRBY, SAVITSKY\*\*. Assistant Professors: M. SANDSTROM, N. SANDSTROM, A. SOLOMON\*\*, ZAKI. Senior Lecturer: ENGEL. Visiting Professors: GOODMAN, VON HIPPEL. Visiting Assistant Professors: SCINTA, L. SHAPIRO.

### 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-W031-494 and write a thesis based on original empiri-

## Psychology

cal work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

### COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

#### **PSYC 101(F,S) Introductory Psychology**

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

*No enrollment limit (expected: 180).*

Hour: 10:00-10:50 MWF

Members of the Department

#### **PSYC 201(F,S) Experimentation and Statistics (Q)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic designs and methods of analysis.

Format: lecture/lab. Requirements: three papers, midterm exam, and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 22 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: 8:30-9:45 MWF, 8:30-9:45 TR      Lab: 1:10-3:50 W, 1:10-3:50 R

First Semester: KIRBY, L. SHAPIRO

8:30-9:45 TR, 2:35-3:50 MR      Lab: 1:10-3:50 R, 1:10-3:50 W

Second Semester: SCINTA, A. SOLOMON

#### **PSYC 212(F) Neuroscience (Same as Biology 212 and Neuroscience 201)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

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

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 60). Open to first-year students who satisfy the prerequisites. Preference given to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

N. SANDSTROM and ZOTTOLI

#### **PSYC 221(F) Cognitive Psychology**

A survey of the experimental analysis of the mental processes. Topics include memory, visual perception, attention, problem-solving, reasoning, language, and unconscious processes. Special emphasis is on the interdisciplinary nature of cognitive psychology, including contributions from computer science, neuroscience, and philosophy.

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

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 50). Open to first-year students.*

Hour: 11:00-12:15 MWF

ZAKI

#### **PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)**

*(See under Cognitive Science for full description.)*

*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 and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 11:00-12:15 MWF

L. SHAPIRO

#### **PSYC 242(F,S) Social Psychology**

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, interpersonal attraction, and intergroup conflict. Special attention is given to applications to political campaigning, advertising, law, busi-

ness, 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

First Semester: VON HIPPEL

1:10-2:25 TF, 2:35-3:50 TF

Second Semester: SAVITSKY, SCINTA

**PSYC 252(F) Psychological Disorders**

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 11:20-12:35 TR

M. SANDSTROM

**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: two hour exams 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: 11:20-12:35 TR

ENGEL

**PSYC 312 Drugs and Behavior (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psyc/psyc312.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc312.html))

ZIMMERBERG

*Satisfies one semester of the Division III requirement.*

**PSYC 315(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 review the mechanisms by which hormones act in the nervous system. We 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 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, completion of a novel empirical 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: 9:55-11:10 TR

Lab: TBA

N. SANDSTROM

**PSYC 316(S) Clinical Neuroscience**

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Evaluation will be based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 19 (expected: 19).*

*Satisfies one semester of the Division III requirement.*

Hour: 8:30-9:45 MWF

Lab: TBA

P. SOLOMON

**PSYC 317T(F) Nature versus Nurture: Controversies in Developmental Psychobiology**

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) to the development of behaviors such as eating, stress response,

## Psychology

learning, play, aggression, parenting, alcoholism and addiction. Modern neuroscience techniques, such as brain imaging, "knock-out" mice, and quantitative trait loci mapping, report extraordinary new relationships between genes and behavior. In contrast to these findings are equally exciting studies on the critical effects of the pre- and postnatal environment and social milieu which support environmental theories of the development of behavior. This tutorial will explore the empirical and theoretical issues in this controversy to arrive at a synthetic understanding of the interaction of genes and environment. Format: tutorial. Requirements: Students will meet in pairs with the instructor for an hour each week. Each week, students will either present an oral argument of a 5 page position paper or respond to their partners' paper.

Prerequisites: Psychology 212 or permission of instructor. *Enrollment limit: 10 (expected: 10) Preference to neuroscience concentrators and psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: TBA

ZIMMERBERG

### **PSYC 322(S) Concepts: Mind, Brain, and Culture**

How does conceptual knowledge differ across cultural groups? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we will explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions. In doing so, we will consider how our conceptual knowledge is a function of our mind, brain, and culture. All students will design and conduct an empirical research project.

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: TBA

ZAKI

### **PSYC 326(S) Decision-Making**

Why does our ability to reason sometimes fail us? Why do we occasionally make choices that are bad for us? We address these questions by surveying experimental approaches to understanding reasoning and decision-making processes in human behavior, and by solving and analyzing problems that psychologists have used to investigate these processes. Class discussion focuses on cognitive theories of rational and irrational thinking as well as behavioral theories of suboptimal choices. Topics include impulsiveness and self-control, the subjective values of short-term versus long-term rewards, addictions and bad habits, probability judgments, gambling, and moral reasoning.

Format: seminar. Requirements: short papers, a written report of research project, and class participation.

Prerequisites: Psychology 221 or 222 or permission of instructor. *Enrollment limit: 19 (expected: 15).*

Hour: 1:10-3:50 W

KIRBY

### **PSYC 332 Cognitive Development (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psyc/psyc332.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc332.html))

KAVANAUGH

### **PSYC 333 Children's Lives: Thinking, Feeling and Doing (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html))

CRAMER

### **PSYC 336 Adolescence (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psyc/psyc336.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc336.html))

ENGEL

### **PSYC 337(F) Childhood Disorders and Therapy**

This course is a study of clinical child psychology. Disorders typically found in childhood and adolescence, including anorexia, phobias, learning disabilities, infantile autism, and schizophrenia are examined; and several different treatment approaches, including non-directive play therapy, behavior modification, and contemporary psychoanalysis are discussed.

Format: seminar. Requirements: an hour exam, a final exam, and a term paper.

Prerequisites: Psychology 232 and 252. *Enrollment limit: 19 (expected: 18). Preference given to Psychology majors.*

Hour: 2:35-3:50 MR

CRAMER

### **PSYC 341T Stereotypes, Prejudice, and Discrimination (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html))

FEIN

### **PSYC 342(S) Psychology of Leadership**

How do leaders emerge? Who are they? When do they succeed or fail? This course studies questions of leadership and the relevant theory and research on social influence, persuasion, decision-making and group dynamics. Topics include the behavior of leaders, the perception of leaders, and the interaction of personal and situational factors in the emergence and effectiveness of leadership. Examples of leadership in organizations, politics, government, sports, the military, and higher education are considered. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: two hour exams, and report of research project.

Prerequisites: Psychology 242 or permission of the instructor. *Enrollment limit: 19 (expected: 19). Pref-*



erence given to Psychology majors.  
 This course is part of the Leadership Studies concentration.  
 Hour: 1:10-2:25 TF Lab: TBA

GOETHALS

**PSYC 343(S) The Self**

This course considers “the self” from a social-psychological perspective. We read and evaluate current and classic research to better understand how beliefs and concerns about the self influence emotion, judgment, and behavior. Among the many questions we consider are: Why do we both overestimate the extent to which others are like us and exaggerate our personal uniqueness? Why do we overestimate the extent to which others notice us and pay attention to us? Why is it so difficult to accurately recall what we used to think, and predict what we will think and do in the future? When we have a choice of receiving information about ourselves that is accurate versus information that is flattering, which do we choose—and why? Finally, we consider ways in which the self is conceived differently in non-Western cultures.

Format: seminar. Requirements: short daily thought papers, formal paper proposal, and a written/oral report of research.

Prerequisites: Psychology 242. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 1:10-2:25 MR

SAVITSKY

**PSYC 344(S) Advanced Research in Social Psychology**

This course will focus on the process of doing original, empirical social psychological research on specific topics in the field. We will concentrate on two content areas of research: (1) stereotypes and prejudice, particularly as they touch on issues concerning the academic achievement of women and people of color, and on the role of self-esteem in stereotyping and prejudice, and (2) interpersonal suspicion, including an examination of factors that might reduce suspicion in interracial or cross-cultural dyads or groups. Students will research and critically analyze and integrate the relevant literatures concerning these topics, and will design and conduct original research to test empirically several hypotheses that emerge from these literatures. We will examine a variety of types of research design and statistical techniques.

Format: Empirical Lab Course. Requirements: a series of papers, written and oral reports of research.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 16. Preference given to Psychology majors.*

Hour: 1:10-2:25 MR

Lab: TBA

FEIN

**PSYC 345(F) Political Psychology (Same as Political Science 310)**

(See under Political Science 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. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: two hour exams and a written/oral report of research.

Prerequisites: Psychology 242. *Enrollment limit: 19 (expected: 19).*

Hour: 1:10-3:50 W

Lab: TBA

KASSIN

**PSYC 348 Evolutionary Psychology (Same as INTR 371) (Not offered 2004-2005)**

(See under IPECS—INTR 371 for full description.)

*Empirical Project*

**PSYC 351(S) Childhood Peer Relations and Clinical Issues**

An exploration of the important ways peer relationships influence children’s emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed, to be critiqued throughout the semester.

Format: Empirical Lab Course.

Prerequisites: Psychology 232 or 252 or permission of instructor. *Enrollment limit: 19 (expected: 19).*

*Preference given to Psychology majors.*

Hour: 7:00-9:30 p.m. M

Lab: TBA

M. SANDSTROM

**PSYC 352(S) Clinical and Community Psychology**

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to explore their own educa-

## Psychology

tional 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), midterm essays 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 354 Social Interaction and Psychopathology (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/psych/psyc354.html](http://www.williams.edu/Registrar/catalog/depts/psych/psyc354.html))

HEATHERINGTON

### **PSYC 358 Mood and Personality (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/psych/psyc358.html](http://www.williams.edu/Registrar/catalog/depts/psych/psyc358.html))

A. SOLOMON

### **PSYC 359(F) Psychological Testing and Measurement**

This course focuses on the development and applications of psychological testing. Test construction, issues of reliability and validity, and the history of assessment will be reviewed. We will focus on clinical applications of intelligence, personality, and neuropsychological tests as well as how these tests guide diagnostic and treatment decisions. We will also study the limitations of psychological tests and the controversies surrounding them.

Format: seminar. Requirements: participation in class discussion, a mid-term exam and a final term paper (including a class presentation).

Prerequisite: Psychology 232 or Psychology 242 or Psychology 252. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors.*

Hour: 7:00-9:30 p.m. M

W. GOODMAN

### **PSYC 372(F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of children and pedagogy translate into everyday practices with students? Students will be encouraged to reflect and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices, and the students' learning? What does it take to be an educated person?

Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, 2 5-page papers and a 20-page final paper.

Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 1:10-3:50 W

ENGEL

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

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and submit it to the department chair for approval *prior* to the end of the drop/add period.

### **PSYC 401(F) Perspectives on Psychological Issues**

This course considers controversial psychological topics of both historical and current import from diverse psychological perspectives. The course is centered around student-led discussions within sections and in debates between sections. The topics considered for 2004 are self-deception, the nature of intelligence, and intimate relationships.

Format: seminar. Requirements: participation in class discussions and debates, two short papers, and one long position paper.

*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)-W031-494(S) Senior Thesis**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical 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, Professor WILLIAM R. DARROW*

Professors: DARROW, DREYFUS\*, TAYLOR\*\*. Associate Professor: BUELL\*. Visiting Professors: GUTSCHOW\*, LEVITT, MEEKS, WYSCHOGROD. Visiting Assistant Professors: FOX, SHUCK.

### 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 200, 301-309)  
Religion 402 Issues in the Study of Religion

#### *Elective courses*

Five additional courses in Religion are to be selected in such a way that at least one course is taken in both the Western and non-Western traditions. Students will construct their sequence in consultation with departmental advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

### THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W031 or Religion W031-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that will be included in the thesis to the department in the spring of their junior year. Students must have at least a 3.3 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

### **REL 101(FS) 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.

## Religion

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

*Enrollment limit: 25 (expected: 15-25).*

Hour: 8:30-9:45 TR, 1:10-2:25 MR, 1:10-2:25 TF  
2:35-3:50 MR, 11:00-12:15 MW

First Semester: DARROW, FOX, SHUCK  
Second Semester: FOX, SHUCK

### **REL 200(S) Religion and the Modern World**

It is impossible to comprehend the modern world without understanding the contribution of religion in the process of modernization, the cultural condition of modernity and the artistic tradition of modernism. This course is divided into three parts. We begin by exploring the gradual reconciliation of religion and culture in leading post-Enlightenment thinkers like Kant, Hegel, Schleiermacher and select Romantic poets. When art displaces religion as the expression of spiritual aspiration, the traditional transcendent God gradually becomes identified with immanent social, cultural and psychological processes. Religion comes to be understood as a human construction created to address specific needs and desires. In part two, we consider pioneering theorists who establish the relation between religion and economics (Marx), biology (Darwin), society (Durkheim) and psychology (Freud and Nietzsche). The work of these theorists frames the questions that the current study of religion is designed to answer. A study of the intricate relationship between modernization and secularization draws together the first two parts of the course and prepares the way for a consideration of the return of the religious in post-modern society and culture (Heidegger, Berger). While originally defined as a movement in architecture and art, post-modernism emerged during the last half of the twentieth century as a new social and cultural condition. Rapid technological changes and the economic and social transformations they brought created uncertainties and instabilities, which had unexpected consequences. Far from inevitably leading to secularism, modernization created the conditions for the return of religion in a variety of guises. The course concludes with a consideration of alternative postmodernisms and their corresponding religious expressions in the work of Venturi, Lyotard, Baudrillard, LaHaye and Derrida.

Requirements: midterm and final papers.

No prerequisites. *Enrollment limit: 30 (expected : 30). Preference given to first-years and sophomores.*

TAYLOR

### THE JEWISH TRADITION

#### **REL 201 Reading the Hebrew Bible (Same as Comparative Literature 201) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/rel/rel201.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel201.html))

KRAUS

#### **REL 203(S) Introduction to Judaism (Same as Jewish Studies 101)**

This course offers students a critical introduction to issues within Jewish studies and the study of Jews, Judaism and Jewishness. Who are Jews and how have these designations shifted and changed over time? What is Judaism? How and in what ways is it a religion? What role do texts and practices play in defining Judaism? How are these works Jewish cultural and/or Jewish religious expressions? What are some of the other forms in which Jewishness has been and continues to be expressed? The course asks these questions in order to both build on the legacy of how Judaism has been studied within the academic field of religious studies and to challenge some of these long held assumptions. In other words, the course both appreciates and challenges this scholarly legacy by offering students religious studies, Jewish studies and literary critical tools to better appreciate Jewish texts and practices. And, by looking at Jews, Judaism and Jewishness in the plural, the course offers students a broad historical vision of Jewish culture.

The course is organized, more or less, chronologically offering students a critical overview of Jewish history moving from the biblical period to the present with attention to specific Jewish texts and artifacts from specific periods and geographical locations within this history. Through this course students will learn to read, interpret, contextualize, and critically assess these works. In this way they will be introduced to contemporary Jewish studies as it intersects with the study of religion.

Assignments will include: class discussions, group projects and papers, as well as essay exams. Texts for this course include: the Hebrew Bible, the *Tanakh*; Lentricchia and McLaughlin, *Critical Terms for Literary Study*; Peskowitz and Levitt (ed), *Judaism Since Gender*; Holtz (ed), *Back to the Sources*; Peskowitz, *Spinning Fantasies*; Scheindlin, *A Short History of the Jewish People* and reserve readings.

Requirements will include regular response papers, a short paper and two essay exams.

No prerequisites. *Enrollment limit: 30 (expected: 15).*

Hour: 11:00-12:15 MW

LEVITT

#### **REL 205(F) Modern Jewish Thought**

In conformity with the Enlightenment stress upon reason, eighteenth century Jewish philosopher Moses Mendelssohn writes, "True divine religion arrogates to itself no power over opinion and judgments. It knows only the power to win over by arguments." The persistence of rationalist interpretations of religion as well as the emergence of new philosophical perspectives will be considered as they bear upon the meaning of God, revelation, law, ethics and ritual practice in Judaism as interpreted in the philosophies of Hermann Cohen, Franz Rosenzweig, Martin Buber, Emmanuel Levinas and Joseph B. Soloveitchik. The impact of the holocaust as unprecedented catastrophe upon concepts of God, history and memory will be explored. Postmodern accounts of exegesis as itself a form of ritual practices and the

## Religion

impact of gender upon the formation of Jewish identity will be analyzed.

Lecture/discussion. Requirements: active participating in class, three essays (5-7 pages).

*Enrollment limit: 30 (expected 15).*

Hour: 8:30-9:45 MW

WYSCHOGROD

**REL 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Comparative Literature 207) (Not offered 2004-2005)**

(See under Classics for full description.)

**REL 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Classics 208) (Not offered 2004-2005)**

(See under Classics for full description.)

**REL 209(S) Jewish Feminist Studies: Gendered Jewish Narratives (Same as Women's and Gender Studies 209)**

This course is set up to explore a series of issues around what constitutes Jewish identity at the beginning of the twenty-first century. It pays especially close attention to the issue of gender. By taking gender as a given constitutive element in these constructions, it focuses on the intersection of gender with all kinds of other aspects of Jewish life and Jewish practice. Issues will include notions of Jewish study, work, play, performance, myth and desire. Through close readings students will engage with a range of texts that explore ancient as well as contemporary constructions of Jewishness. Texts for the class will include: Peskowitz/Levitt, *Judaism Since Gender*; Miriam Peskowitz, *Spinning Fantasies: Rabbis, Gender and History*; Irena Klepfisz, *Dreams of an Insomniac*; Ari Elon, *From Jerusalem to the Edge of Heaven: Meditations on the Soul of Israel*; Daniel Mendelsohn, *The Elusive Embrace: Desire and the Riddle of Identity*; Alpert/Elwell/Idelson, *Lesbian Rabbis: The First Generation*; Ruth Setton, *The Road to Fez*; Danya Ruttenberg, *Yentl's Revenge*; and Boyarin, Itzkovitz, and Pellegrini, *Queer Theory and the Jewish Question*.

Requirements will include regular response papers, a short paper and two essay exams.

No prerequisites. *Enrollment limit: 30 (expected: 15).*

Hour: 1:10-3:50 T

LEVITT

### THE CHRISTIAN TRADITION

**REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/rel/rel210.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel210.html))

BUELL

**REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/rel/rel212.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel212.html))

BUELL

**REL 213(S) Inventing Jesus Christ**

By close reading of the New Testament and other early Christian literature, the seminar will explore the interpretive process by which the earliest followers of Jesus shaped his identity and their own. Special attention will be given to the complex eschatological, end of history, expectations and varied readings of scripture and tradition among Jewish groups in the period of Roman hegemony, to the mythologies of the dominant Greek and Roman culture, and to the ways some of those were adopted by the first Christians.

Format: seminar. Requirements: regular participation in seminar discussions, at least one oral presentation, and a term paper of 12-15 pages.

No prerequisites. *Enrollment limit: 15 (expected 12).*

Hour: 1:10-3:50 M

MEEKS

**REL 215 The First Crusade (Same as History 425) (Not offered 2004-2005) (W)**

(See under History for full description.)

**REL 216 The Middle Ages (Same as History 225) (Not offered 2004-2005)**

(See under History for full description.)

**REL 217 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476) (Not offered 2004-2005)\***

(See under History for full description.)

**REL 218T(S) Augustine's City of God (Same as Classics 360 and Philosophy 360) (W)**

(See under Philosophy for full description.)

**REL 219 Medieval Philosophy (Same as Philosophy 260) (Not offered 2004-2005) (W)**

(See under Philosophy for full description.)

**REL 220(S) Modern Christian Thought**

This course tracks the major developments in Christian thought from the Reformation to the nineteenth century. We will begin by examining the background to the Reformation, showing how the Reformation along with its precursors indirectly helped to usher in a modern world that placed greater emphasis on

## Religion

the value of selfhood and moral autonomy, encouraged the emergence of the Enlightenment and scientific rationality, and helped to lead to the cultural and political realignment of nation-states. We will conclude by assessing the attempts of eighteenth and nineteenth century philosophers and theologians to salvage a moral if no longer normative place for Christianity at the table of modernity, a process that continues to grow ever more ambivalent.

This course will include a lecture and discussion component, student presentations, two 5- to 7-page writing assignments and a final research paper (12-15 pages).

*Open to all classes without prerequisites. Enrollment limit 30 (expected 15).*

Hour: 9:55-11:10 TR

SHUCK

### NORTH AMERICAN RELIGIONS

#### **REL 221(F) New Religions in North America**

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: 1:10-2:25 MR

SHUCK

#### **REL 222(S) Apocalypse in Contemporary North American Religious Thought**

Apocalyptic thought pervades much of contemporary American culture, whether among Protestant evangelicals, new religions, novelists and filmmakers, or even scientists and environmentalists who warn of ecological catastrophe and the deadly consequences of nuclear proliferation. Many recent philosophers and theologians have also contributed to apocalyptic thinking, writing about the "End of history" and the "Death of God," for example. What does it all mean? Are we witnessing a remarkable consensus that the End has indeed arrived? No, not exactly. This course will introduce, using historical, sociological, and philosophical accounts, how Americans have thought about and continue to think about questions of the End. Students will be evaluated on the basis of periodic response papers (1-2 pages), 2 short papers (5-7 pages) and a final paper (12-15 pages), and their participation and thoughtful discussion of the key issues raised in the course. Lecture/discussion.

Open to all classes without prerequisite. *Enrollment limit 30 (expected 15).*

Hour: 1:10-3:50 T

SHUCK

### THE ISLAMIC TRADITION

#### **REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\***

One of the two most consequential texts in human history, the Qur'an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God's most important sign (and also because it is relatively short) millions have memorized it and the art of Qur'anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily as a text that the Qur'an exists in itself and in the minds of Muslims. The text of the Qur'an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur'an's understanding of itself in relation to other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur'anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.

Format: lecture/discussion. Requirements: three essays (6-8 pages) based on class materials (at least one will have a revision process). Students able to read the Arabic text may substitute work in a collateral

## Religion

reading group of the Qur'an in Arabic for one of the essays.  
No prerequisites. *Enrollment limit: 19 (expected: 10). Open to all.*  
Hour: 2:35-3:50 MR

DARROW

### **REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel231.html)

DARROW

### **REL 232(S) Women and Islam (Same as History 309 and Women's and Gender Studies 232)\***

This course will be an introduction to Islamic religion and culture that takes issues of gender as its organizing focus. We begin with a consideration of notions of honor, purity, and the dangerous feminine in the Mediterranean machismo world. We will then give attention to the career and teaching of the Prophet Muhammad (PBUH) and the role played by women in the establishment of Islam, as well as to the Quranic understanding of the relation of the sexes. We then examine the relation of the sexes as reflected in legal, mystical, literary, and folkloristic texts with special attention to the relation of sexual and sacral desire. This will allow us to consider the cultural ecological foundations of the creation of male and female identity in Islam as well as the importance of class difference (e.g., village versus city, rich versus poor) that must be recognized in a careful examination of this issue. We conclude with a consideration based both on literature and the social analysis of contemporary debate about the role of women in Islam and why this issue is in many ways the centerpiece of the problem of Muslim identity in the modern world.

Format: lecture/discussion. Requirements: two 4- to 6-page papers and a final exam.

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

Hour: 8:30-9:45 TR

DARROW

### **REL 233 Islamic Mysticism: The Sufis (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel233.html)

DARROW

### **REL 234 Religion and Revolution in Iran (Same as History 409) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel234.html)

DARROW

### **REL 236(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211)\***

The collapse of the Soviet Union, the recognition of untapped mineral wealth, and Islamic resurgence have all led to an increased focus on Central Asia and its neighbors, Russia, China, the Middle East. This course will be an introduction to the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a lecture course that will introduce the salient themes and issues that are necessary for understanding these areas. The course will inevitably be deeply comparative focusing on themes of "the clash of civilizations," the construction of national identities, notions of ethnicity and the treatment of ethnic minorities, resurgent religious movements, and the relation of state and civil society. This course will also function as an introduction to doing social scientific research on these areas and special attention will be devoted to the preparation of a research paper.

Format: lecture/discussion. Requirements: weekly responses, three short essays (4-6 pages), and one research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to first-year students and sophomores.*

Hour: 11:00-12:15 MWF

DARROW

## THE SOUTH-ASIAN TRADITIONS

### **REL 240(F) Hindu Traditions\***

Whether or not the implied unity of the term "Hinduism" reflected existing conditions on the South Asian subcontinent when it was first coined in the nineteenth century, the idea of an all-embracing "Hinduism" or "Hindu religion" has now long been in use in self-recognized Hindu communities around the world. This course will introduce students to the historical emergence of two contemporary Hindu traditions. We shall first consider the Hinduism of modern-day Bali, in which doctrine and practice have been articulated in terms of Indonesian state-bureaucratic regulations regarding the nature of "legitimate" religion. We shall then examine the emergence of "Hindu nationalism" in contemporary India and the rise of the Bharatiya Janata Party. In each case, special attention will be paid to the representation of tradition and alterity, as well as to the deployment of both scriptural and other modes of authority. The course will offer an overview of broadly western scholarship on Hinduism, and the ways in which scholars have engaged with each of these two Hindu traditions.

Format: lecture/discussion. Requirements: full and active participation, one 5-page essay and one 10-page final paper.

No prerequisites. *Enrollment limit: 30 (expected 15).*

Hour: 11:20-12:35 TR

FOX

### **REL 241 Hinduism: Construction of a Tradition (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel241.html)

DREYFUS

## Religion

### **REL 242 Buddhism: Concepts and Practices (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel242.html)

DREYFUS

### **REL 243 Buddhist Philosophy (Same as Philosophy 243) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel243.html)

DREYFUS

### **REL 244 Knowledge and Reality in Indian Thought (Same as Philosophy 238) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel244.html)

DREYFUS

### **REL 245 Tibetan Civilization (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel245.html)

DREYFUS

### **REL 246 Gender and Religion in South Asia (Same as Women's and Gender Studies 246) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel246.html)

GUTSCHOW

### **REL 248(S) Gender, Religion and the State\***

Women in several Southeast Asian countries have long been subjected to various forms of paternalistic authority through state institutions such as village-regulated family planning and mandatory participation in women's civil and religious groups. However, the networks established through these institutions have often been mobilized in different ways to challenge the very paternalism that created them. In this course, in addition to selected readings, students will analyze a series of educational television broadcasts and other state media (in translation), and consider the ways in which religion has been deployed in discourses on citizenship, motherhood and the family. Through critical readings and the analysis of examples from Southeast Asia, students will be challenged to examine the question of whether Euro-American scholarship on gender tends to naturalize a western, secularist (and arguably urban intellectual elite) model of progressive politics. Format: seminar. Requirements: full and active participation, one seminar presentation and one 10-page final paper.

No prerequisites. *Enrollment limit: 30 (expected 15).*

Hour: 11:20-12:35 TR

FOX

### **REL 250 Buddhism in Society (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel250.html)

DREYFUS

## COMPARATIVE INQUIRY

### **REL 270T Father Abraham: The First Patriarch (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/rel/rel270.html)

DARROW

### **REL 271T Saints and Sainthood (Same as Anthropology 247T) (Not offered 2004-2005) (W)**

(See under Anthropology for full description.)

### **REL 272(S) Mass Media and Religious Violence\***

Both religion and violence are often attributed in scholarly and popular discourse to a given society's failure to achieve modernity. However, such understandings usually rest on the unreflectively ethnocentric assumption that modernity equals secularity, and that religion is at best a private matter, or (more commonly)—like violence—a residual to be explained away in terms of socio-political or economic factors. Organized around a series of media sessions, lectures and discussions, this course will examine specific conflicts and outbreaks of violence as represented in mainstream Euro-American and Southeast Asian mass media, with a special emphasis on their respective assumptions regarding the nature of religion and religious difference. Students will consider critically the extent to which modern mass media are crucial to—or even constitutive of—public understandings of religion-related violence as well as the path to resolution.

Format: media sessions/lecture/discussion. Requirements: full and active participation, one 5-page essay and one 10-page final paper.

No prerequisites. *Enrollment limit: 30 (expected 15).*

Hour: 1:10-3:50 W

FOX

### **REL 273 Sacred Geographies (Same as Anthropology 273 and INTR 273) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel273.html)

DARROW and JUST

### **REL 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Classics 274) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/rel/rel274.html)

BUELL

### **REL 276 Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/rel/rel288.html)

DREYFUS

### **REL 278(F) Asceticism and the Body**

Asceticism can be seen as a complex of self-renunciatory and contemplative beliefs and practices. Rather than constituting a single phenomenon, it will be viewed as a cluster of micropatterns that vary with



historical and cultural contexts. Are these beliefs and practices a subordinate part of larger religious systems or are they “the operating systems” of every religion and culture? How do recent modern and post-modern analyses of body, love, desire, gender, pleasure and pain, contribute to our understanding of asceticism? How are asceticism and mysticism related? Are ascetic patterns exhibited in other cultural practices such as sport and dance? Can asceticism be related to such phenomena as anorexia and torture? Do some analyses of the metaphysical and psychological foundations of asceticism themselves reflect covert attachments to ascetic ideals? First-person accounts and writings describing the lives of selected Christian, Upanisadic and Buddhist sages, saints and mystics as well as the literature of dance and athletics will be considered. Modern and postmodern works such as those of Freud, Nietzsche, Weber, Merleau-Ponty, Foucault, Deleuze and Guattari, Kristeva and Irigaray as they bear upon questions associated with asceticism will also be analyzed.

Lecture/discussion. Requirements: active participation in class, three essays (5-7 pages).

*Enrollment limit: 30 (expected 15).*

Hour: 11:00-12:15 MW

WYSCHOGROD

**REL 279(F) Big Games: The Spiritual Significance of Sports (Same as Philosophy 226)**  
(See under Philosophy for full description.)

#### CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

**REL 282(S) Real Fakes (Same as INTR 275 and English 240)**  
(See under IPECS—INTR 275 for full description.)

**REL 283(F) Arguing about God (Same as Philosophy 270)**  
(See under Philosophy for full description.)

**REL 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/rel/rel287.html)

DREYFUS

**REL 289 Network Culture (Same as ArtH 268, ArtS 212 and INTR 242) (Not offered 2004-2005)**

(See under IPECS—INTR 242.)

*Satisfies one semester of the Division II requirement.*

**REL 291 Religion and the Ethic of Deconstruction: a Cross-cultural Perspective (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/rel/rel291.html)

DREYFUS

**REL 301 Psychology of Religion (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/rel/rel301.html)

TAYLOR

**REL 302 Religion and Society (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel302.html)

**REL 303 (formerly 313) Reality (Same as INTR 313 and Philosophy 313) (Not offered 2004-2005)**

(www.williams.edu/Registrar/catalog/depts/rel/rel303.html)

TAYLOR

**REL 304 From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344) (Not offered 2004-2005)\***

(www.williams.edu/Registrar/catalog/depts/rel/rel304.html)

DREYFUS

**REL 305T (formerly 285) Haunted: Ghosts in the Study of Religion (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/rel/rel305.html)

BUELL

**REL 306 Feminist Approaches to Religion (Same as Women's and Gender Studies 282) (Not offered 2004-2005) (W)**

(www.williams.edu/Registrar/catalog/depts/rel/rel306.html)

BUELL

**REL 308(S) (formerly 275) Shopping: Desire, Compulsion and Consumption**

If the workplace was the essential site of modernity, then the shopping mall is the quintessential site of postmodernity; the place where consumption trumps production and, it has been argued, our only remaining public space. This course will focus on the experience of shopping, focusing on three themes. First we will explore the manufacturing of desire on which consumption must depend. We will critique the tired critiques of advertising and explore in more depth the neurotic and erotic dimensions of the creation of desire for objects. We will then turn to some comparative and historical analysis contrasting the experience of shopping in traditional bazaars and contemporary malls, as well as exploring the history of consumerism from the eighteenth century through the current phenomena of globalization. Finally, we will explore the place of shopping in our collective imaginations, attending especially to the relation between the gendering of the shopping experience and expressions of contempt and outrage toward consumerism, with a special focus on the discourse on Christmas in American society.

Format: lecture/discussion. Requirements: three essays (4-6 pages) and one ethnographic account (4-6

## Religion, Romance Languages

pages).

No prerequisites. *Enrollment limit: 40 (expected: 20). Open to all.*

Hour: 2:35-3:50 MR

DARROW

**REL 314 Complexity (Same as INTR 314 and Philosophy 354) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/rel/rel314.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel314.html))

TAYLOR

**REL 333 Money (Same as INTR 333) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/rel/rel333.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel333.html))

TAYLOR

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

**REL 402(F) Issues in the Study of Religion**

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 2004: *Shamanism and Healing*.

Requirements: class reports, papers, and substantial research projects.

Prerequisites: senior major status *or* permission of instructor. *Enrollment limit: 15 (expected: 12).*

Hour: 1:10-3:50 W

DARROW

**REL 493(F)-W031; W031-494(S) Senior Thesis**

## ROMANCE LANGUAGES (Div. I)

*Chair, Professor GENE BELL-VILLADA*

Professors: BELL-VILLADA, NORTON. ROUHI\*. Assistant Professors: FOX\*, FRENCH, MARTIN, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Assistant Professors: ABDELNOUR, BURKE. Lecturer: DESROSIERS. Teaching Associates: AHOUEANGNIMON, CARLI, FURONES, GAMARRA, RODRÍGUEZ DE TEMBLEQUE.

## 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 103-104 level with optimally one course each from the following areas:

- 1) Poetry and Poetics
- 2) Prose Narrative and Fiction
- 3) Theatre and Dramatic Literature
- 4) Thematics, Special Topics, Survey Courses

Students must also take a 400-level capstone seminar which may count toward any of the four required areas.

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

Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W031-494). The thesis will be written in French and will usually be in the range of from forty to sixty pages. Candidates are expected to submit thesis proposals in May of their junior year. By the end of the first semester of the senior year, students will normally have finished the research for the thesis. By the end of the winter study period, candidates will submit to the department an outline and rough draft of their work. At this time, the student will make a presentation of his project at a departmental colloquium. The thesis will be discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent revising and rewriting the thesis. The completed dissertation in its final form will be due at the end of April. The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030). At the end of the spring semester the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

#### 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 1 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 normal-

## Romance Languages

ly associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

### LANGUAGE AND CIVILIZATION COURSES

#### **RLFR 101(F)-W088-102(S) Elementary French**

This is a year-long course which offers a thorough introduction to basic French language skills: understanding, speaking, reading, and writing.

Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on quizzes, midterm and final exams, compositions, and class participation.

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

For students who have taken less than two years of French in high school.

Hour: 9:00-9:50 MTWRF

9:00-9:50 MTWRF

First Semester: MARTIN

Second Semester: PIEPRZAK

#### **RLFR 103(F) Intermediate French**

The first semester of intermediate French continues and enhances the language skills begun in French 101-102. Greater emphasis is placed on the integration of vocabulary and grammatical structures into meaningful contexts so as to expand reading and comprehension as well as written and oral self-expression. The course joins the development of written and oral skills to a review of significant aspects of French grammar, which are now studied in greater depth and used with greater understanding. Francophone cultures will be presented through the reading of short literary and journalistic texts, the screening of films, and the analysis of other cultural realia. *Conducted in French.*

Format: class meets for four hours a week and includes a mandatory language laboratory component.

Requirements: class participation, oral class presentations, short papers, exams, and quizzes.

Prerequisites: French 101-102 or examination placement. *Enrollment limit: 20 (expected: 20).*

*NOTE: Students should seriously consider taking French 103 AND 104 if they intend to enroll in more advanced French courses at the level of French 105 or above.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

Conference: 1:10-2 W, 2:10-3 W

PIEPRZAK, MARTIN

#### **RLFR 104(S) Advanced Intermediate French**

The goal of this course is to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (specifically those of French 103). The course will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. Textual resources will be drawn from literary and cultural settings and will be used to develop basic analytical skills in French. *Conducted in French.*

Requirements: class participation, oral class presentations, short papers, quizzes, and exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20).*

Hour: 11:20-12:35 TR

Conference: 2:10-3 W

NORTON

#### **RLFR 105(F) Studies in French Language and Culture**

The goal of this advanced language course is to strengthen students' skills in speaking, writing, and thinking in French, while at the same time developing their knowledge of French culture as it has been expressed through the centuries in literature, art, history, and—more recently—film. Grammar will be reviewed, and texts will be chosen from French and Francophone sources. *Conducted in French.*

Requirements: short papers, regular quizzes and exams, oral presentations, and active participation in class discussions.

Prerequisites: French 104, an SAT score of 600, or by placement.

Hour: 11:20-12:35 TR

NORTON

### LITERATURE COURSES

#### **RLFR 109(F) Introduction to French Literature: Laughter and Despair**

Through an organized web of obsessions, this course will introduce students to some seminal moments of French literature and culture. In the face of human misery and futility, the writers selected respond in a multiplicity of ways, ranging from despair to laughter. The course will gravitate around dialectically opposed though not exclusive notions such as seriousness and frivolity (frivolous seriousness, serious frivolity), depth and superficiality, being and appearance, the Court and the City. By establishing connections between the various genres and periods, the course will show how the reading of one text infects and enhances our understanding of another. Readings will include: Villon, Du Bellay, Ronsard, Pascal, Molière, Perrault, Constant, Flaubert, and Ionesco. *Conducted in French.*

Requirements: class participation, several short papers, an oral presentation, and an hour exam.

Prerequisites: French 104 or 105 or by placement test or by permission of instructor.

Hour: 9:55-11:10 TR

NORTON

## Romance Languages

### **RLFR 110(S) War and Resistance: Two Centuries of War Literature in France, 1804-2004**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to France's controversial role in the current "War on Terror" (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to medieval texts on Charlemagne, Arthur, Lancelot, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoléonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the current "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Barbusse, Céline, Malraux, Wiesel, Duras, and Fanon. Films to include works by Resnais, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

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

Hour: 1:10-2:25 TF

MARTIN

### **RLFR 111(F) Introduction to Francophone Literature: Roots, Families, Nations\***

Mothers, sisters, fathers, brothers, cousins. Orphans, illegitimate children, runaways, exiles. As Leo Tolstoy wrote in the opening of his 1877 novel, *Anna Karenina*, "All happy families resemble one another; every unhappy family is unhappy in its own fashion." The Francophone world, stretching across Europe, Africa, the Middle East, Asia and the Americas, has often been described as an unhappy family, joined by a shared language, but also by a problematic history. Through fiction and film, this course will examine how writers and filmmakers from the Francophone world have approached the idea of family both literally and metaphorically, using the idea of family to explore questions of identity, origins, colonialism, resistance, nationhood and interconnectedness in a global community. Authors we will read include: Henri Lopes (Congo), Leila Sebbar (France/Algeria), Driss Chraïbi (Morocco), Dany Laferrière (Haiti), Maryse Condé (Guadeloupe), Aimé Césaire (Martinique), Assia Djebar (Algeria), and Linda Lê (Vietnam). *Conducted in French.*

Requirements: active class participation, Blackboard postings, two short papers, an oral presentation, and a final paper.

Prerequisites: French 109 or above or results of the College Placement Examination, or permission of instructor. *Enrollment limit:* 20. (*expected:* 15).

Hour: 1:10-2:25 TR

PIEPRZAK

### **RLFR 204(S) The Spirit of the Renaissance: Rediscovery and Invention**

The seminar will examine the literary culture of France in the sixteenth century through selected masterworks of poetry and prose. During the age that marks the transition between the Middle Ages and neoclassicism, French society is engaged in a process of vigorous experimentation in such themes and issues as individualism, spontaneity, inspiration, eroticism, literary genre, poetics, the visual arts, and social conflict. We will give particular attention to the shift from oral to printed culture and the setting of individual works within the context of modern theories of language and writing. Authors to be studied: Rabelais, Du Bellay, Ronsard, and Montaigne. *Conducted in French.*

Requirements: class participation, two short papers, an oral presentation, and a final exam.

Prerequisites: French 109, 110, 112 or permission of the instructor.

Hour: 9:55-11:10 TR

NORTON

### **RLFR 211(F) The Poetry of Revolution and Modernism: Baudelaire, Rimbaud, Mallarmé**

With modernism begins a revolt that writes itself *in* as well as *against* language. Poetry in France, especially from 1850 on, initiates a revolution. It seeks to subvert the world and the word, to open consciousness to untried experiences of the real, and to call into question the forms of representation by which society and culture maintain their power. The course will focus attention on the subversive intent of three major nineteenth-century poets whose works attempt to create a truly revolutionary and modern consciousness which will define French literature and criticism well into the late-twentieth century. Subjects to be discussed in depth will include: (1) the search for the unknown; (2) the escape from the everyday world; (3) the attitude toward nature and the modern city; (4) the use of symbol and allegory; (5) the power of memory in poetic re-creation; (6) the nature of the prose poem as a new modernist genre; (7) the genesis of symbolism; (8) the place of love and fantasy in poetic experience; and (9) the relation of music (Claude Debussy, Pierre Boulez, Jim Morrison) to poetic expression. In particular, the works of each poet will be discussed in relation to the historical and cultural events of the time: Baudelaire and the modernization of Paris and Second Empire style; Rimbaud and the insurrection of the Paris Commune; Mallarmé and fin-de-siècle and symbolist aesthetics. Readings will include Baudelaire's *Les Fleurs du mal* and *Le Spleen de Paris*; Rimbaud's early poems, *Une Saison en enfer*, and *Les Illuminations*; and Mallarmé's *Poésies*; plus critical writings by Benjamin, Blanchot, Kristeva, and Bonnefoy. *Conducted in French.*

## Romance Languages

Requirements: active participation in class discussions, two papers, two one hour exams, and oral class presentations.

Prerequisites: French 109 or 110 or permission of the instructor.

Hour: 1:10-3:50 W

STAMELMAN

### **RLFR 212 Sister Revolutions in France and America (Same as Leadership Studies 212 and History 393) (Not offered 2004-2005)**

(See under Leadership Studies for full description.)

### **RLFR 215 The Fashioning of Fashion: Theory and Practice (Same as Comparative Literature 215) (Not offered 2004-2005)**

(See under Comparative Literature for full description.)

### **RLFR 226 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Not offered 2004-2005; to be offered 2005-2006)\***

([www.williams.edu/Registrar/catalog/depts/rlfr/rlfr226.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr226.html))

PIEPRZAK

### **RLFR 310(S) Sexuality and Seduction in Nineteenth and Twentieth-Century France**

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, inter-generational lovers, and bi-racial relationships. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth- and twentieth-century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

*Enrollment limit: 20 (expected: 15).*

Hour: 2:35-3:50 TF

MARTIN

### **RLFR 312(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 MR

DUNN

### **RLFR 330 The Poetics and Politics of Memory (Not offered 2004-2005; to be offered 2005-2006)**

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr330.html>)

STAMELMAN

### **RLFR 408(S) Senior Seminar. Imagined Algeria: Silenced Histories and Dismembered Narratives (W)\***

Before his assassination in 1993, Algerian novelist Tahar Djaout wrote: "If you speak up, you die. If you don't speak up, you die. So speak up and die!" Reflecting the country's painful history, the modern literary landscape of Algeria is a topography of reification, exile, and erasure. Algeria was a French colonial possession from 1830 to 1962; in 1954 an eight year war of independence started that took approximately one million Algerian lives; since 1992 the country has endured an unspoken but deadly civil war in which over 100,000 people have died and over 7000 "disappeared." In this class we will examine the politics of representation in literary and visual texts of Algeria from the colonial period to the present. We will examine the creation and erasure of the colonial subject, the plurality and suppression of language, the fabrication of national myth, the writing of trauma and narratives from exile that attempt to piece together the broken bodies of a nation. Readings include works by the following authors: Assia Djebar, Anouar Benmalek, Kateb Yacine, Albert Camus, Emmanuel Roblès, Tahar Djaout, Nabile Farès, Malek Alloula, and Jacques Derrida. *Conducted in French.*

Requirements: active class participation, postings on Blackboard, two short papers, an oral presentation and a final 15-page paper.

Prerequisites: French 109, 110, 111 or permission of instructor. *Enrollment limit: 15 (expected: 10).*

Hour: 1:20-2:25 MR

PIEPRZAK

## Romance Languages

### RLFR W030 Honors Essay

### RLFR 493(F)-W031-494(S) Senior Thesis

### RLFR 497(F), 498(S) Independent Study

### RLFR 511(F) Intensive Grammar and Translation

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history. *Conducted in English.*

Evaluation will be based on participation, papers, a midterm, and a final exam.

*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)-W088-102(S) Elementary Italian

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class, which meets five hours a week, is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

*Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.*

Hour: 9:00-9:50 MWF and 8:30-9:45 TR

NICASTRO

### RLIT 103(F) Intermediate Italian

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 25 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

**RLIT 219(S) Venice: City of Stone, Water, and Dreams (Same as Comparative Literature 219)**  
(See under Comparative Literature for full description.)

## SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 301, any 200 level or above (*excluding RLSP 205 and RLSP 303*), and 403.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

### THE DEGREE WITH HONORS IN SPANISH

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to devote to their theses two semesters of Independent Study (beyond the nine courses required for the major—and the win-

## *Romance Languages*

ter study period of their senior year (493-W031-494). The thesis will be written in Spanish and will usually be in the range of from forty to sixty pages. Candidates are encouraged to submit thesis proposals in May of their junior year. By the end of the first semester of the senior year, students will normally have finished the research for the thesis. By the end of the winter study period, candidates will submit to the department a completed first draft of their work. At this time, the student will make a presentation of his project at a departmental colloquium. The thesis will be discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent revising and rewriting the thesis. The completed dissertation in its final form will be due at the end of April.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

### THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

List of possible electives in other departments:

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America  
Anthropology 216 Native Peoples of Latin America  
Anthropology 217 Mesoamerican Civilizations  
ArH 200 Art of Mesoamerica  
ArH 209/Anthropology 219 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba  
Economics 226 Economic Development and Change in Latin America  
History 242 Latin-America from Conquest to Independence  
History 243 Modern Latin America, 1822 to the Present  
Political Science 344 Rebels and Revolution in Latin America (Deleted 2004-2005)  
Political Science 349T Cuba and the United States

Other electives may likewise be considered as departments create new courses. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

### PLACEMENT

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first-year students who wish to register for any Spanish courses above the 101 level must take this test.

### STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to include study in Spain or Latin America as part of their program at Williams. Through its special ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in a Spanish-speaking environment, for periods either of a semester or a year. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

### **RLSP 101(F)-W088-102(S) Elementary Spanish**

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is 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



## Romance Languages

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: 9:00-9:50 MWF and 8:55-9:45 TR  
9:00-9:50 MWF and 8:55-9:45 TR

First Semester: BURKE  
Second Semester: ABDELNOUR

### **RLSP 103(F) Intermediate Spanish**

This course is a continuation of Spanish 101-102. It focuses on the review of grammar and stresses the spoken as well as the written tongue. Films and reading selections will explore the cultures and current issues of Spain and Latin America. Format: class meets four hours a week. Requirements: weekly written exercises of 1 to 2 pages, regularity of class participation, oral reports, frequent quizzes, and a final exam.

Prerequisites: Spanish 101-W-102 or results of the Williams College placement exam. *Enrollment limit: 22 per section (expected: 22 per section).* Two sections.

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conference: 2:10-3 W, 3:10-4 W

BELL-VILLADA, FRENCH

### **RLSP 104(S) Upper Intermediate Spanish**

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.

Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam.

Prerequisites: Spanish 103 or the results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 10:00-10:50 MWF, 11:00-11:50, MWF Conference: 2:10-3 W, 3:10-4 W

BURKE

### **RLSP 105(F) Advanced Composition and Conversation**

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on selected short stories by Peninsular writers, write frequent compositions, and perform regular exercises using the World Wide Web. Conducted in Spanish.

Evaluation will be based on regularity of class participation, frequent quizzes and compositions, and a final exam. This course requires students to have produced 20 or more pages of writing by the end of the semester.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Conference: 2:10-3 W, 3:10-4 W

ABDELNOUR

### **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.*

Hour: 11:00-11:50 MWF

Conference: 2:10-3 W, 3:10-4 W

BELL-VILLADA

### **RLSP 200(S) (formerly 112) Latin-American Civilizations\***

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Requirements: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final.

Prerequisites: Spanish 105 or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 9:55-11:10 TR

FRENCH

### **RLSP 201(F) (formerly 111) The Cultures of Spain**

Linguistically, culturally, and historically, the Iberian peninsula bears the traces of the past civilizations that once inhabited the land. Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews have all been instrumental in shaping the modern nation and the contributions of these groups are the starting point in any understanding of Spain's rich cultural heritage and traditions. Cultural diversity in contemporary Spain reflects at once the distinct autonomous regions which constitute the socio-political fabric of the country, such as Catalonia and the Basque Country, and also patterns of migration both within and beyond the European Union. In this course we will examine and consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as censorship and repression, brought about by

## Romance Languages

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: 12:00-12:50 MWF

BURKE

### **RLSP 202(S) The Generation of 1898 (W)**

A study of the poetry, essays, and novels of major authors of the “generacion del 98” in light of the intellectual and historical context of the period. We will read works by Unamuno, Machado, Azorin, Blasco Ibanez, Baroja, and Ortega y Gasset among others, aiming to understand not only the aesthetic and intellectual priorities and concerns of each writer, but also the ways in which the works relate to one another. *Conducted in Spanish.*

Format: discussion/seminar. Evaluation will be based on class participation, several short writing assignments, and a final paper. At least two of the short assignments will be edited and re-written; the final paper will be handed in as a draft first and then edited.

Prerequisite: Spanish 105 or higher. *Enrollment limit: 19 (expected: 19). Preference given to majors and students with a background in literature.*

Hour: 1:10-2:25 TF

BURKE

### **RLSP 203 Major Latin-American Authors: 1880 to the Present (Not offered 2004-2005; to be offered 2005-2006) (W)\***

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp203.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp203.html))

BELL-VILLADA

### **RLSP 205(S) The Latin-American Novel in Translation (Same as Comparative Literature 205)\***

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*.

Requirements: class participation, two brief papers, a midterm, and a final exam.

*Does not carry credit for the Spanish major or the certificate.*

Hour: 2:35-3:50 MR

BELL-VILLADA

### **RLSP 208 The Spanish Civil War in Literature and Film (Not offered 2004-2005; to be offered 2005-2006)**

([www.williams.edu/Registrar/catalog/depts/rlsp/rlsp208.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp208.html))

FOX

### **RLSP 211(F) Survey of Medieval and Golden Age Spanish Literature**

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. *Conducted in Spanish.*

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisites: Spanish 105 or permission of instructor.

Hour: 1:10-2:25 TF

ABDELNOUR

### **RLSP 301(S) Cervantes' *Don Quijote* (W)**

This course is an in-depth study of Cervantes' masterpiece *Don Quijote*. With this novel, Cervantes forever transformed the European literary landscape and the future of prose fiction. We will consider the singularity of Cervantes' achievement from the perspectives of language, literature, and culture. The literary and social background of the period will also shape our understanding of the work's historical context. Additional reading will include a selection of major critical studies. *Conducted in Spanish.*

Format: seminar. Evaluation will be based on meaningful class participation and 20-25 pages of writing divided into several discrete assignments, some of which will include rewriting, and a final paper.

Prerequisites: any 200-level Spanish course. *Enrollment limit: 19 (expected: 15).*

Hour: 1:10-2:25 MR

ABDELNOUR

### **RLSP 403(F) Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel\***

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by Garcia Marquez, Carpentier, Fuentes, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound. *Conducted in Spanish.*

## Romance Languages, Russian

Format: seminar. Requirements: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam.

Prerequisite: any 300-level course or two 200-level courses or permission of the instructor. *Enrollment limit: 15 (expected: 8). Preference given to Spanish majors, and students with a background in literature.*

Hour: 2:35-3:50 MR

BELL-VILLADA

**RLSP W030 Honors Essay**

**RLSP 493(F)-W031-494(S) Senior Thesis**

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

## RUSSIAN (Div. I)

Chair, Professor BRUCE KIEFFER

Professor: GOLDSTEIN. Associate Professor: CASSIDAY\*. Assistant Professor: VAN DE STADT\*. Visiting Assistant Professors: HOPE, SKOMP. Teaching Associate: DZYUBA.

### LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W088-102 covers the basics of Russian grammar. Russian 103 and 104 offer additional instruction in grammar and provide extensive practice in reading and conversation. Russian 201 and 202 aim to develop facility in speaking, writing, and reading.

### STUDY ABROAD

The department strongly encourages students desiring to attain fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisite for study abroad.

### LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature and culture in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with the major achievements in Russian literary and cultural history.

### THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand his or her knowledge in a related field.

The course of study for the certificate gives credit for Russian 101 and 102, which do not count toward the major. Students who enter Williams with previous training in Russian may substitute more advanced courses for the 100- and 200-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must receive a score of at least 85% on a standardized language proficiency test administered by the department.

### Required Courses

101  
102  
103  
104  
201

### Electives

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

### MAJORS

The department supports two distinct majors: *Russian Literature* and *Russian Studies*.

#### *Russian Literature*

The Russian Literature major consists of ten courses. Students selecting this major should usually have completed Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take a 400-level Russian course in their senior year, even if they have previously taken another 400-level class.

## Russian

### Required Courses

Russian 103, 104 Intermediate Russian  
Russian 201, 202 Advanced Russian  
Russian 402 Senior Seminar

### Electives

Five other courses. At least two must focus on topics in Russian literature. One may be a relevant course offered in other departments and programs such as Comparative Literature, Economics, History, and Sociology.

Russian Literature majors may receive major credit for up to four courses taken during study abroad.

### Russian Studies

Russian Studies offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art.

The Russian Studies major consists of ten courses. Students selecting the major must normally complete Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version.

### Required Courses

Russian 103, 104 Intermediate Russian, or the equivalent  
Russian 201, 202 Advanced Russian  
Russian 402 Senior Seminar

### Electives

Five other courses drawn from Russian offerings above 202 and offerings in other departments chosen in consultation with the chair of the Russian Department. The electives must include courses from at least two departments other than Russian. Examples of appropriate courses in other departments are:

Economics 365 Economic Reform in Eastern Europe and the Former Soviet Union  
History 140 *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay  
History 240 Muscovy and the Russian Empire  
History 241 The Rise of the Soviet Union  
History 440 Reform, Revolution, Terror: Russia, 1900-1939  
History 441 Gorbachev and the Collapse of the Soviet Union

Russian Studies majors may receive major credit for as many as four courses taken during study abroad.

### THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493- W031-494) of honors quality.

### **RUSS 101(F)-W088-102(S) Elementary Russian**

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 202.

Format: the class meets five hours a week. Regular assignments requiring work in the language lab are given. Requirements: active class participation, completion of all written and lab assignments, quizzes, tests, and a final exam.

Credit granted only if both semesters are taken. Students electing this course are required to attend and pass the sustaining program in the winter study period.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR  
9:00-9:50 MWF and 8:30-9:45 TR

First Semester: SKOMP  
Second Semester: HOPE

### **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: HOPE  
Second Semester: GOLDSTEIN

**RUSS 201(F), 202(S) Advanced Russian**

This course focuses on vocabulary building and intensive development of reading, spoken, and written skills. Conversation is not so much emphasized as is the ability to present and defend a point of view. A wide variety of literary and journalistic texts will be read and discussed. Russian television news and films will also be viewed.

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, several short essays, and a final exam.

Prerequisites for 201: Russian 104 *or* permission of instructor.

Prerequisites for 202: Russian 201 *or* permission of instructor.

Students considering study in Russia are strongly advised to complete these courses before embarking on such study.

Hour: 11:00-11:50 MWF  
11:00-11:50 MWF

First Semester: GOLDSTEIN  
Second Semester: SKOMP

**RUSS 203 Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/russ/russ203.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ203.html))

HOPE

**RUSS 204(F) Freeze, Thaw, Resurrection: Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (W)**

During the twentieth century, Russian literature transformed itself many times, evolving through prescriptive literary norms, a renewed interest in "truth-telling," and experimentation with form and subject matter. In this course, we will study examples of the avant-garde, Socialist Realism, experimental prose, the literature of emigration, youth prose, urban prose, Gulag literature, and dystopian literature. Where appropriate, we will devote special attention to the links between Russian history and literature, and we will also consider the Russian incarnations of modernism and postmodernism in relation to their world literature counterparts. Though prose fiction in the form of novels, novellas and short stories will feature as the center of the course, we will supplement these readings with the occasional study of poetry and a few film screenings. Readings by Belyi, Bulgakov, Pasternak, Nabokov, Solzhenitsyn, Zamiatin, and others. Knowledge of Russian is not required. *All readings will be in English.*

Format: lecture/discussion. Requirements: thoughtful and active class participation, regular postings on the course's Blackboard web site, occasional one-page response papers, three short papers, and a final research paper or project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors in Russian and Comparative Literature.*

Hour: 11:20-12:35 TR

SKOMP

**RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History**

This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. *Knowledge of Russian is not required.* Requirements: several short written assignments and class presentations, a final project involving research in some aspect of Russian culinary history, and participation in a communal feast.

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

Hour: 1:10-2:25 MR

GOLDSTEIN

**RUSS 208 History of Russian Art (Same as Arth 266) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/russ/russ208.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ208.html))

GOLDSTEIN

**RUSS 210T Tolstoy: The Major Novels (Same as Comparative Literature 210T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/russ/russ210.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ210.html))

CASSIDAY

**RUSS 222 The Russian Short Story (Same as Comparative Literature 222) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/russ/russ222.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ222.html))

VAN DE STADT

*Russian, Science and Technology Studies*

**RUSS 301 Russian and Soviet Film (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/russ/russ301.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ301.html))

CASSIDAY

**RUSS 303 Russia in Revolution (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/russ/russ303.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ303.html))

CASSIDAY

**RUSS 305(S) Dostoevsky and His Age (Same as Comparative Literature 305)**

This course will examine the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings will include Dostoevsky's highly influential novella, *Notes from Underground*, his first major novel, *Crime and Punishment*, his masterpiece, *The Brother Karamazov*, and several shorter works. Over the course of the semester, we will talk about Dostoevskii's age and society, examining the larger trends and problems reflected in his novels: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; religious and philosophical debate. *All readings will be in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, an article review presented orally to the class, and a final research project.

No prerequisites. *No enrollment limit (expected: 30).*

Hour: 2:35-3:50 MR

HOPE

**RUSS 307 Music and Nineteenth-Century Russian Literature (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/russ/russ307.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ307.html))

VAN DE STADT

**RUSS 402(S) Senior Seminar: Real Men, Real Women? Gender in 20th-Century Russian Literature**

In this course, we will explore the contentious topic of gender in a Russian context by examining an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. By interrogating these representations, we will assess what it means (and what it has meant) to be a Russian man or woman, and in the process, we may challenge some of our own Western assumptions about gender constructs. As we identify and analyze the characteristics of ideal/real men and women, we will consider how and whether gender stereotypes are reinforced or shattered in the works of contemporary authors. Readings by Babel, Maiakovskii, Nabokov, Pelevin, Petrushevskiaia, Tolstaia, Tsvetaeva and others. Class discussion and primary texts in Russian, with secondary materials in Russian and English.

Format: seminar. Requirements: thoughtful and active class participation, informal response papers, three essays, and a final research project.

Prerequisites: Russian 202 or permission of instructor. *No enrollment limit (expected: 3-5).*

Hour: 9:55-11:10 TR

SKOMP

**RUSS 493(F)-W031-494(S) Senior Thesis**

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

**SCIENCE AND TECHNOLOGY STUDIES (Div. II)**

*Chair, Professor DONALD deB. BEAVER*

*Advisory Committee:* Professors: ALTSCHULER, D. BEAVER\*\*, DETHIER, KAPLAN, THOMAN.  
Assistant Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology, Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College's three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

### *Science and Technology Studies, Williams Program in Teaching*

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

#### **SCST 101(S) Science, Technology, and Human Values (Same as History of Science 101)**

(See under History of Science for full description.)

#### **SCST 401(S) Senior Seminar: Critical Perspectives on Science and Technology**

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Format: seminar. Requirements: research paper *or* project.

Enrollment limit: 5. Satisfies one semester of the Division II requirement.

Hour: TBA

D. BEAVER

#### *Elective Courses*

Anthropology 320 Health and Illness in Cross-Cultural Perspective  
Biology 132 Human Biology and Social Issues  
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues  
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science  
Economics/Environmental Studies 377 Environmental Economics and Policy (Deleted 2004-2005)  
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  
Music 223T Music Technology II  
Philosophy 209 Philosophy of Science  
Philosophy 210 Philosophy of Medicine  
Sociology 368 Technology and Modern Society

#### *Courses of Related Interest*

ANSO 205 Ways of Knowing  
Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars  
Anthropology/Environmental Studies 209 Human Ecology  
ArH/Environmental Studies 201 American Landscape History  
ArH 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  
Mathematics 381 History of Mathematics  
Physics 100 Physics of Everyday Life  
Political Science 102 Seminar: The War on Terrorism (Deleted 2004-2005)

**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.

### *Williams Program in Teaching, Theatre*

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:

- Philosophy 208 The Philosophy of Education
- Psychology 351 Peer Relations
- Mathematics 285 Teaching Mathematics
- Economics 359 The Economics of Higher Education
- Psychology 342 The Psychology of Leadership
- Psychology 333 Child Study

### **THEATRE (Div. I)**

*Chair, Professor* ROBERT BAKER-WHITE

Professors: BAKER-WHITE, BUCKY, EPPEL\*. Assistant Professors: BEAN, JOTTAR, LIEBERMAN. Visiting Assistant Professor: KAIRSCHNER. Lecturers: BROTHERS, CATALANO. Sterling Brown '22 Visiting Professor: PERKINS§§§.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williamstheatre, the production arm of the Department of Theatre, operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on both the DownStage Theatre and 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 Theatre Department course requirements are Theatre 101, Theatre 102, Theatre 301, Theatre 401, and one course from Studies in Dramatic Literature (Theatre 311-322T) or Theatre 210, 211, 215, 217T, 220, 221T, 223. In addition students are then asked to choose five courses from a separate list of the Theatre Department offerings (below), paying special attention to the prerequisites. Please note that there are several routes to the major. Students are encouraged to speak with the Chair of the Department in the spring of their sophomore year at the very latest.

- Theatre 101 Introduction to Theatre
- Theatre 102 Introduction to Technical Theatre
- Theatre 301 Junior Seminar: Theories of Theatre
- Theatre 401 Advanced Projects in Theatre

*and*

One course from Theatre 311-322T Studies in Dramatic Literature or Theatre 210, 211, 215, 217T, 220, 221T, 223

*and*



Five courses from below, paying careful attention to the Prerequisites:

- Theatre 201 Theatrical Design: Process of Collaboration
- Theatre 203 Interpretation and Performance I
- Theatre 204 Interpretation and Performance II
- Theatre 216 Writing for the Theatre
- Theatre 222 Polis/Metropolis: Theatre, History, and Urban Culture
- Theatre 302 Scenic Design
- Theatre 303 Stage Lighting
- Theatre 305 Costume Design
- Theatre 306 Advanced Acting Workshop
- Theatre 307 Stage Direction
- Theatre 308 Directing Workshop
- Theatre 397, 398 Independent Study

The department strongly recommends that students elect additional collateral courses in dramatic literature taught by the English, Classics, and modern language departments, and courses in opera taught by the Music Department. Students with an interest in theatre design should particularly elect Art Studio courses in drawing.

*Production requirement for the major:* All majors in Theatre are required to participate in a minimum of eight department productions in addition to the laboratory requirement for Theatre 102. Participation in at least three of the eight must be in technical production, and one must be in stage management. Assignment to productions is normally made in consultation with the department and chair.

Theatre majors are strongly urged to include dance and fencing in fulfilling their Physical Education requirements.

#### THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, 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 their project description; a determination will then be made as to their admission into the Honors program. Students intending to apply for Honors, should meet with the Department Chair by the end of the fall semester of their junior year. 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 presentation to the Department Honors Committee of the completed project for evaluation.

#### **THEA 101(F) Introduction to Theatre**

Introduction to Theatre is intended to prepare students for future courses in acting, directing, dramatic literature, performance studies, and design by introducing them to critical thinking about theatre as a constructed performance. The course is organized to emphasize historical and theoretical connections between plays. Examples would be: looking at Aeschylus' *The Oresteia* (5th century BCE), and Charles L. Mee's *Orestes 2.0* (1992); comparing the staging of gender in *A Doll House* by Henrik Ibsen (1879) and *Fences* by August Wilson (1985).

## Theatre

There are two sections of this course. Section 01 will meet on Tuesday and Wednesday; Section 02 will meet on Wednesday and Thursday. Both sections will meet on Wednesday for the entire lab period. This is a lecture/discussion course on Tuesday and Thursday. Wednesday will be centered on group presentations and guest lectures.

Format: lecture/discussion. Students are responsible for participating in group presentations, in-class and Blackboard discussions, a midterm and a final.

No prerequisites. *Enrollment limit: 35 per section (expected: 20 per section). First-years and sophomores strongly preferred, juniors and seniors by permission of instructor only.*

Hour: 9:55-11:10 T, 9:55-11:10 R Conference: 1:10-3:50 W BEAN

### **THEA 102(F) Introduction to Technical Theatre**

As an overview of performance spaces, play technologies, and production, the course will examine how and where plays are performed, produced, and designed. Students will attend lectures, participate in labs in drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

Prerequisites: Theatre 101.

*This course is a prerequisite for Theatre 201.*

Hour: 8:30-9:45 TR Lab: 1-4 W CATALANO

### **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.

Prerequisite: Theater 102 or ArtS 100 or permission of the instructor. This course is a prerequisite for all upper-level design courses. *Enrollment limit: 16.*

Hour: 2:35-3:50 MR LIEBERMAN

### **THEA 203(S) Interpretation and Performance I**

The development of technical skills and intellectual and emotional resources required for the actor. Included will be the study of voice and movement, characterization, staging fundamentals, performance styles, textual analysis, and control.

Evaluation will be based on committed participation in the preparation and performance of production exercises, and some modest written assignments.

Prerequisites: Theatre 101. *Enrollment limit: 14.*

*This course is a prerequisite for Theatre 204.*

Hour: 1:10-3:50 MR KAIRSCHNER

### **THEA 204(F) Interpretation and Performance II**

Building on the foundation of Theatre 203, students will develop performance skills in the realist tradition, primarily through intense scene work. Readings will include selections by Stanislavsky, Meisner, Adler, or similar theorists. Improvisation may be used to explore simplicity, clarity of expression, listening, and specificity in the actor's task. Focus on the imagination and creation of character will be emphasized through the scene work. The dramatic literature employed will range from early realist/naturalist classics to contemporary playwriting. Students will reflect critically on their progress through written and oral critiques. Scene work will require extensive preparation outside of class.

Prerequisites: Theatre 203. *Enrollment limit: 14.*

*This course is a prerequisite for Theatre 306.*

Hour: 1:10-3:50 TF KAIRSCHNER

### **THEA 210 Multicultural Performance (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/thea/thea210.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea210.html))

### **THEA 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/thea/thea211.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea211.html)) BEAN

### **THEA 216 Writing for the Theatre (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/thea/thea216.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea216.html))

### **THEA 218 Dramatic Expression in Opera (Same as INTR 264 and Music 218) (Not offered 2004-2005)**

(See under Music for full description.)

### **THEA 219 Music-Theatre Workshop: Collaboration and Creativity (Same as Music 219) (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/thea/thea219.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea219.html))

**THEA 220(S) Approaching Performance Studies (Same as Women's and Gender Studies 220)**

Theatre, film, video, music, dance, visual art, performance art, community activism, public gatherings—all fall under the rubric of “performance.” Performance studies takes on these types of performances in the name of theorizing performance as a cultural act. This course will serve as an introduction to the field of performance studies and its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, religion, cultural studies, literary theory, religion, philosophy, feminist theory, and queer theory. In addition to reading and discussing theory, local live and recorded performances will be considered. Williams faculty who are advisory faculty for the Performance Studies Cluster (see masthead in the course catalog) will give guest lectures. The course will culminate in the showing of students’ final projects. This course is the introduction course for the Performance Studies Program.

Format: seminar. Each class will be organized around a topic. An example: liminality. The students would read Victor Turner to access the symbolic anthropological definition of liminality as “in-between-ness.” We would also consider performances, either described in readings such as Mikhail Bakhtin’s *Rabelais and His World* or on video/DVD, like Richard Schechner’s *Dionysus in 69*. Students would bring to class short, 3-page papers on how these performances would comment on and possibly define a type of liminality. During the class meeting, along with the describing what is “in-between,” they would need to establish what the parameters of the performance are; in other words, what is the “in-between” between? In the case of Schechner’s *Dionysus in 69*, the anthropology-trained Schechner stages an Indonesian birth ritual at the beginning of the play, enacted by white naked actors in a warehouse in SoHo. In class, students would outline a revised, collective paper about the ethical and aesthetic aspects of Schechner’s choice and how they play into the theoretical concept of liminality.

Students are also required to make a final presentation, to be shown in a colloquium at the end of the semester. Participation in class and on Blackboard is mandatory.

Evaluation will be based on class papers and final presentation.

No prerequisites. *Enrollment limit: 20 (expected:25). No first-years admitted. Preference to sophomores, then juniors and seniors.*

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

Hour: 11:20-12:35 TR

BEAN

**THEA 221T(S) Contemporary Play and Performance Analysis (Same as English 224T and Women's and Gender Studies 221T) (W)**

Contemporary Play and Performance Analysis teaches students at the sophomore level how to write about performance and plays through the practice of dramaturgy. Dramaturgy can be loosely defined as the “intellectual management” of a performance. In a writing-intensive, academically rigorous tutorial format, we will develop and hone seeing, reading, and writing about plays and performance. The syllabus will feature the viewing of on-campus and local performances, films of performances, and the reading of contemporary (post-2000) play scripts. We will approach each production dramaturgically, meaning we will research the pieces seen and read and incorporate that into weekly writing assignments. Students will be expected to write every other week on collateral readings and their relationship to the performances and plays. On alternating weeks, students will offer commentary on their tutorial partner’s writing assignment.

Format: tutorial. Evaluation will be based on weekly papers and commentary.

Prerequisite: Theatre 101. *Enrollment limit: 10 (expected: 10). No exceptions. Sophomores strongly preferred; juniors by permission of instructor only.*

Hour: TBA

BEAN

**THEA 222(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as Comparative Literature 217, English 213 and History 341) (W)**

This class will focus on specific historical moments in selected urban spaces—for instance, Madrid in 1634, London in 1747 or Berlin in 1926. For each of these moments, we will make concrete connections between play texts, conceived broadly, and the political and cultural geographies from which they emerge. Each week, we will consider developments in theater technology and acting methodology, the work of concurrent practitioners in other artistic media, the intersection of social class and power and the iconography of architectural space. With this in mind, we will develop a conceptual framework within which to situate, analyze, and better understand a representative performance text. These texts include but are not limited to Moliere’s *Le Bourgeois Gentilhomme*, Chekhov’s *The Seagull* and Alfred Jarry’s *Ubu Roi*.

Format: lecture/seminar. Evaluation will be based on weekly responses, two short papers, and a substantial final paper.

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

Hour: 10:00-10:50 MWF

KAIRSCHNER

**THEA 223(S) Women in Theatre from Africa and the African Diaspora (Same as African-American Studies 223 and Women's and Gender Studies 223)\***

This course will examine the lives of women from Africa and the African Diaspora through theatre, in lectures and discussions. The primary goal of this course is to heighten awareness, understanding and

## Theatre

appreciation for theatre performed and written by these women. Using published and unpublished material, videotapes of various productions and interviews, we will explore the themes and aesthetics of these works within their social and historical context. Throughout the course it will become apparent that theatre is not only created for entertainment, but mainly as a tool for effecting social change and eradicating stereotypes. Upon completion of this course, you should be familiar with works by women from various countries in Africa and the United States.

Format: seminar. Evaluation will be based on class participation, projects and a final project consisting of an 8- to 10-page research paper on a topic related to one of the subjects/artists covered over the course of the semester.

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

Hour: 1:10-2:25 TF

PERKINS

### **THEA 225(S) Shakespearean Comedy (Same as English 217) (W)**

(See under English for full description).

### **THEA 301(F) Junior Seminar: Theory and Practice**

This course provides advanced examination of theatre modes and theories, further explored through writing exercises and an intensive workshop process. We will combine an overview of different theatrical modes with critical perspectives on theatre—what it is, how it works, what it should be—from Aristotle to the present. We will focus on processes of transition from theory to practice and from the page to the stage.

Format: seminar. Requirements: analytic papers and workshop projects.

Prerequisites: limited to junior Theatre majors. *No enrollment limit (expected: 7).*

Hour: 9:55-11:10 TR

BAKER-WHITE and BUCKY

### **THEA 302(S) Scenic Design**

This course examines the artistic, intellectual, and practical roles of a set designer in the development of works of theatre. Through the analysis of carefully selected text and music-based drama, a range of techniques will be explored and utilized to create theoretical stage designs. Although emphasis will be on 3-dimensional modeling as the primary means of process and presentation, sketching, drafting, and digital tools will be important factors in course work. Unique, diverse, and strong points of view will be encouraged.

Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

Prerequisites: Theatre 101, 102 and 201.

Hour: 11:00-12:50 MWF

LIEBERMAN

### **THEA 303 Stage Lighting (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/thea/thea303.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea303.html))

### **THEA 305(F) Costume Design**

A study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.

Evaluation will be based on multiple design assignments including a detailed final design project, which might be exhibited. In addition the evaluation will be based on costume labs, image and research files, costume history sketchbook, committed participation and attendance.

Prerequisites: Theatre 201 or permission of instructor.

Hour: 11:20-12:35 TR

BROTHERS

### **THEA 306(S) Advanced Acting Workshop**

An exploration of the *Commedia Dell'Arte*, a Renaissance Italian (and later trans-European) performance style based on *tipi fissi*, or fixed character types. We will develop skills which fall into three general categories: historical awareness-the character's places of origin and socio-economic status; physical precision-their postures, walks, and gestures; and improvisational ability-an understanding of structure, give-and-take, and commitment to ensemble storytelling. With this in mind, students will research the various characters and learn their specific postures, walks, and gestures; make masks based on the traditional *Commedia* designs; develop strategies for improvisation; and create and rehearse a scenario. The class will culminate in a final improvised public performance.

Format: studio. Evaluation will be based on participation in class exercises; research projects; specific presentation projects including a final performance of *Commedia* characters.

Prerequisites: Theatre 203, 204 and permission of instructor. *Enrollment limit: 12 (expected: 10)*

Hour: 1:10-2:25 TF

KAIRSCHNER

### **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.

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

## Theatre

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: 9:55-11:10 TR

BAKER-WHITE

### **THEA 308 Directing Workshop (Not offered 2004-2005)**

([www.williams.edu/Registrar/catalog/depts/thea/thea308.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea308.html))

BUCKY

### **THEA 311-321 Studies in Dramatic Literature**

A study of important works of dramatic literature, with special emphasis upon theatrical interpretation. The body of works selected will represent a common historical period, style, playwright, nationality, or critical approach.

Prerequisites: Theatre 101 or permission of instructor.

### **THEA 311 Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Comparative Literature 109) (Not offered 2004-2005; to be offered 2005-2006)**

(See under Classics for full description.)

### **THEA 312(S) Modern Drama (Same as Comparative Literature 202 and English 202)**

(See under English for full description.)

### **THEA 313 Studies in Dramatic Literature: Beckett, Pinter and Stoppard (Same as English 365) (Not offered 2004-2005)**

(See under English for full description.)

### **THEA 314 Modern Drama (Same as Comparative Literature 324) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/thea/thea314.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea314.html))

BAKER-WHITE

### **THEA 321 American Minstrelsy (Not offered 2004-2005)\***

([www.williams.edu/Registrar/catalog/depts/thea/thea321.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea321.html))

BEAN

### **THEA 322T Performance Criticism (Same as Comparative Literature 322T) (Not offered 2004-2005) (W)**

([www.williams.edu/Registrar/catalog/depts/thea/thea322.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea322.html))

### **THEA 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330)\***

([www.williams.edu/Registrar/catalog/depts/thea/thea330.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea330.html))

JOTTAR

### **THEA 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331, Latina/o Studies 331 and Women's and Gender Studies 331)\***

(See under Latina/o Studies for full description)

Hour: 1:10-2:25 MR

JOTTAR

### **THEA 334(S) Dance for the Camera (Same as ArtS 284)**

This course explores collaborative possibilities between dancers, choreographers, and video artists. Students will learn video production techniques specifically suited to recording the choreographed body in movement. The theoretical focus will involve exploration from dance ethnography to the space between the physical body and the digital body on-screen. Students will be welcome to collaborate with on-campus dance ensembles.

Format studio. Evaluation will be based on 3-5 short video projects and written assignments.

Prerequisites: ArtS 288 or ArtS 282 or permission of instructor. *Enrollment limit: 10 (expected: 10).*

Hour: 11:20-12:35 TR

JOTTAR

### **THEA 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 and Women's and Gender Studies 337)\***

This course explores Latino/a theatre and performance from the 1960's to the present. We will study Latino/a theatre and performance in its broadest U.S. articulations, from mainstream Broadway productions to grass roots community carpas, from oppositional site-specific interventions to disembodied performance in cyber space. We will pay particular attention to the intrinsic connections between social movements and popular culture in the articulation of a counter-hegemonic Latino/a imaginary. What is the relationship between migration, memory, Aztlán, border culture, the "Spirit Republic of Puerto Rico," and exilic and diasporic subjectivities?

format: seminar.

Requirements: class participation and two presentations, one short essay (5-7 pages) and two longer essays (7-10 pages).

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

Hour: 8:30-9:45 TR

JOTTAR

## *Theatre, Women's and Gender Studies*

**THEA 337(F) Renaissance Drama (Same as English 314)**  
(See under English for full description.)

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

**THEA 401(F) Advanced Project in Theatre**

To complete the degree in theatre, majors are required to complete an independent project for their senior year, either in fall (Theatre 401) or in the spring (Theatre 402). In the fall of the junior year, students should propose several possible projects to the Department, which may or may not include a production component. By the end of the fall semester in the junior year, final proposals should be submitted for consideration by the Department. Collaborative projects between two or more seniors are preferable. A collaborative project involving the entire class is also a possibility, and this should be discussed with the Chair of the Department early in the junior year. The schedule in the junior year for proposals for the senior theatre project is:

- 1) Initial, BRIEF proposals (several per student) submitted to the Department by October 16.
- 2) Proposals reviewed by the Department and returned to the students for revision by November 1.
- 3) Final proposals submitted by students to the Department by December 1.

Format: seminar/production.

Prerequisites: Theatre 301. *Enrollment limited to senior Theatre majors (expected: 7-12).*

Hour: 11:00-12:15 MWF

BAKER-WHITE and BUCKY

**THEA 493(F), 494(S) Senior Thesis**

**THEA W031 Senior Thesis**

May be taken to augment work of 493, 494, but not required.

Of interest to advanced students:

### THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

## **WOMEN'S AND GENDER STUDIES (Div. II)**

*Chair, Associate Professor KATHRYN R. KENT*

*Advisory Committee:* Professors: DRUXES\*\*, SAWICKI. Associate Professors: S. BOLTON, BUELL\*, CASE, M. DEVEAUX, C. JOHNSON, KENT. Assistant Professors: LONG, SCHMIDT. Visiting Associate Professor: BANTA. Affirmative Action Officer: MCINTIRE. Librarian: MENARD. Health Educator: DENELLI-HESS. COLLINGSWORTH (MCC).

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions 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).

## *Women's and Gender Studies*

[ ] Courses not offered in 2004-2005 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/Philosophy 225 Introduction to Feminist Thought

[Women's and Gender Studies /Philosophy 271T Woman as "Other"]

[Women's and Gender Studies 282/Religion 306 Feminist Approaches to Religion]

[Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory]

Women's and Gender Studies/Philosophy 327 Foucault: Bodies, Power, Pleasures

Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

[Women's and Gender Studies /Economics 211 Women in Development]

[Women's and Gender Studies/History 308 Gender and Society in Modern Africa]

[Women's and Gender Studies/History 313 Women in Chinese History] (Deleted 2004-2005)

[Women's and Gender Studies /English 341 American Genders, American Sexualities]

Women's and Gender Studies/English 342 Representing Sexualities: U.S. Traditions

[Women's and Gender Studies/History 344 The History of Sexuality in America]

[Women's and Gender Studies/History 383 The History of Black Women in America: From Slavery to the Present]

[Women's and Gender Studies /History 386 Latinas in the Global Economy: Work, Migration, and Households]

[Women's and Gender Studies /History 387 Community Building and Social Movements in Latino/a History]

Religion 232/History 309 Women and Islam

3. Disciplinary Concentration

At least three of the seven electives must be in one of the following categories, with one of the three at the 300 level:

a. Literary or artistic expression (English, comparative literature, film and video studies, fine or performing arts)

b. Historical perspectives (includes history, music, religion, classics, art history)

c. Forms of political and social organization (includes political and social sciences)

d. Science studies (includes natural, physical, and mathematical sciences, and philosophy of science, history of science, sociology of science, neuroscience, and cognitive psychology)

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 an honors grade by her/his advisor and one other reader from the Women's and Gender Studies Program.

The honors project may be one semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects 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;

2) at the end of the junior year, cumulative grade point average of 3.5 in the major;

3) on the first day of classes of the senior year, submission and approval by the faculty advisor of a 5- to 10-page prospectus for the project.

## *Women's and Gender Studies*

All honors work, including the public presentation will be graded by at least two faculty members-a third will be consulted if there is a significant discrepancy between the first two graders. Readers' grades will be averaged and honors will be awarded as follows: A+/A Highest Honors; A-/B+ Honors.

### *Sequence Courses*

Women's and Gender Studies 101 Introduction to Women's and Gender Studies  
Women's and Gender Studies 402 Junior/Senior Seminar

### *Elective Course*

African-American Studies/Theatre/Women's and Gender Studies 223 Women in Theatre from Africa and the African Diaspora  
American Studies/Theatre/Women's and Gender Studies 331 Sound and Movement in the Afro-Latino Diaspora  
American Studies /Theatre 335/Women's and Gender Studies 337 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday  
[ArH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]  
[ArH 246 Baroque Art: Images of Men and Women]  
ArH 254 Manet to Matisse  
ArtS/Women's and Gender Studies 206 Feminist Art Practices  
[ArH/INTR 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film]  
ArH 451 Ideal Bodies: The Modern Nude and Its Dilemmas  
ArtS 313T Art of the Public  
[ArtS/Women's and Gender Studies/Theatre 323 Theatre of Images] (Deleted 2004-2005)  
[ArtS 386T/Women's and Gender Studies 385T Sexuality and Media] (Deleted 2004-2005)  
[Classics/ArH 216 Body of Evidence: Greek Sculpture and the Human Figure]  
Classics/Women's and Gender Studies 224/Comparative Literature 244 Helen, Desire and Language  
Classics/Women's and Gender Studies 239/History 322 The Construction of Gender in Ancient Greece and Rome  
[Classics/Religion 274 Women's Religious Experiences in the Ancient Mediterranean World]  
[Comparative Literature 213/Theatre 215 Femininity on Stage] (Deleted 2004-2005)  
[Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice]  
Comparative Literature 244/Classics/Women's and Gender Studies 224 Helen, Desire and Language  
[Comparative Literature 252 Modern Women Writers in the City] (Deleted 2004-2005)  
[Comparative Literature/Women's and Gender Studies 254T The Fallen Woman in Literature and Film]  
Comparative Literature/English/Women's and Gender Studies 309 Medieval Women Writers  
[Comparative Literature 340 Literature and Psychoanalysis]  
Comparative Literature/English/Women's and Gender Studies 351 Reading Africa: Gender and Sexuality  
Economics/Women's and Gender Studies 203 Gender and Economics  
Economics/Women's and Gender Studies 211 Women in Development  
English/Women's and Gender Studies 131 Women's Voices: Sappho to Riot Grrrls  
English/Women's and Gender Studies 219 Literature by Women  
English 224T/Theatre/Women's and Gender Studies 221T Contemporary Play and Performance Analysis  
English/Comparative Literature/Women's and Gender Studies 309 Medieval Women Writers  
[English/Women's and Gender Studies 316 Art of Courtship]  
English/Women's and Gender Studies 328 Jane Austen and George Eliot  
[English 340T/Women's and Gender Studies 335T Fiction of Virginia Woolf] (Deleted 2004-2005)  
[English/Women's and Gender Studies 341 American Genders, American Sexualities]  
English/Women's and Gender Studies 342 Representing Sexualities: U.S. Traditions  
English/Comparative Literature/Women's and Gender Studies 351 Reading Africa: Gender and Sexuality  
English/Women's and Gender Studies 371 Feminist Theory and the Representation of Women in Film  
[French 206 The Female Prison: Convents and Brothels] (Deleted 2004-2005)  
[French/Comparative Literature 215 The Fashioning of Fashion: Theory and Practice]  
Greek/Women's and Gender Studies 406 Coming of Age in the Polis  
[History 129 Religion, Race and Gender in the Age of the French Revolution] (Deleted 2004-2005)  
[History 301F Gender and History]  
[History/Women's and Gender Studies 308 Gender and Society in Modern Africa]  
History 309/Religion/Women's and Gender Studies 232 Women and Islam  
[History/Women's and Gender Studies 313 Women in Chinese History] (Deleted 2004-2005)  
History 322/Classics/Women's and Gender Studies 239 The Construction of Gender in Ancient Greece and Rome



## Women's and Gender Studies

[History 335 Class, Gender, and Race in Post-1945 Britain]  
 [History 343 Gender and History in Latin America]  
 [History 378/Women's and Gender Studies 344 The History of Sexuality in America]  
 [History 379 /Women's and Gender Studies 324 Women in the United States Since 1870]  
 [History/Women's and Gender Studies 383 The History of Black Women in America: From Slavery to the Present]  
 [History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households ]  
 [History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History]  
 [History 394 Comparative Masculinities: Britain and the United States Since 1800]  
 History/Women's and Gender Studies 452 Antebellum American Women's History  
 History/Women's and Gender Studies 468 Sex and Race in Colonial North America  
 [History/Women's and Gender Studies 489T History and the Body]  
 [INTR/ArH 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film]  
 [Music 132 Women and Music]  
 Music 133 Men, Women, and Pianos  
 Music 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen  
 [Philosophy/Women's and Gender Studies 212 Ethics and Reproductive Technologies]  
 Philosophy/Women's and Gender Studies 225 Introduction to Feminist Thought  
 [Philosophy/Women's and Gender Studies 228 Feminist Bioethics]  
 [Philosophy/Women's and Gender Studies 271T Woman as "Other"]  
 Philosophy/Women's and Gender Studies 327 Foucault: Power, Bodies, Pleasures  
 [Political Science 208 The Politics of Family Policy]  
 [Political Science 209 Poverty in America]  
 Political Science 212 Politics of Work  
 [Political Science /Women's and Gender Studies 306 Practicing Feminism: A Study of Political Activism]  
 [Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory]  
 Religion/Women's and Gender Studies 209 Jewish Feminist Studies: Gendered Jewish Narratives  
 Religion/Women's and Gender Studies 232/History 309 Women and Islam  
 Religion 248 Gender, Religion and the State  
 [Religion/Classics 274 Women's Religious Experiences in the Ancient Mediterranean World]  
 [Religion 306/Women's and Gender Studies 282 Feminist Approaches to Religion]  
 [Theater 215/Comparative Literature 213 Femininity on Stage] (Deleted 2004-2005)  
 Theatre/Women's and Gender Studies 220 Approaching Performance Studies  
 Theatre/Women's and Gender Studies 221T/English 224T Contemporary Play and Performance Analysis  
 Theatre/African-American Studies/Women's and Gender Studies 223 Women in Theatre from Africa and the African Diaspora  
 [Theatre/ArtS/Women's and Gender Studies 323 Theatre of Images] (Deleted 2004-2005)  
 Theatre/American Studies/Women's and Gender Studies 331 Sound and Movement in the Afro-Latino Diaspora  
 Theatre/American Studies/Women's and Gender Studies 335 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday

### **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: 2:35-3:50 TF, 11:20-12:35 TR

First Semester: M. DEVEAUX, KENT

2:35-3:50 MR

Second Semester: CASE

#### **WGST 131(F) Women's Voices: Sappho to Riot Grrrls (Same as English 131) (W)**

(See under English for full description.)

#### **WGST 203(S) Gender and Economics (Same as Economics 203)**

(See under Economics for full description.)

#### **WGST 206(S) Feminist Art Practices (Same as ArtS 206)**

(See under Art—ArtS for full description.)

**WGST 309(F) Medieval Women Writers** (Same as Comparative Literature 309 and English 309)

(See under English for full description.)

**WGST 316 The Art of Courtship** (Same as English 316) (*Not offered 2004-2005*)

(See under English for full description.)

**WGST 324 Women in the United States Since 1870** (Same as History 379) (*Not offered 2004-2005*)

(See under History for full description.)

**WGST 327(F) Foucault: Power, Bodies, Pleasures** (Same as Philosophy 327) (W)

(See under Philosophy for full description.)

**WGST 328(S) Jane Austen and George Eliot** (Same as English 328)

(See under English for full description.)

**WGST 331(F) Sound and Movement in the Afro-Latino Diaspora** (Same as American Studies 331, Latina/o Studies 331 and Theatre 331)\*

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

**WGST 336 Sex, Gender, and Political Theory** (Same as Political Science 336) (*Not offered 2004-2005*)

(See under Political Science for full description.)

**WGST 337(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday**

(Same as American Studies 335 and Theatre 335)\*

(See under Theatre for full description.)

**WGST 341 American Genders, American Sexualities** (Same as English 341) (*Not offered 2004-2005*)

(See under English for full description.)

**WGST 342(S) Representing Sexualities: U.S. Traditions** (Same as English 342) (W)

(See under English for full description.)

**WGST 344 The History of Sexuality in America** (Same as History 378) (*Not offered 2004-2005*)

(See under History for full description.)

**WGST 351(F) Reading Africa: Gender and Sexuality** (Same as Comparative Literature 351 and English 351)\*

(See under English for full description.)

**WGST 371(F) Feminist Theory and the Representation of Women in Film** (Same as English 371)

(See under English for full description.)

**WGST 383 The History of Black Women in America: From Slavery to the Present** (Same as History 383) (*Not offered 2004-2005*)\*

(See under History for full description.)

**WGST 386 Latinas in the Global Economy: Work, Migration, and Households** (Same as History 386) (*Not offered 2004-2005*)\*

(See under History for full description.)

**WGST 387 Community Building and Social Movements in Latino/a History** (Same as History 387 and Latina/o Studies 387) (*Not offered 2004-2005*)\*

(See under History for full description.)

**WGST 402(S) Feminism and the Politics of Family** (W)

This course is designed to enable advanced Women's and Gender Studies students to engage in vital research on interdisciplinary topics. Family and the myriad of issues often associated with it continue to be a central site for debates within feminism, women's and gender studies. In this seminar we will explore some of the most contentious and dynamic areas of contestation, such as arguments for and against marriage; claims for the connection between reproduction and women's oppression; the gendered division of labor; feminist revisions and rejections of the family; theories of how gender and sexuality are produced within the family; the possibility of feminist parenting; the question of the relation of the family to the state; the idea of family as a site for a transnational feminist politics. Emphasis will also be placed on exploring the historical and cultural diversity of social arrangements that are gathered into (and often rendered invisible by) dominant definitions of family. Course materials will draw from a variety of sources, and may include psychoanalysis, memoirs, novels and poems, social history, parenting guides, legal rulings on marriage and family, collections of family photographs, political and economic theory.

*Women's and Gender Studies*

**WGST 209(S) Jewish Feminist Studies: Gendered Jewish Narratives (Same as Religion 209)**  
(See under Religion for full description.)

**WGST 211(F) Women in Development (Same as Economics 211)**  
(See under Economics for full description.)

**WGST 212 Ethics and Reproductive Technologies (Same as Philosophy 212) (*Not offered 2004-2005; to be offered 2005-2006*) (W)**  
([www.williams.edu/Registrar/catalog/depts/wgst/wgst212.html](http://www.williams.edu/Registrar/catalog/depts/wgst/wgst212.html)) J. PEDRONI

**WGST 219(S) Literature by Women (Same as English 219)**  
(See under English for full description.)

**WGST 220(S) Approaching Performance Studies (Same as Theatre 220)**  
(See under Theatre for full description.)

**WGST 221T(S) Contemporary Play and Performance Analysis (Same as English 224T and Theatre 221T) (W)**  
(See under Theatre for full description.)

**WGST 223(S) Women in Theatre from Africa and the African Diaspora (Same as African-American Studies 223 and Theatre 223)\***  
(See under Theatre for full description.)

**WGST 224(S) Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (W)**  
(See under Classics for full description.)

**WGST 225(S) Introduction to Feminist Thought (Same as Philosophy 225) (W)**  
This course provides an introduction to feminist thought through readings of seminal feminist texts from the Enlightenment to the present. Special attention will be given to feminist revisions (including those by woman of color) of traditional and contemporary emancipatory theories such as liberalism, Marxism, psychoanalysis, poststructuralism, and queer theory as well as transnational feminism. Authors read include the following: Mary Wollstonecraft, John Stuart Mill, Elizabeth Cady Stanton, Alexandra Kollantai, Sojourner Truth, Harriet Jacobs, Emma Goldman, Charlotte Perkins Gilman, Adrienne Rich, Marilyn Frye, Gloria Anzaldua, Audre Lorde, Catherine MacKinnon, Judith Butler, Iris Young, Nancy Fraser, Gayatri Spivak, and Chandra Mohanty. We conclude the course with an exploration of the wide range of feminist analyses of issues concerning prostitution and pornography.  
Format: discussion. Requirements: several 2-page essays, one 4-page essay, one 6-page essay (including a draft) and participation in in-class exercises including short oral presentations.  
Prerequisites: Women's and Gender Studies 101, or Philosophy 101, or permission of instructor. *Enrollment limit: 19 (expected: 10).*  
Hour: 2:35-3:50 MR SAWICKI

**WGST 228 Feminist Bioethics (Same as Philosophy 228) (*Not offered 2004-2005*) (W)**  
(See under Philosophy for full description.)

**WGST 232(S) Women and Islam (Same as History 309 and Religion 232)\***  
(See under Religion for full description.)

**WGST 239(S) The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and History 322)**  
(See under Classics for full description.)

**WGST 246 Gender and Religion in South Asia (Same as Religion 246) (*Not offered 2004-2005*)\***  
(See under Religion for full description.)

**WGST 254T The Fallen Woman in Literature and Film (Same as Comparative Literature 254T) (*Not offered 2004-2005*) (W)**  
(See under Comparative Literature for full description.)

**WGST 271T Woman as "Other" (Same as Philosophy 271T) (*Not offered 2004-2005*) (W)**  
(See under Philosophy for full description.)

**WGST 282 Feminist Approaches to Religion (Same as Religion 306) (*Not offered 2004-2005*) (W)**  
([www.williams.edu/Registrar/catalog/depts/wgst/wgst282.html](http://www.williams.edu/Registrar/catalog/depts/wgst/wgst282.html)) BUELL

**WGST 306 Practicing Feminism: A Study of Political Activism (Same as ArtS 306 and Political Science 306) (*Not offered 2004-2005*)**  
(See under Political Science for full description.)

**WGST 308 Gender and Society in Modern Africa (Same as History 308) (*Not offered 2004-2005*)\***  
(See under History for full description.)

## Women's and Gender Studies

Format: seminar. Requirements for the course include weekly 1- to 2-page critical response essays and one substantial research paper (15-20) pages.

Prerequisite: Women's and Gender Studies 101 and two electives (one of which may be taken during the spring term in which the seminar is held). *Enrollment limit: 15 (expected: 10).*

*Required course for the Women's and Gender Studies major.*

Hour: 1:10-3:50 W

KENT

**WGST 406T(S) Coming of Age in the Polis (Same as Greek 406T) (W)**

(See under Classics—CLGR for full description.)

**WGST 452(S) Antebellum American Women's History (Same as History 452)\***

(See under History for full description.)

**WGST 468(S) Sex and Race in Colonial North America (Same as History 468)\***

(See under History for full description.)

**WGST 489T History and the Body (Same as History 489T) (W)**

(See under History for full description.)

**WGST 491(F)-W030, W030-492(S) Honors Project**

**WGST 493(F)-W031, W031-494(S) Senior Thesis**

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

## CRITICAL REASONING AND ANALYTICAL SKILLS (CRAAS) COURSES

*Chair, Associate Professor KATHRYN R. KENT*

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 2004-2005:

ArtS 206(S) Feminist Art Practices (Same as Women's and Gender Studies 206)

ArtS 241(S) Painting

English 124(F) Family Matters (W)

English 342(S) Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (W)

English 372(S) African-American Literary Thought and Culture (Same as American Studies 372) (W)\*

History 452(S) Antebellum American Women's History (Same as Women's and Gender Studies 452)\*

Philosophy 201(S) Continental Philosophy Workshop: Reading the Critics of Reason (W)

Philosophy 255(F) Knowledge and Happiness

Political Science 252(S) Terrorism in Comparative Perspective

Theatre 220(S) Approaching Performance Studies (Same as Women's and Gender Studies 220)

## EXPERIENTIAL EDUCATION COURSES

Please see page 14 for summary information about Experiential Education at Williams. A complete description of each course listed below may be found in the relevant department's section of this catalog. Students may obtain detailed information about a specific course involving experiential education from the instructor.

### SEMESTER COURSES:

American Studies/Latina/o Studies 310(S) Latino Cityscapes: Mapping Place, Community and Latinidad in U.S. Urban Centers

ArtH 201(F) American Landscape History

### *Experiential Education Courses, Peoples and Cultures Courses*

ArtH 274(S) Chinese Calligraphy: Theory and Practice  
ArtH 303(S) Countryside Planning  
ArtH 402(S) Monument/Antimonument: The Art of Memorial  
ArtH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials  
ArtS/Women's and Gender Studies 206(S) Feminist Art Practices  
Biology 231(F,S) Marine Ecology (Williams/Mystic Program)  
English 231T(F,S) Literature of the Sea (Williams/Mystic Program)  
Environmental Studies 102(S) Introduction to Environmental Science  
Environmental Studies 302(F) Environmental Planning Workshop  
Environmental Studies 351(F,S) Marine Policy (Williams/Mystic Program)  
Geosciences 210(F,S) Oceanographic Processes (Williams/Mystic Program)  
History 352(F,S) America and the Sea, 1600-Present (Williams/Mystic Program)  
Music 233(F) African Music: Interdisciplinary Studies  
Philosophy 223(S) Environmental Ethics  
Physics 109(F) Sound, Light and Perception  
Political Economy 402(S) Political Economy of Public Policy Issues  
[Political Science 301 Art and Justice]  
Political Science 335(S) Public Sphere/Public Space  
Psychology 352(S) Clinical and Community Psychology  
Psychology 372(F) Advanced Seminar in Teaching and Learning

#### **WINTER STUDY:**

ANSO 011 Berkshire Farm Internship  
ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse  
ArtH/ArtS/Chemistry 015 Materials of the Artist: Uncovering Fakes and Forgeries  
ArtS 025 Art, Culture and Spanish in Oaxaca, Mexico  
ArtS/Asian Studies 010 Maskmaking: A Journey into Culture, Myth and Mystery  
Astronomy/Computer Science 013 Image Processing in Science and Medicine  
Chemistry 016 Glassblowing  
Chemistry 012 History and Mechanics of Bicycling  
Comparative Literature/American Studies 011/Special 016 Berkshire Stories  
Computer Science 012 How to Build a Computer  
Economics 019 Volunteer Income Tax Assistance  
Environmental Studies 014 We are What We Eat?—A Field Study  
International Studies 026 Arabic in Cairo  
Japanese 010 Japanese Animation  
Leadership Studies 018 Wilderness Leadership  
Music/Special 015 The Contemporary Singer/Songwriter  
Philosophy/Biology/Economics/Environmental Studies 018 Williams in North Adams: The Entrepreneurship of Shitake  
Philosophy/International Studies 025 Morocco  
Physics 013 Automotive Mechanics  
Political Science/Environmental Studies 021 Fieldwork in Public and Private Non-Profits  
Psychology 011 Children's Play  
Psychology 017 Teaching Practicum  
Psychology 018 Institutional Placement  
Russian/Special 025 Williams in Georgia  
Special 019 Medical Apprenticeship  
Special 024 Eyecare and Culture in Caribbean Nicaragua  
Special 028 Teaching Practicums in New York City Schools

### **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 2004-2005:

AAS 223(S) Women in Theatre from Africa and the African Diaspora (Same as Theatre 223 and Women's and Gender Studies 223)\*  
AAS 250(F) African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233)\*

## Peoples and Cultures Courses

- AAS 255(S) Leadership in the Civil Rights Movement (Same as Leadership Studies 255)\*  
 AAS 350(F) Significant Texts in the Social Sciences and Humanities: "The Souls of Black Folk," An Exemplar (Same as Philosophy 350)\*  
 AMST 220(F,S) Introduction to African-American Writing (Same as English 220)\*  
 AMST 310(S) Junior Seminar: Latino Cityscapes: Mapping Place, Community, and *Latinidad* in US Urban Centers (Same as Latina/o Studies 310)\*  
 AMST 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as Latina/o Studies 331, Theatre 331 and Women's and Gender Studies 331)\*  
 AMST 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as Theatre 335 and Women's and Gender Studies 337)\*  
 AMST 345(F) The Black Arts (Same as English 345)\*  
 AMST 372(S) African-American Literary Criticism and Theory (Same as English 372) (W)\*  
 AMST 405(F) Senior Seminar: Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405)(W)\*  
 ANTH 101(F,S) The Scope of Anthropology\*  
 ANTH 213(F) Center and Periphery: State, Society, and the Individual in Southeast Asia\*  
 ANTH 214(F) (*formerly ANSO 214*) The Rise and Fall of Civilizations (Same as Environmental Studies 224)\*  
 ANTH 219(F) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as ArtH 209)\*  
 ANTH 225(S) Visible Culture\*  
 ANTH 328T(S) Emotions and the Self (W)\*  
 ANTH 331(S) Witchcraft, Sorcery, and Magic\*  
 ANTH 342(F) Dispute and Conflict, Settlement and Resolution: The Anthropology of Law\*  
 ARTH 172(S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha\*  
 ARTH 203(F) Chicana/o Film and Video (Same as Latina/o Studies 203)\*  
 ARTH 209(F) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Anthropology 219)\*  
 ARTH 220(F) The Mosque\*  
 ARTH 270(F) Japanese Art and Culture (Same as Japanese 270)\*  
 ARTH 274(S) Chinese Calligraphy: Theory and Practice\*  
 ARTH 376(F) Zen and Zen Art\*  
 ARTH 472(S) Forbidden Images?\*
 ASST 201(F) Asia and the World (Same as Political Science 100)\*  
 ASST 207(F) China's Economic Transformation Since 1980 (Same as Economics 207)\*  
 ASST 243(F) Modern History and Politics of Korea (Same as History 219 and Political Science 243)\*  
 ASST 245(S) Nationalism in East Asia (Same as History 318 and Political Science 245)\*  
 ASST 493(F)-W031-494(S) Senior Thesis\*  
 ASST 497(F), 498(S) Independent Study\*  
 CHIN 101(F)-W088-102(S) Basic Chinese\*  
 CHIN 111(F)-W088-112(S) Basic Spoken Chinese\*  
 CHIN 121(F), 122(S) Basic Written Chinese\*  
 CHIN 201(F), 202(S) Intermediate Chinese\*  
 CHIN 223(F) Traditional Chinese Literature and Culture (Same as Comparative Literature 273)\*  
 CHIN 234(S) Modern Chinese Literature and Film (Same as Comparative Literature 274)\*  
 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)-W031-494(S) Senior Thesis\*  
 CHIN 497(F), 498(S) Independent Study\*  
 JAPN 101(F)-W088-102(S) First-Year Japanese\*  
 JAPN 201(F), 202(S) Second-Year Japanese\*  
 JAPN 217(F) Early Modern Japan (Same as History 217)\*  
 JAPN 218(S) Modern Japan (Same as History 218)\*  
 JAPN 254(F) Japanese Literature and The End of the World (Same as Comparative Literature 264)\*  
 JAPN 270(F) Japanese Art and Culture (Same as ArtH 270)\*  
 JAPN 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Comparative Literature 271)\*  
 JAPN 301(F), 302(S) Third-Year Japanese\*  
 JAPN 401(F), 402(S) Fourth-Year Japanese\*  
 JAPN 486T(F) Historical Memory of the Pacific War (Same as History 486T) (W)\*  
 JAPN 493(F)-W031-494(S) Senior Thesis\*  
 JAPN 497(F), 498(S) Independent Study\*  
 COMP 205(S) The Latin-American Novel in Translation (Same as Spanish 205)\*  
 COMP 213(F) Migrants at the Borders: Contemporary Arabic and Latin American Literature and Film (Same as International Studies 213)\*  
 COMP 216(S) Unearthing: Literature, Melancholia, and the Redemption of Life (Same as Environmental Studies 216) (W)\*  
 COMP 241(S) The African Novel (Same as English 241)\*

*Peoples and Cultures Courses*

- COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)(W)\*
- COMP 264(F) Japanese Literature and The End of the World (Same as Japanese 254)\*
- COMP 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Japanese 271)\*
- COMP 273(F) Traditional Chinese Literature and Culture (Same as Chinese 223)\*
- COMP 274(S) Modern Chinese Literature and Film (Same as Chinese 234)\*
- COMP 311(F) America's Nature, and Nature in the Americas (Same as Environmental Studies 311)(W)\*
- COMP 314(S) The Ecology of Ideas of Nature (Same as Environmental Studies 314) (W)\*
- COMP 351(F) Reading Africa: Gender and Sexuality (Same as English 351 and Women's and Gender Studies 351)\*
- CRAB 201(F)-202(S) Arabic\*
- CRHE 201(F)-202(S) Hebrew\*
- CRHI 201(F)-202(S) Hindi\*
- CRKO 201(F)-202(S) Korean\*
- CRSW 201(F)-202(S) Swahili\*
- ECON 204(S) Economic Development in Poor Countries (Same as Environmental Studies 234)\*
- ECON 207(F) China's Economic Transformation Since 1980 (Same as Asian Studies 207)\*
- ECON 501(F) Development Economics I\*
- ECON 502(S) Development Economics II\*
- ENGL 129(S) Twentieth-Century Black Poets (W)\*
- ENGL 220(F,S) Introduction to African-American Writing (Same as American Studies 220)\*
- ENGL 241(S) The African Novel (Same as Comparative Literature 241)\*
- ENGL 236(F,S) Witnessing: Slavery and Its Aftermath (Gateway) (W)\*
- ENGL 345(F) The Black Arts (Same as American Studies 345)\*
- ENGL 351(F) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and Women's and Gender Studies 351)\*
- ENGL 372(S) African-American Literary Thought and Culture (Same as American Studies 372) (W)\*
- ENVI 216(S) Unearthing: Literature, Melancholia, and the Redemption of Life (Same as Comparative Literature 216) (W)\*
- ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)\*
- ENVI 234(S) Economic Development in Poor Countries (Same as Economics 204)\*
- ENVI 311(F) America's Nature, and Nature in the Americas (Same as Comparative Literature 311)(W)\*
- ENVI 314(S) The Ecology of Ideas of Nature (Same as Comparative Literature 314) (W)\*
- HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)\*
- HIST 114(S) Slavery in Africa (W)\*
- HIST 148(S) *(formerly 102)* The Mexican Revolution: 1910 to NAFTA (W)\*
- HIST 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)\*
- HIST 166(F) The Age of Washington and DuBois (W)\*
- HIST 201(F) Modern African History\*
- HIST 207(F) The Modern Middle East\*
- HIST 211(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as Religion 236)\*
- HIST 217(F) Early Modern Japan (Same as Japanese 217)\*
- HIST 218(S) Modern Japan (Same as Japanese 218)\*
- HIST 219(F) Modern History and Politics of Korea (Same as Asian Studies 243 and Political Science 243)\*
- HIST 229(F) *(formerly 222)* European Imperialism and Decolonization\*
- HIST 252A(F) British Colonial America and the United States to 1877\*
- HIST 281(F) African-American History, 1619-1865\*
- HIST 282(S) *(formerly 262)* African-American History From Reconstruction to the Present\*
- HIST 284(F) Topics in Asian American History\*
- HIST 302(F) Apartheid South Africa\*
- HIST 303(S) Post-Apartheid South Africa\*
- HIST 309(S) *(formerly 278)* Women and Islam (Same as Religion 232 and Women's and Gender Studies 232)\*
- HIST 310(S) Iraq and Iran in the Twentieth Century\*
- HIST 318(S) Nationalism in East Asia (Same as Asian Studies 245 and Political Science 245)\*
- HIST 364(F) *(formerly 311)* History of the Old South\*
- HIST 388(F) U.S.-Mexican Borderlands (Same as Latina/o Studies 388)\*
- HIST 392(S) Comparative Slavery: The Origins and Development of North American and Caribbean Slavery\*
- HIST 395(S) Comparative History of Organized Crime\*
- HIST 396(S) France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism, and the Re-peopling of Europe\*
- HIST 408(F) Archaeology, Politics, and Heritage in the Middle East\*
- HIST 443(S) *(formerly 355)* Slavery, Race and Ethnicity in Latin America\*
- HIST 452(S) Antebellum American Women's History (Same as Women's and Gender Studies 452)\*
- HIST 468(S) Sex and Race in Colonial North America (Same as Women's and Gender Studies 468)\*

## *Peoples and Cultures Courses*

- HIST 486T(F) Historical Memory of the Pacific War (Same as Japanese 486T) (W)\*  
 INTR 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as Latina/o Studies 105)\*  
 INTR 287(F) African Music: Interdisciplinary Studies (Same as Music 233 and African-American Studies 250)\*  
 INTR 295(S) Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and Political Science 241)\*  
 INST 101(S) Order, Disorder and Political Culture in the Islamic World (Same as INTR 295 and Political Science 241)\*  
 INST 213(F) Migrants at the Borders: Contemporary Arabic and Latin American Literature and Film (Same as Comparative Literature 213)\*  
 LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as INTR 105)\*  
 LATS 203(F) Chicana/o Film and Video (Same as ArtH 203)\*  
 LATS 310(S) Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310)\*  
 LATS 331(F) Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Theatre 331 and Women's and Gender Studies 331)\*  
 LATS 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Theatre 335, and Women's and Gender Studies 337)\*  
 LATS 388(F) U.S.-Mexican Borderlands (Same as History 388)\*  
 LATS 397(F), 398(S) Independent Study\*  
 LATS 405(F) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)\*  
 LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)\*  
 LEAD 255(S) Leadership in the Civil Rights Movement (Same as African-American Studies 255)\*  
 MUS 122(S) African-American Music\*  
 MUS 126(F) Musics of Asia\*  
 MUS 209(F) Music in History III: Musics of the Twentieth Century\*  
 MUS 230(S) Seminar in Caribbean Music\*  
 MUS 233(F) African Music: Interdisciplinary Studies (Same as African-American Studies 250 and INTR 287)\*  
 THEA 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 and Women's and Gender Studies 337)\*  
 PHIL 350(F) Significant Texts in the Social Sciences and Humanities: "The Souls of Black Folk," An Exemplar (Same as African American Studies 350)\*  
 PSCI 100(F) Asia and the World (Same as Asian Studies 201)\*  
 PSCI 241(S) Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and INTR 295)\*  
 PSCI 243(F) Modern History and Politics of Korea (Same as Asian Studies 243 and History 219)\*  
 PSCI 245(S) Nationalism in East Asia (Same as Asian Studies 245 and History 318)\*  
 PSCI 265(S) The International Politics of East Asia\*  
 PSCI 277(F) Political Islam\*  
 PSCI 318(F) The Voting Rights Act and the Voting Rights Movement\*  
 PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)\*  
 PSCI 346(S) (*formerly 246*) Mexican Politics\*  
 REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\*  
 REL 232(S) Women and Islam (Same as History 309 and Women's and Gender Studies 232)\*  
 REL 236(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211)\*  
 REL 240(F) Hindu Traditions\*  
 REL 248(S) Gender, Religion and the State\*  
 REL 272(S) Mass Media and Religious Violence\*  
 RLFR 111(F) Introduction to Francophone Literature: Roots, Families, Nations\*  
 RLFR 408(S) Senior Seminar. Imagined Algeria: Silenced Histories and Dismembered Narratives (W)\*  
 RLSP 200(S) (*formerly 112*) Latin-American Civilizations\*  
 RLSP 205(S) The Latin-American Novel in Translation (Same as Comparative Literature 205)\*  
 RLSP 403(F) Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel\*  
 THEA 223(S) Women in Theatre from Africa and the African Diaspora (Same as African-American Studies 223 and Women's and Gender Studies 223)\*  
 THEA 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331, Latina/o Studies 331 and Women's and Gender Studies 331)\*  
 THEA 335(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 and Women's and Gender Studies 337)\*  
 WGST 223(S) Women in Theatre from Africa and the African Diaspora (Same as African-American Studies 223 and Theatre 223)\*  
 WGST 232(S) Women and Islam (Same as History 309 and Religion 232)\*  
 WGST 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331, Latina/o Studies 331 and Theatre 331)\*



*Peoples and Cultures Courses, Quantitative/Formal Reasoning Courses*

- WGST 337(S) Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 and Theatre 335)\*  
WGST 351(F) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and English 351)\*  
WGST 452(S) Antebellum American Women's History (Same as History 452)\*  
WGST 468(S) Sex and Race in Colonial North America (Same as History 468)\*

**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 2004-2005:

- ASTR 111(F) Introduction to Astrophysics (Q)  
BIOL 106(S) Life as an Algorithm (Same as Computer Science 106) (Q)  
BIOL 202(F) Genetics (Q)  
BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)  
BIOL 302(S) Communities and Ecosystems (Same as Environmental Studies 312) (Q)  
BIOL 305(F) Evolution (Q)  
BIOL 306(F) Cellular Regulatory Mechanisms (Q)  
BIOL 322(S) Biochemistry II—Metabolism (Same as 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 322(S) Biochemistry II—Metabolism (Same as Biology 322) (Q)  
COGS 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)  
CSCI 105(F, S) Understanding the Web: Technologies and Techniques (Q)  
CSCI 106(S) Life as an Algorithm (Same as Biology 106) (Q)  
CSCI 108(F) Artificial Intelligence: Image and Reality (Q)  
CSCI 134(F, S) Introduction to Computer Science (Q)  
CSCI 136(F, S) Data Structures and Advanced Programming (Q)  
CSCI 223(S) Software Development (Q)  
CSCI 237(F) Computer Organization (Q)  
CSCI 256(S) Algorithm Design and Analysis (Q)  
CSCI 315(S) Computational Biology (Same as INTR 315) (Q)  
CSCI 334(S) Principles of Programming Languages (Q)  
CSCI 336(T, F) Computer Networks (Q)  
CSCI 338(F) Parallel Processing (Q)  
CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)  
CSCI 432(S) Operating Systems (Q)  
ECON 110(F, S) Principles of Microeconomics (Q)  
ECON 120(F, S) Principles of Macroeconomics (Q)  
ECON 208(F) Modern Corporate Industry (Q)  
ECON 221(S) Economics of the Environment (Same as Environmental Studies 221) (Q)  
ECON 251(F, S) Price and Allocation Theory (Q)  
ECON 251M(F, S) Price and Allocation Theory (Q)  
ECON 252(F, S) Macroeconomics (Q)  
ECON 253(F, S) Empirical Economic Methods (Q)  
ECON 255(S) Econometrics (Q)  
ECON 353(S) Decision-making and Judgment (Q)  
ECON 384(S) Corporate Finance (Q)  
ECON 385(S) Games and Information (Q)  
ENGL 285(T, F) Lying About the Truth (W)  
ENVI 203(F) Ecology (Same as Biology 203) (Q)  
ENVI 215(F) Climate Changes (Same as Geosciences 215) (Q)  
ENVI 221(S) Economics of the Environment (Same as Economics 221) (Q)  
ENVI 312(S) Communities and Ecosystems (Same as Biology 302) (Q)  
GEOS 215(F) Climate Changes (Same as Environmental Studies 215) (Q)  
GEOS 301(F) Structural Geology (Q)  
INTR 160(F) Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Q)

### *Quantitative/Formal Reasoning Courses, Related Course Offerings*

INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)  
INTR 315(S) Computational Biology (Same as Computer Science 315) (Q)  
LING 111(S) Articulatory and Acoustic Phonetics (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 170(F) Mathematics of Finance (Q)  
MATH 175(F) Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Q)  
MATH 180(S) The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (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 251T(S) Introduction to Mathematical Proof and Argumentation (Q)  
MATH 301(F) Real Analysis (Q)  
MATH 302(S) Complex Analysis (Q)  
MATH 305(S) Applied Real Analysis (Q)  
MATH 312(S) Abstract Algebra (Q)  
MATH 315(F) Groups and Characters (Q)  
MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)  
MATH 321(F) Knot Theory (Q)  
MATH 324(S) Topology (Q)  
MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)  
MATH 375(F) Game Theory (Q)  
MATH 403(F) Irrationality and Transcendence (Q)  
MATH 404T(S) Ergodic Theory (Q)  
MATH 414(S) Galois Theory (Q)  
MATH 419(F) An Introduction to Fuchsian Groups (Q)  
STAT 101(F,S) Elementary Statistics and Data Analysis (Q)  
STAT 201(F,S) Statistics and Data Analysis (Q)  
STAT 231T(F) Statistical Design of Experiments (Q)  
STAT 346(S) Regression and Forecasting (Q)  
STAT 421(F) Introduction to Categorical Data Analysis (Q)  
PHIL 103(S) Logic and Language (Q)  
PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)  
PHYS 100(S) Physics of Everyday Life (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)  
PHYS 151(F) Seminar in Modern Physics (Q)  
PHYS 201(F) Electricity and Magnetism (Q)  
PHYS 202(S) Waves and Optics (Q)  
PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)  
PHYS 301(F) Quantum Physics (Q)  
PHYS 302(S) Statistical Physics (Q)  
PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)  
PHYS 402T(S) Applications of Quantum Mechanics (Q)  
PHYS 411T(F) Classical Mechanics (Q)  
PHYS 451(F) Solid State Physics (Q)  
PSYC 201(F,S) Experimentation and Statistics (Q)  
PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)

### **RELATED COURSE LISTINGS**

There are a number of significant areas of studies in which Williams offers many relevant courses, yet no formal program. To alert students to the opportunity for integrating courses from diverse disciplines into a focus area and to encourage them to do so, the courses in this section are organized as lists of topic-related courses. For their full descriptions, see the respective departmental sections.

#### **Gay, Lesbian, and Bisexual Studies**

Gay, lesbian, and bisexual studies focuses on the social construction of sexuality, past and present. Although, at present, Williams does not have a formal concentration in gay, lesbian, and bisexual

## *Related Course Offerings, Tutorials*

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 379 /Women's and Gender Studies 324 Women in the United States Since 1870  
 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 Analytical Views of Political Economy  
 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 2004-2005**

A description of the tutorial program, and information about how tutorials operate, may be found on page 15 of this catalog. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

### *Anthropology and Sociology*

ANTH 268T(S)	Rethinking Cultural Relativism (W)	M. F. Brown
ANTH 328T(S)	Emotions and the Self (W)*	Just

### *Art*

ARTS 313T(S)	Art of the Public	Diggs
ARTS 364T(F)	Artists' Books	Takenaga
ARTS 371T(S)	Addressing Identity—The Non-Traditional Figure	Podmore
ARTS 380T(S)	Between Art and Cinema	L. Johnson
ARTS 418T(S)	Senior Tutorial	Glier

### *Biology*

BIOL 206T(S)	Genomes, Transcriptomes and Proteomes (W)	D. Lynch
BIOL 402T/		
ENVI 404T (F)	Topics in Ecology: Biological Resources (W)	Art

### *Classics*

CLGR 406T/		
WGST 406T(S)	Coming of Age in the Polis (W)	Hoppin

### *Comparative Literature*

COMP 251T(F)	War in Modern Literature (W)	French
COMP 258T(S)	Reading Family Stories (W)	Newman

### *Computer Science*

CSCI 336T(F)	Computer Networks (Q)	Murtagh
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### *Economics*

ECON 357T(F,S)	The Strange Economics of College (W)	Schapiro
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### *English*

ENGL 239T(S)	The Brontës (W)	S. Graver
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### *Tutorials, Writing-Intensive Courses*

ENGL 285T(F)	Lying About the Truth (W)	K. Shepard
ENGL 323T(S)	A Novel Education (W)	Fix
ENGL 369T/ COMP 369T(F)	The Australian New Wave (W)	J. Shepard
<i>Geosciences</i>		
GEOS 251T(F)	Gulf and Peninsula: The Geology and Ecology of Baja California (W)	Backus
<i>History</i>		
HIST 135T(S)	The Great War, 1914-1918 (W)	Wood
HIST 486T/ JAPN 486T(F)	Historical Memory of the Pacific War (W)*	Maruko
HIST 487T(F)	The Second World War: Origins, Course, Outcomes, and Meaning (W)	Wood
<i>Maritime Studies</i>		
MAST 231T/ ENGL 231T(F,S)	Literature of the Sea (W)	Bercaw Edwards
<i>Mathematics/Statistics</i>		
MATH 251T(S)	Introduction to Mathematical Proof and Argumentation (Q)	Burger
MATH 404T(S)	Ergodic Theory (Q)	Silva
STAT 231T(F)	Statistical Design of Experiments (Q)	R. Deveau
<i>Music</i>		
MUS 203T(F), 204T(S)	Composition I and II	Fall: Perez Velazquez, Spring: D. Kechley
MUS 210T(S)	American Pop Orientalism (W)	A. Sheppard
MUS 223T(S)	Music Technology II	Perez Velazquez
<i>Philosophy</i>		
PHIL 272T(F)	Free Will and Responsibility (W)	Barry
PHIL 304T(S)	Authenticity: From Rousseau to Poststructuralism (W)	Sawicki
PHIL 360T/CLAS 360/ REL 218(S)	Augustine's City of God (W)	Wilberding
PHIL 388T(F)	Consciousness (W)	Cruz
<i>Physics</i>		
PHYS 402T(S)	Applications of Quantum Mechanics (Q)	Tucker-Smith
PHYS 411T(F)	Classical Mechanics (Q)	S. Bolton and Crampton
<i>Political Science</i>		
PSCI 331T(F)	Non-Profit Organization and Community Change (W)	A. Willingham
PSCI 362T(F)	George Kennan and the Dilemmas of American Foreign Policy	McAllister
<i>Psychology</i>		
PSYC 317T(F)	Nature versus Nurture: Controversies in Developmental Psychobiology	Zimmerberg
<i>Theatre</i>		
THEA 221T/ENGL 224T/ WGST 221T(S)	Contemporary Play and Performance Analysis (W)	Bean

The Center for Development Economics is offering two graduate-level courses (ECON 516T and ECON 518T) in the tutorial format. Interested undergraduates should consult the course descriptions and the instructor for eligibility.

**The College acknowledges with deepest gratitude the following classes and individuals who have created generous endowments to support Tutorials at Williams in honor of their 25th and 50th Reunions.**

**The Class of 1953**

**The Class of 1954**

**The Class of 1979**

**Hugh Germanetti 1954**

**David A. Gray 1954**

**John D. Mabie 1954**

**John H. Simpson 1979**

## **WRITING-INTENSIVE COURSES**

Courses designated as "writing intensive"—those marked with a "(W)"—stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

## *Writing-Intensive Courses*

Courses that may be used to meet the requirement in 2004-2005:

- AMST 372(S) African-American Literary Criticism and Theory (Same as English 372) (W)\*
- AMST 405(F) Senior Seminar: Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405)(W)\*
- ANTH 268T(S) Rethinking Cultural Relativism (W)
- ANTH 328T(S) Emotions and the Self (W)\*
- ARTH 448(S) Art about Art: 1400-2000 (W)
- JAPN 486T(F) Historical Memory of the Pacific War (Same as History 486T) (W)\*
- ASTR 336(S) Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (W)
- BIOL 206T(S) Genomes, Transcriptomes and Proteomes (W)
- BIOL 402T(F) Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (W)
- CLAS 209(S) The Art of Living (Same as Philosophy 207) (W)
- CLAS 221(F) Greek Philosophy (Same as Philosophy 221) (W)
- CLAS 224(S) Helen, Desire and Language (Same as Comparative Literature 244 and Women's and Gender Studies 224) (W)
- CLAS 360T(S) Augustine's City of God (Same as Philosophy 360 and Religion 218) (W)
- CLGR 406T(S) Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (W)
- COMP 111(F,S) The Nature of Narrative (Same as English 120) (W)
- COMP 204(F) Twentieth-Century Russian Literature in Translation (Same as Russian 204) (W)
- COMP 216(S) Unearthing: Literature, Melancholia, and the Redemption of Life (Same as Environmental Studies 216) (W)\*
- COMP 217(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as English 213, History 341 and Theatre 222) (W)
- COMP 221(F) The Poetry of Everyday Life: Twentieth-Century European Poets (W)
- COMP 240(S) Introduction to Literary Theory (Same as English 230) (W)
- COMP 244(S) Helen, Desire and Language (Same as Classics 224 and Women's and Gender Studies 224) (W)
- COMP 251T(F) War in Modern Literature (W)
- COMP 258T(S) Reading Family Stories (W)
- COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)(W)\*
- COMP 283(F) Great Big Books (Gateway) (Same as English 233) (W)
- COMP 311(F) America's Nature, and Nature in the Americas (Same as Environmental Studies 311) (W)\*
- COMP 314(S) The Ecology of Ideas of Nature (Same as Environmental Studies 314) (W)\*
- COMP 369T(F) The Australian New Wave (Same as English 369T) (W)
- ECON 357T(F,S) The Strange Economics of College (W)
- ENGL 106(F) Modern Poetry (W)
- ENGL 108(S) Forms of Revenge (W)
- ENGL 110(F) The Age of the Short Story (W)
- ENGL 111(F) Poetry and Politics (W)
- ENGL 114(F) Literary Speakers (W)
- ENGL 117(F) Introduction to Cultural Theory (W)
- ENGL 120(F,S) The Nature of Narrative (Same as Comparative Literature 111) (W)
- ENGL 121(S) Precocity (W)
- ENGL 124(F) Family Matters (W)
- ENGL 126(F,S) Stupidity and Intelligence (W)
- ENGL 127(F) The Celtic Other World: From Myth to Romance and Beyond (W)
- ENGL 129(S) Twentieth-Century Black Poets (W)\*
- ENGL 131(F) Women's Voices: Sappho to Riot Grrrls (Same as Women's and Gender Studies 131) (W)
- ENGL 137(F) Shakespeare's Warriors and Politicians (W)
- ENGL 142(F,S) Radio, Radio (W)
- ENGL 145(S) Reading and Writing Science Fiction (W)
- ENGL 150(F) Expository Writing (W)
- ENGL 150(S) Expository Writing (W)
- ENGL 213(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as Comparative Literature 217, History 341 and Theatre 222) (W)
- ENGL 224T(S) Contemporary Play and Performance Analysis (Same as Theatre 221T and Women's and Gender Studies 221T) (W)
- ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)
- ENGL 239T(S) The Brontës (W)
- ENGL 285T(F) Lying About the Truth (W)
- ENGL 217(S) Shakespearean Comedy (Gateway) (Same as Theatre 225) (W)
- ENGL 226(S) Irish Revivals (Gateway) (W)
- ENGL 227(S) Contesting American Poetics (Gateway) (W)
- ENGL 230(S) Introduction to Literary Theory (Gateway) (Same as Comparative Literature 240) (W)
- ENGL 233(F) Great Big Books (Gateway) (Same as Comparative Literature 283) (W)
- ENGL 236(F,S) Witnessing: Slavery and Its Aftermath (Gateway) (W)\*

## Writing-Intensive Courses

- ENGL 323T(S) A Novel Education (W)  
 ENGL 342(S) Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (W)  
 ENGL 369T(F) The Australian New Wave (Same as Comparative Literature 369T) (W)  
 ENGL 372(S) African-American Literary Thought and Culture (Same as American Studies 372) (W)\*  
 ENVI 216(S) Unearthing: Literature, Melancholia, and the Redemption of Life (Same as Comparative Literature 216) (W)\*  
 ENVI 311(F) America's Nature, and Nature in the Americas (Same as Comparative Literature 311) (W)\*  
 ENVI 314(S) The Ecology of Ideas of Nature (Same as Comparative Literature 314) (W)\*  
 ENVI 404T(F) Topics in Ecology: Biological Resources (Same as Biology 402T) (W)  
 FRS 101(F) Interpreting Human Experience (W)  
 GEOS 105(F) Geology Outdoors (W)  
 GEOS 251T(F) Gulf and Peninsula: The Geology and Ecology of Baja California (W)  
 GEOS 302(S) Sedimentation (W)  
 HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)\*  
 HIST 114(S) Slavery in Africa (W)\*  
 HIST 135T(S) The Great War, 1914-1918 (W)  
 HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)  
 HIST 148(S) *(formerly 102)* The Mexican Revolution: 1910 to NAFTA (W)\*  
 HIST 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)\*  
 HIST 166(F) The Age of Washington and DuBois (W)\*  
 HIST 301E(S) Barbarians, Saints, and Emperors: The Fall of Rome Reconsidered (W)  
 HIST 341(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as Comparative Literature 217, English 213 and Theatre 222) (W)  
 HIST 352(F,S) *(formerly 255)* America and the Sea, 1600-Present (Same as Maritime Studies 201) (Offered only at Mystic Seaport.) (W)  
 HIST 486T(F) Historical Memory of the Pacific War (Same as Japanese 486T) (W)\*  
 HIST 487T(F) *(formerly 374T)* The Second World War: Origins, Course, Outcomes, and Meaning (W)  
 HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)  
 INTR 107(F) Interpreting Human Experience (W)  
 JWST 101(S) Introduction to Judaism (Same as Religion 203) (W)  
 LAT 405(F) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)\*  
 LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)\*  
 MAST 201(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)  
 MAST 231(F,S) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.) (W)  
 MUS 210T(S) American Pop Orientalism (W)  
 PHIL 101(F,S) Introduction to Moral and Political Philosophy (W)  
 PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)  
 PHIL 201(S) Continental Philosophy Workshop: Reading the Critics of Reason (W)  
 PHIL 202(S) Analytic Philosophy—Language and Mind (W)  
 PHIL 207(S) The Art of Living (Same as Classics 209) (W)  
 PHIL 221(F) Greek Philosophy (Same as Classics 221) (W)  
 PHIL 225(S) Introduction to Feminist Thought (Same as Women's and Gender Studies 225) (W)  
 PHIL 236(S) Contemporary Ethical Theory (W)  
 PHIL 272T(F) Free Will and Responsibility (W)  
 PHIL 304T(S) Authenticity: From Rousseau to Poststructuralism (W)  
 PHIL 327(F) Foucault: Power, Bodies, Pleasures (Same as Women's and Gender Studies 327) (W)  
 PHIL 360T(S) Augustine's City of God (Same as Classics 360 and Religion 218) (W)  
 PHIL 388T(F) Consciousness (W)  
 PSCI 314(S) American Political Development (W)  
 PSCI 316(F) Making Public Policy in the U.S. (W)  
 PSCI 328(F) The International Politics of Oil (W)  
 PSCI 330(S) Equality (W)  
 PSCI 331T(F) Non-Profit Organization and Community Change (W)  
 PSCI 335(S) Public Sphere/Public Space (W)  
 PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)\*  
 REL 218T(S) Augustine's City of God (Same as Classics 360 and Philosophy 360) (W)  
 REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\*  
 RLFR 408(S) Senior Seminar. Imagined Algeria: Silenced Histories and Dismembered Narratives (W)\*  
 RLSP 202(S) The Generation of 1898 (W)  
 RLSP 301(S) Cervantes' *Don Quixote* (W)  
 RUSS 204(F) Freeze, Thaw, Resurrection: Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (W)  
 THEA 221T(S) Contemporary Play and Performance Analysis (Same as English 224T and Women's and Gender Studies 221T) (W)

### *Writing-Intensive Courses, Williams-Exeter Programme at Oxford*

THEA 222(F) Polis/Metropolis: Theatre, History, and Urban Culture (Same as Comparative Literature 217, English 213 and History 341) (W)  
THEA 225(S) Shakespearean Comedy (Same as English 217) (W)  
WGST 101(F,S) Introduction to Women's and Gender Studies (W)  
WGST 131(F) Women's Voices: Sappho to Riot Grrrls (Same as English 131) (W)  
WGST 221T(S) Contemporary Play and Performance Analysis (Same as English 224T and Theatre 221T) (W)  
WGST 224(S) Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (W)  
WGST 225(S) Introduction to Feminist Thought (Same as Philosophy 225) (W)  
WGST 327(F) Foucault: Power, Bodies, Pleasures (Same as Philosophy 327) (W)  
WGST 342(S) Representing Sexualities: U.S. Traditions (Same as English 342) (W)  
WGST 402(S) Feminism and the Politics of Family (W)  
WGST 406T(S) Coming of Age in the Polis (Same as Greek 406T) (W)

## **WILLIAMS OFF-CAMPUS PROGRAMS**

### **WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY**

*Director, Professor JAMES L. NOLAN, Jr.*

#### **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

## *Williams-Exeter Programme at Oxford*

undertaken by most students in residence in Oxford during the past has been five full tutorial courses or their equivalent.

### GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight (or four) tutorial sessions, including their related essays, considered together, as well as the grade for the final examination on work accomplished in the individual tutorials and supplementary readings. Final examinations last three hours in the case of full tutorial courses and two hours in the case of half tutorial courses and are always sat in the ninth week of term, following the eight weeks of instruction each term. The final grade recorded on the Williams transcript is calculated by counting the grade for the tutorial meetings and essays as two-thirds of the grade and 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 in the summer after their completion of the Programme and are 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 year maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Some departments at Williams will grant a two-course credit towards the major for each full tutorial course taken at Oxford, and one course towards the major for each half tutorial course taken at Oxford. Most departments, however, will grant a one-course credit towards the major for each relevant tutorial course taken at Oxford (whether a full or a half). Students are encouraged to check with their department chair(s) to confirm official department policy.

### THE COURSE OF STUDY

Students are encouraged to pursue a course of study during their three terms at Oxford that best reflects the strength of the University's offerings. They will, in particular, be able to undertake work in fields which are represented only marginally or infrequently in the Williams curriculum (Classics, Theology, etc.) and in fields in which Oxford is particularly noted (English Literature, Modern History, Philosophy, Politics, etc.). Exeter College also has a Fellow in English Language and Literature (with interests ranging from the Renaissance—including Shakespeare—to the early nineteenth century) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a list of tutorial courses normally available to students studying with the Williams-Exeter Programme at Oxford. The tutorials listed below (WIOX 311-384) represent a selection of some of the standard "papers" (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format. Normally, but not always, tutors can be secured who can teach these subjects to Williams students, although demand, leave patterns, and other constraints, sometimes mean that not all of these subjects can be staffed in all terms.

Some tutorial courses are accompanied by lectures. In such cases the term in which the lectures are delivered is listed, as is the term in which students should take the tutorials (MT-Michaelmas Term; HT-Hilary Term; TT-Trinity Term). Sometimes, where appropriate, prerequisites are also listed.

While many students enroll in the tutorial courses listed below (WIOX 311-384), it is also possible to choose from other available Oxford courses under the heading of WIOX 390, a general rubric for more specialized tutorial work. This is described in more detail below.

#### **WIOX 311 Art History: English Architecture 1660-1720**

A study of the principal buildings of Wren, Hawksmoor, Jones and Vanburgh in relation to the contemporary historical background. Prerequisites: ArtH 101 and 102. Tutorials: any term.

#### **WIOX 316 Biology: Evolution and Systematics**

Evolution as a central theme of biology; methods and data of phylogeny reconstruction; macro-evolutionary change; biogeography; adaptation; comparative method; natural selection; evolution of sex; the modern synthesis. Prerequisites: Biology 101 and 102. Tutorials: any term.

### **ECONOMICS**

Each of the following courses is available to Williams students in Oxford. As all of the economics teaching is arranged by Oxford's Economics Department, students need to inform the Director of the Programme of their interest in any of the following economics options when registering during the Spring of their sophomore year; commitments to any of the following papers must be made in advance for the entire academic year. Students will be expected to attend the lectures in all terms



designated and undertake their tutorial work in the appropriate term, as noted below. All courses listed below can only be taken as “full” tutorial courses.

**WIOX 319 Economics: Microeconomics**

Risk, uncertainty and information; the firm and market structures; welfare economics; externalities, public goods, and the sources of market failure; the distribution of income; trade and protection; the applications of microeconomics to public policy issues. (Similar to Economics 251.) Prerequisites: Economics 110 and 120. Lectures: MT. Tutorials: MT only.

**WIOX 320 Economics: Macroeconomics**

Alternative macroeconomic theories and policy implications; aggregate investment and consumption; demand for money; unemployment and inflation; balance of payments adjustment; exchange rates; supply-side policies; monetary and fiscal policy; international aspects of macroeconomic policy—all with special reference to the UK and its membership of the EU. (Similar to Economics 252.) Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT only.

**WIOX 321 Economics: British Economic History Since 1870**

Trends and cycles in national income; changes in the structure of output, employment, and capital; the location of industries, industrial concentration, and the growth of large firms; prices, interest rates, and public finance; trade unions and the labour market; poverty and living standards; foreign trade; government policy. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT. Tutorials: TT.

**WIOX 322 Economics: International Economics**

Theories of international trade and their application to economic policy and current problems; theory and practice of economic integration; current problems of the international trading system; methods of balance of payments adjustment and financing; behaviour of floating exchange rates; Exchange Rate Regimes and the International Monetary System. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

**WIOX 323 Economics: Command and Transitional Economies**

Traditional command economies, attempts to reform them in the direction of market socialism, and the transition to market economies. Focus is largely on Russia and the nations of Eastern Europe, with some attention to China. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, TT. Tutorials: TT.

**WIOX 324 Economics: Economics of Developing Countries**

Theories of growth and development; poverty and income distribution; human resources; labour markets and employment; industrialization and technology; agriculture and rural development; monetary and fiscal issues; foreign aid; the role of government in development. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT.

**WIOX 325 Economics: Money and Banking**

The nature and definition of money; the role, behaviour, and regulation of banks and other financial intermediaries; the supplies of money and credit; the interest rate structure and equity prices; the aims, instruments, and practice of monetary policy; foreign exchange markets and monetary policy; the relations between monetary and fiscal policy. Prerequisites: Economics 110, 120, and 252 (or WIOX 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

**WIOX 326 Economics: Public Economics**

Welfare-economic foundations; the measurement of well-being; taxation and incentives; taxation, debt, and behaviour over time; health, education, and social security; public goods, externalities and market failure; policy towards natural resources and the environment. Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: MT, TT. Tutorials: TT (or MT with approval of Director).

**WIOX 327 Economics: Economics of Industry**

Market structures, costs and scale economies; oligopoly and the theory of games; empirical studies of pricing and profitability; advertising and product differentiation; mergers and vertical integration; public enterprises and public policy towards market structure; managerial theories of the firm. Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: TT. Tutorials: TT.

**WIOX 328 Economics: Labour Economics and Industrial Relations**

Organization and policies of trade unions and employers' associations; employer-employee relations; the theory and practice of collective bargaining; the role of the government in industrial relations; the application of economic analysis to labour markets; economic aspects of trade unions; the economics of labour policy. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: MT or TT.

**WIOX 329 Economics: Classical Economic Thought**

The theories of value, distribution, money, and international trade as put forward and developed by Smith, Ricardo, and Marx. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: HT. Tutorials: TT.

*Williams-Exeter Programme at Oxford*

**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 and tutorials can generally be arranged for any of these courses in any term. 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 Fellow in English is normally available to teach WIOX 330d and 330e to Williams students.

- WIOX 330a English: English Literature from 600 to 1100
- WIOX 330b English: English Literature from 1100 to 1509
- WIOX 330c English: English Literature from 1509 to 1642
- WIOX 330d English: English Literature from 1642 to 1740
- WIOX 330e English: English Literature from 1740 to 1832
- WIOX 330f English: English Literature from 1832 to 1900
- WIOX 330g English: English Literature from 1900 to the present day

**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 English: The Drama in English**

Each of the courses below focuses on drama in English during a specific period. Students may choose to focus on the period as a whole or specific dramatists within it. No prerequisites; normally available in all three terms as a “full” or a “half” course.

- WIOX 332a English: The Drama in English from 1400 to 1640, excluding Shakespeare
- WIOX 332b English: The Drama in English from 1640 to 1890
- WIOX 332c English: The Drama in English since 1890

**WIOX 333 English: The History, Use, and Theory 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 written and oral discourse, and literary language as persuasion and social action). No prerequisites; normally available in all three terms.

**WIOX 334 English: Special Authors**

Each of the separate courses below allows students to focus in detail on the work of one or more authors. Often two authors from a specific grouping might be selected for a “full” course and one author for a “half” course. It might also be possible to focus on the work of a “special author” not part of the following courses, such as Defoe, Fielding, Johnson, Austen, Yeats, etc. Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period; normally available in all three terms.

- WIOX 334a English: Special Authors—The *Beowulf* Poet, Alfred, or Aelfric
- WIOX 334b English: Special Authors—Chaucer, or Julian of Norwich, or the York Cycle
- WIOX 334c English: Special Authors—Donne, Milton, or Marlowe
- WIOX 334d English: Special Authors—Marvell, or Swift, or Lady Mary Wortley Montagu
- WIOX 334e English: Special Authors—Wordsworth, or Fielding, or Hazlitt
- WIOX 334f English: Special Authors—Tennyson, or Dickens, or Wilde
- WIOX 334g English: Special Authors—Joyce, or T.S. Eliot, or Woolf
- WIOX 334h English: Special Authors—Bishop, or Coetzee, or Stoppard

**WIOX 335 English: Women’s Writing**

Various aspects of writing by women from the early Middle Ages to present-day feminist theoretical writing. Students may focus on various topics, including notions of a female canon, autobiographies and letters as specific forms of women’s writing, American women’s writing, postcolonial women writers, feminist theoretical writing, etc. No prerequisite; normally available in all three terms.

**WIOX 336 English: The History and Theory of Criticism**

A broad survey of the history and function of criticism from the classical period to the present, with special attention paid to different schools of literary theory. Prerequisite: two courses in English at Williams; normally available in all three terms, only as a “full” course.

**WIOX 350 History: General History (surveys)**

The following courses offer general introductions to western history during specific time periods. Each is a separate entity, normally undertaken as a “full” course. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in any term.

- WIOX 350a General History, 285-476
- WIOX 350b General History, 476-750

WIOX 350c	General History, 700-900
WIOX 350d	General History, 900-1122
WIOX 350e	General History, 1122-1273
WIOX 350f	General History, 1273-1409
WIOX 350g	General History, 1409-1525
WIOX 350h	General History, 1517-1618
WIOX 350i	General History, 1618-1715
WIOX 350j	General History, 1715-1799
WIOX 350k	General History, 1799-1856
WIOX 350l	General History, 1856-1914
WIOX 350m	General History, 1914-1945
WIOX 350n	General History, 1941-1973

**WIOX 351 History of the British Isles (surveys)**

The following courses offer general introductions to the History of the British Isles, paying particular attention to the evolution and development of Britain as a nation and to the major political, social, and economic trends that have shaped the course of the nation's development. Each course is a separate entity and is normally undertaken as a "full" course. There are no prerequisites for these courses and while lectures are normally delivered in Michaelmas Term, tutorials can generally be arranged for any of them in any term. Exeter has two Fellows who teach British history and are often available to teach WIOX 351b, 351c, and 351d.

WIOX 351a	History of the British Isles, c.300-1087
WIOX 351b	History of the British Isles, 1042-1330
WIOX 351c	History of the British Isles, 1330-1550
WIOX 351d	History of the British Isles, 1500-1700
WIOX 351e	History of the British Isles, 1685-1830
WIOX 351f	History of the British Isles, 1815-1924
WIOX 351g	History of the British Isles, since 1900

**WIOX 352 History: British Economic and Social History, 1700-1870**

The transformations of Britain's society and economy during the industrial revolution; the causes and nature of industrialization, urbanization, and economic modernization; the various social dislocations associated with economic change; and the changing economic, administrative, and social discourses which helped reshape Britain's economic relations and social institutions. Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT.

**WIOX 353 History: Imperialism and Nationalism, 1830-1980**

Analysis of the European and extra-European foundations of empire in the light of existing theories of imperialism and 'orientalism'; study of the overseas expansion of the European powers; theories of collaboration and resistance; the theory and practice of anti-imperial nationalism and decolonization. Lectures: HT. Tutorials: HT or TT.

**WIOX 354 History: Intellect and Culture in Victorian Britain**

The ideas and culture of the Victorians with reference to their analytical content and social context. Topics covered range from progress and faith, through natural and social science, to fine art and gender. Lectures: HT. Tutorials: HT or TT.

**WIOX 355 History: Nationalism, Politics and Culture in Ireland, c.1870-1921**

Events and ideas in Ireland from the Home Rule era to the Anglo-Irish Treaty, stressing themes and nationalist rhetoric as much as the actual events that led to Home Rule. Lectures: MT. Tutorials: HT or TT.

**WIOX 356 History: A Comparative History of the First World War, 1914-1920**

Comprehensive survey of the events of the First World War which relates the spheres of political, economic, social, and military history in the various combatant nations; battles and strategy; cultural responses to the war; the aftermath of the conflict. Lectures: HT. Tutorials: HT or TT.

**WIOX 357 History: The Arab World, 1914-1960**

Impact of the First World War on the Ottoman Empire; break-up of the Empire and establishment of new nations and European protectorates; Arab nationalism and the rise of the modern Arab nation state. Tutorials: any term.

**WIOX 358 History: India, 1916-1934: Indigenous Politics and Imperial Control**

The rise of the Indian independence movement; Civil Disobedience; the Congress Party and the career of Mahatma Gandhi. Lectures: MT. Tutorials: any term.

**WIOX 361 Philosophy: The History of Philosophy from Descartes to Kant**

A consideration of the main philosophical ideas of the period, focusing in particular on the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. No prerequisites. Lectures: MT and HT. Tutorials: any term.

**WIOX 362 Philosophy: Knowledge and Reality**

Knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity; substances, change, events; properties; causation; space; time; essence; realism and idealism; primary and secondary qualities. No prerequisites. Lectures: MT and HT. Tutorials: any term.

**WIOX 363 Philosophy: Ethics**

Ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence, and amorality; rights, justice, and equality; Kant; happiness, welfare, and a life worth living. No prerequisites. Lectures: MT and HT. Tutorials: any term.

**WIOX 364 Philosophy: Philosophy of Mind**

The nature of persons; the relation of mind and body; self-knowledge; knowledge of other persons; consciousness; perception; memory; imagination; thinking; belief; feeling and emotion; desire; action; subconscious and unconscious mental processes. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT and HT. Tutorials: any term.

**WIOX 365 Philosophy: Philosophy of Science and Social Sciences**

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific change; major schools of philosophy of science. B) Social meaning; individualism; rationality; rational choice theory; the explanation of social action; prediction and explanation in economics; historical explanation; ideology. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

**WIOX 366 Philosophy: Philosophy of Religion**

An examination of claims about the existence of God, and God's relation to the world; their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them; the philosophical 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 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.

**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 381 Psychology: Developmental Psychology**

Psychological development: the biological and physiological, environmental and hereditary influences which affect development in humans; evidence from comparative studies; development of intelligence and personality; sex differences; developmental aspects of perceptual and cognitive processes. Prerequisite: Psychology 101. Lectures: MT and TT. Tutorials: TT recommended.

**WIOX 382 Psychology: Social Psychology**

The biological and cultural background to social behaviour; comparison of animal and human social behaviour; communication and social interaction; behaviour in organizations; social relationships and exchange processes; cognitive social psychology. Prerequisite: Psychology 101. Lectures: MT. Tutorials: MT recommended.

**WIOX 383 Psychology: Individual Differences**

Origins and development of differences in human abilities, personalities, and attributes; their analysis, measurement, and understanding. Prerequisite: Psychology 101. Lectures: MT and HT. Tutorials: HT recommended.

**WIOX 384 Psychology: Psychological Disorders**

The “abnormal” nature of abnormal behaviour; theories and classifications of abnormal behaviour; causes and treatment. Prerequisite: Psychology 101. Lectures: HT. Tutorials: HT recommended.

**WIOX 390 Specially Arranged Subjects**

Specially arranged tutorial courses in some subject areas other than those covered by the WIOX 311-384 courses might also be possible. A WIOX 390 is not simply what would be called an “independent study” course at Williams. Rather, a WIOX 390 is normally a “paper” (course) that is regularly offered at Oxford as either a required or optional part of the degree in various subjects. For a list of all the “papers” that make up the degree requirements in various disciplines, students should consult the *University of Oxford Examination Regulations*, a recent copy of which can be found in the Dean’s Office. Important guidelines for how to make sense of this complex and weighty tome (the equivalent of the *Williams College Bulletin*) are available from the Dean’s Office and also from the director. It is easier to find tutors for a WIOX 390 in some fields (Classics, English, History, Philosophy, Theology, etc.) than in others (Psychology, the natural sciences, etc.) and students should realize that it is not always possible for the Programme to accommodate their requests.

A sample list of Specially Arranged Subjects (WIOX 390) staffed during the past three years is offered below. This list is not comprehensive. Furthermore, students who wish to undertake a WIOX 390 course are encouraged to consult the *Examination Regulations* rather than simply repeat what other students in the past have done.

### *Williams-Exeter Programme at Oxford*

390 Anthropology: South Asia—Caste and Hinduism  
390 Archaeology: The Transformation of the Celtic World, 500 BC-AD 100  
390 Art History: Egyptian Art, Architecture and Artefacts  
390 Art History: Greek Vases  
390 Art History: Art Under the Roman Empire, AD 14-337  
390 Art History: Anglo-Saxon Archaeology of the Early Christian Period  
390 Art Studio: Photography  
390 Art Studio: Drawing I  
390 Biology: Health and Disease  
390 Chemistry: Organic Chemistry  
390 Chemistry: Physical Chemistry  
390 Chemistry: Solid State Chemistry  
390 Classics: Latin Literature of the First Century BC  
390 English: Creative Writing  
390 German: The German Novel Since 1945  
390 History: Roman History, 80 BC-AD 138  
390 History: The Near East in the Age of Justinian and Muhammad, 527-c.700  
390 History: The Carolingian Renaissance  
390 History: War and Reconstruction: Ideas, Politics and Social Change  
390 Law: Jurisprudence  
390 Mathematics: Applied Analysis  
390 Mathematics: Abstract Algebra  
390 Mathematics: Number Theory  
390 Mathematics: Probability  
390 Philosophy: Intermediate Philosophy of Physics  
390 Philosophy: Frege, Russell, and Wittgenstein  
390 Physics: Thermodynamics  
390 Physics: Quantum Physics  
390 Political Science: Questions in Tibetan History, Politics, and Culture  
390 Political Science: British Foreign Relations  
390 Psychology: Psychology of Religion  
390 Religion: Christian Moral Reasoning  
390 Religion: Selected Topics (Old Testament)—Prophecy  
390 Religion: Theology and Ethics of the New Testament  
390 Religion: Aquinas  
390 Religion: Augustine  
390 Religion: History and Theology of Western Christianity, 1500-1619  
390 Religion: Christology from Kant to Troeltsch, 1789-1914  
390 Sociology: Sociology of 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 (recently expanded and refurbished), 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, a reflective garden and a gnome garden. 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. In recent years, students have also enjoyed a group overseas excursion at the outset of the break between Hilary and Trinity terms, in 2002 to San Sebastian and Bilbao, in 2003 to Nice and Monte Carlo, and in 2004 to Sicily.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of *Ephs Among the Dreaming Spires*, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

#### ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

#### FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat lunch and dinner on any day of the week at Exeter. They will pay a small charge for lunch at Exeter, but dinner will be provided free of charge. 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

*Williams-Exeter Programme at Oxford, Williams-Mystic Maritime Studies Program*

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:* MARY K. BERCAW EDWARDS (University of Connecticut), JAMES T. CARLTON (Williams College), LISA GILBERT (Mystic Seaport), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport), DANIEL BRAYTON (Middlebury College).

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

**MAST 201(FS) America and the Sea, 1600-Present (Same as History 352)(W)**  
(See under Maritime Studies for full description.)

**MAST 211(FS) Oceanographic Processes (Same as Geosciences 210)**  
(See under Maritime Studies for full description.)

**MAST 231T(FS) Literature of the Sea (Same as English 231T) (W)**  
(See under Maritime Studies for full description.)

**MAST 311(FS) Marine Ecology (Same as Biology 231)**  
(See under Maritime Studies for full description.)

**MAST 351(FS) Marine Policy (Same as Environmental Studies 351)**  
(See under Maritime Studies for full description.)



## WINTER STUDY PROGRAM

### REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2004-2005 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than Thursday, January 27th. *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, 30 September.

### AFRICAN-AMERICAN STUDIES

#### AAS 030 Senior Project

To be taken by students registered for Afro-American Studies 491 who are candidates for honors.

### AMERICAN STUDIES

#### AMST 010 In Search of Bob Dylan: The Man, the Music, the Myth

More than just a singer and songwriter, Bob Dylan has become a cultural icon, albeit an elusive one. With reference to recordings, films, biographies, and critical articles, we will examine how Dylan made the leap from latter-day Woody Guthrie to rock star to prophet to perennial Nobel Prize nominee, and attempt to define the nature of his unique contribution to American culture.

Method of evaluation: 10-page paper or an equivalent project.

No prerequisites. *Enrollment limit: 25. Priority given to seniors.*

Meeting time: three hours twice a week (Monday/Wednesday mornings); some mandatory film screenings may occur outside of regularly-scheduled class time.

Cost to student: \$100.

SETH ROGOVOY '82 (Instructor)  
WONG (Sponsor)

Seth Rogovoy '82 is a widely-published music critic who has written extensively about Bob Dylan. The author of *The Essential Klezmer*, his cultural commentary is heard weekly on WAMC's Northeast Public Radio Network.

**AMST 011 Berkshire Stories (Same as Comparative Literature 011 and Special 016)**

(See under Special for full description.)

**AMST 012 Willa Cather: Art and Ambition (Same as Classics 010, Comparative Literature 013, English 022 and Women's and Gender Studies 010)**

(See under English for full description.)

**AMST 013 Dances With Stereotypes?: American Indians on Film (Same as History 013)**

(See under History for full description.)

**AMST 017 Contesting the Frontier (Same as English 017)**

(See under English for full description.)

**AMST 019 Comic Book Politics (Same as Political Science 019)**

(See under Political Science for full description.)

**AMST 023 Representing Jazz (Same as English 023)**

(See under English for full description.)

**AMST 030 Senior Honors Project**

To be taken by students registered for American Studies 491 or 492.

## ANTHROPOLOGY AND SOCIOLOGY

**ANSO 011 Berkshire Farm Internship**

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded to the Farm by the Family Court. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification.

Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring.

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: interview with instructor. *Enrollment limit: 15—please note: all queries about this course should be directed to the instructor, who can be reached at 518-781-4567 ext. 322.*

Cost to student: none.

LARI BRANDSTEIN (Instructor)  
NOLAN (Sponsor)

Lari Brandstein is Director of Volunteer Services at Berkshire Farm Center and Services for Youth.

**ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse**

The incidence of reported child abuse and neglect has reached epidemic proportions and shows no signs of decreasing. Preventive and prophylactic social programs, court intervention, and legislative mandates have not successfully addressed this crisis. This course allows students to observe the Massachusetts Department of Social Services attorney in courtroom proceedings related to the care and protection of children. Students will have access to Department records for purposes of analysis and will also work with social workers who will provide a clinical perspective on the legal cases under study. The class will meet regularly to discuss court proceedings, assigned readings, and the students' interactions with local human services agencies. 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).*

Meeting time: TBA.

Cost to student: \$25 for books and photocopies.

JUDITH LOCKE (Instructor)  
NOLAN (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

## ANTHROPOLOGY

**ANTH 014 Representing Afghanistan on Film**

This course looks at how Afghanistan has been portrayed in feature films, documentaries, and television news, before and after 9/11. Using these mainstream media representations as a point of depar-

## Winter Study Program

ture, the course will go on to consider the theory and practice of media based on the instructor's own experiences shooting, scripting, and editing a documentary film on Afghanistan. The class will look at raw footage shot in Afghanistan, clips and scripts from different stages of the editing process, as well as the final film. Issues to be considered include the verite, of cinema verite, the pros and cons of narration, and the relationship between art and science in documentary production.

Class requirements include attendance at film screenings, readings, and a final project.

*Enrollment limit: 12.*

D. EDWARDS

### **ANTH 031 Senior Thesis**

To be taken by students registered for Anthropology 493-494.

## **SOCIOLOGY**

### **SOC 013 Puzzles and Puzzlers (Same as Russian 013)**

Why do people spend their time doing puzzles? Why did riddles exist throughout history and cross-words appeared only in the twentieth century? In literature, how do games and puzzles contribute to the construction or subversion of meaning? What is the metaphorical significance of games and puzzles, in literature and in real life? Is the game for the reader's benefit or is the reader part of the game?

This course will approach puzzles from both sociological and literary perspectives, thus providing students with the opportunity to analyze games and puzzles in literary texts while also assessing their significance in contemporary culture through collaborative ethnography, interviews in and outside of class and analysis of documents. Primary texts will include works by Nabokov, Borges, Calvino and Eco; we will also consult theoretical writings by Caillois, Huizinga, Motte and the OuLiPo group. Exercises will include constructing a taxonomy of puzzles, interviewing puzzle-makers and puzzle-fans, exploring trans-cultural and historical variations in crosswords and riddles, and integrating cultural criticism with an appreciation of the puzzles' role in contemporary culture.

Course requirements: thoughtful and active class participation, several papers and take-home assignments, a group presentation and a final paper.

No prerequisites. *Enrollment limit: 19.*

Meeting time: mornings, three days a week.

Cost to student: \$75.

SHEVCHENKO and SKOMP

### **SOC 031 Senior Thesis**

To be taken by students registered for Sociology 493-494.

## **ART**

## **ART HISTORY**

### **ARTH 010 Introduction to African Film (Same as International Studies 010)**

This course introduces students to a range of Francophone, Anglophone, and Lusophone films and filmmakers from Africa. It provides an overview of the media's historical development, from colonial origins to recent trends towards internationalization. Students will examine the role of film in social criticism, oral tradition, aesthetics, and feminism in the contemporary African context.

Evaluation will be based on class participation and a final 10-page paper that examines a particular film or issue in depth.

No prerequisites. *Enrollment limit: 15.*

Meeting time: T, W, R 1-3 p.m.; screenings: M, T, W 7-9 p.m. Students will be required to attend three weekly screenings outside of class.

Cost to student: \$50.

KRISTINA VAN DYKE (Instructor)

HEDREEN (Sponsor)

Kristina Van Dyke holds an M.A. from Williams College in Art History and is a Ph.D. candidate in the History of Art and Architecture Department at Harvard University.

### **ARTH 011 The Development of Inuit Art (Same as Political Science 011)**

(See under Political Science for full description.)

### **ARTH 012 Topics in Video Art: The Museum**

In recent years video art has become a mainstay in many art museums worldwide, but this has not always been the case. This course will investigate the introduction and proliferation of video art into museums paying close attention to the ways in which they have changed one another. The course will investigate multiple approaches to video making including: performance documentation, found footage, collage, narrative, abstraction, video diary, documentary, and installation, and how each of these

## Winter Study Program

different types affects the curatorial process. Through selected readings, screenings and museum visits, the course will address issues of display, the role of the audience, and approaches to collecting. WCMA's Media Field gallery will serve as a test case and students will create proposals for exhibitions in the space.

Evaluation will be based on participation in class discussions and museum visits. Short response papers to readings and screenings and one final presentation/exhibition proposal. One to two visits to area museums or NYC depending on the exhibitions on view at that time.

No prerequisites. *Enrollment limit: 12. Preference given to ArtH 101-102 and/or ArtS 288.*

Meeting time: two afternoons per week except for field trip days which may require a half to full day. Cost to student: \$60 for reading packets and costs associated with field trips, transportation, museum entrance fees.

LISA DORIN (Instructor)  
GLIER (Sponsor)

Lisa Dorin MA '00 is assistant curator at the Williams College Museum of Art. She is in charge of the programming for Media Field, the museum's gallery dedicated to video and new media art.

### **ARTH 013 Looking at Contemporary Documentary Photography (Same as English 012)**

(See under English for full description.)

### **ARTH 014 Out of the Closet: What Clothes, Costumes and Textiles Reveal in European and American Art (Same as Theatre 014)**

Why does the 16-year-old Hapsburg Queen of Poland wear lace AND chain mail in a seventeenth century portrait by Joseph Heintz? This course addresses this paradox and other enigmas of costume in European and American art at the Clark Art Institute in Williamstown. In paintings, as in life, certain clothes and fabrics can be used as emblems of power and prestige, and they yield both overt and subtle information about the one who wears them. Each week this class will combine two two-hour sessions of slide lectures and on site study of costumes and textiles in paintings and prints at the Clark Art Institute with field trips to local New England collections of historical fashion, such as Historic Deerfield's costume collection. The last field trip of the session, scheduled for January 27th, will be to New York City. For the final project students will "curate" and write up a "virtual installation" of paintings and prints at the Clark with specific emphasis on the iconography of clothing in the artworks.

Requirements: regular attendance in class and field trips. 10 page paper.

No prerequisites. *Enrollment limit: 12.*

Meeting times: Tuesday and Wednesday afternoons with field trips on Thursdays. Please note that there will be no class on Wednesday the 26th. That class's lecture will be combined with the New York City field trip scheduled for the 27th.

Cost to students: meals on field trips; transportation to and from New York City.

DEBORAH KRAAK (Instructor)  
MCGOWAN (Sponsor)

Deborah Kraak is an independent curator specializing in historical textiles and costumes. Her museum background includes Winterthur: An American Country Estate, in Wilmington, Delaware, the Museum of Fine Arts, Boston, and the Los Angeles County Museum of Art. She has curated many exhibitions, including the Boston venue of "Hollywood and History: Costume Design in Film." At present she is preparing "Purple Reign," an exhibition in honor of the 150th anniversary of the discovery of mauve, the first synthetic dye, scheduled for Spring 2006 at the American Textile History Museum in Lowell, Massachusetts.

### **ARTH 017 Materials of the Artist: Uncovering Fakes and Forgeries (Same as Chemistry 015 and ArtS 017)**

(See under Chemistry for full description.)

### **ARTH 018 Images of Illness: Photographic Representations in Medicine (Same as Biology 017 and English 018)**

(See under English for full description.)

### **ARTH 025 Oriental Rugs: Art and Commerce (Same as Chemistry 025)**

(See under Chemistry for full description.)

### **ARTH 031 Senior Thesis**

To be taken by students registered for ArtH 493, 494.

### **ARTH 033 Honors Independent Study**

To be taken by candidates for honors by the independent study route.

## ART STUDIO

### **ARTS 010 Maskmaking: A Journey into Culture, Myth, and Mystery (Same as Asian Studies 010)**

(See under Asian Studies for full description.)

### **ARTS 011 Monotype**

Through this course students will explore the expressive qualities of the monotype, which combines the fluidity of painting with the process of printmaking. We will use a variety of techniques including direct additive and subtractive methods, use of non-traditional tools, direct-trace drawing, and collage. Discussions of the relationship between process/technique and the image's intent will be emphasized. This class will focus primarily on hand printing though a printing press will be available during class time. Students will be encouraged to use daily sketchbooks and active observation to develop a personal visual voice. Evaluations will be based on growth and development of work, effort, maintaining a daily sketchbook, attendance, and class participation. Assignments will be progressive leading to a final portfolio of prints and critique.

Prerequisites: Drawing I is recommended but not required. *Enrollment limit: 16.*

Meeting time: afternoons, two three-hour classes per week and one local museum trip.

Cost to student: \$75-\$100.

SARAH PIKE (Instructor)  
GLIER (Sponsor)

Sarah Pike is painter who is working in Williamstown, MA. She earned her M.F.A. from the Pennsylvania Academy of the Fine Arts. She has taught in Philadelphia, Massachusetts, and Vermont.

### **ARTS 013 Video Installation Art**

This is a studio seminar exploring various approaches to Video Installation Art. Students will investigate and interrogate some of the theoretical, aesthetic, and practical issues of Video Installation. This is primarily a studio workshop, with some screenings and supplemental reading, but most of our effort will be put toward each student making a final piece to install near the end of Winter Study. Students can work individually or in collaborative groups.

Evaluation will be based on participation and assignments.

Prerequisites are either one art course, some experience with video production, or excitement about working with video installation. *Enrollment limit: 12.*

We will meet three mornings a week for 2 hours with field trips and extra lab time scheduled as necessary.

Cost will be minimal (\$10-\$50), but subject to variation depending on material costs for projects.

DAVID LACHMAN, (Instructor)  
CHAVOYA (Sponsor)

David Lachman is an artist who works primarily in installation, but also in photography, video, painting, and drawing. He received his MFA from Northwestern University in Painting in 2000 and also studied Studio Art and Art History as an undergraduate at Oberlin College. His work creates conditions for viewers to explore their own relationship with the world and to see how their ideas and expectations color experience. Often this is done using common objects, experiences, and humor, which grounds the work in everyday life.

### **ARTS 014 Figure Drawing**

Using the nude model as the primary source, students will be introduced to time honored techniques and traditions of western art to draw the human form. The technical aspects of capturing gesture and form of the figure through careful observation will be the departure point. Beyond an investigation of rendering through direct observation students will be encouraged to pursue an individualistic approach to drawing the figure. To foster this, slide lectures will introduce students to a brief history of figure drawing with an emphasis on twentieth century and contemporary masters. Students will engage in drawing exercises meant to suggest the expressive possibilities of the figure. The course is intended to expand students' ideas about how to make a drawing, what a drawing is and what it can be. Students will be evaluated on the portfolio of drawings assembled during the course, attendance, participation and effort. A minimum of three hours per week is expected of each student outside of class to sketch and develop drawings as part of their class portfolios.

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

Meeting time: Monday and Wednesday afternoons; two three hour sessions.

Cost to student: approximately \$75 for materials and model fees.

PAUL CHOJNOWSKI (Instructor)  
TAKENAGA (Sponsor)

Paul Chojnowski is an artist living in the Berkshires. His work has been distinguished by his use of non traditional tools and unusual media. Over the last twelve years solo exhibitions of his pictures have been mounted in New York, Atlanta, Portland, Chicago and Aspen.

**ARTS 015 Large-Format Photography**

The course is designed to introduce students to studio/view cameras, to processing the sheet-film negatives made in them, and to making contact and projection prints. Studio exercises will include careful analysis of camera movements to teach their use, and a consideration of lighting techniques; dark room exercises will include the tray development of sheet film, determination of effective film speed, and control of contrast through development time. The subject matter of the photographs produced in the course will not be prescribed; it is limited only by the participants' imagination and the weather in January. Working with subjects of their own choosing, students will be instructed in the principles of traditional photographic image making by producing large-format negatives and translating them into effective black-and-white prints in 4x5 and 8x10 formats.

Each student will be expected to make exhibition-quality prints, which may be enlargements or contact prints from 4x5 negatives, or contact prints from 8x10 negatives. The prints will be exhibited in a group show at the end of Winter Study.

Evaluation will be based on commitment to the course, participation in discussion sessions, and the quality of the prints.

No prerequisites (although camera and darkroom experience a plus). *Enrollment limit: 10.*

Meeting time: mornings; there will be six hours weekly for lectures, demonstrations and crits. At least 20 hours weekly in the darkroom are expected, under the supervision of a photo technician.

Cost to student: \$200 lab fee.

RALPH LIEBERMAN (Instructor)  
GLIER (Sponsor)

Ralph Lieberman is an art historian and photographer who lives in Williamstown. He has a Ph.D. from the Institute of Fine Arts. His photographs have appeared in many publications and are to be found in major American and European art historical study collections.

**ARTS 016 Systems and Chance**

This course will be an introduction to making art through systemic procedures that allow chance elements to surface in the work. Combining specific rules with opportunities for accidents and visual play, this approach has its roots in many fields, including systems art of the 1970's, where following the procedure was often more important than the finished product, and Surrealist parlor games that incorporated nonsequiters, dreams, and random elements. Slide presentations will include 70's work by Sol Lewitt, John Cage, Roman Opalka, Jennifer Bartlett, as well as other artists currently working in similar ways. Media will include drawing, simple printmaking techniques (like rubber stamps), and some less traditional materials (yarn, food, rope, etc.). While some of the projects will be individual works, others will be collaborations. For example, the entire class may work on a revised version of the Exquisite Corpse, where artists construct figures without seeing each other's work. Or each student may be asked to create compositions based upon random elements (coins thrown onto canvas, names in the phone book, dictionary definitions), enacting a kind of art game.

Evaluation will be based on the inventiveness and quality of the work, effort, completion of all assignments, participation in critiques, and attendance.

We will meet twice a week for three hours. Students are expected to work outside of class to finish their assignments.

No prerequisites, although ArtS 100 is recommended. *Enrollment limit: 12.* Preference is given to juniors, seniors, and sophomores, in that order.

Meeting times: Tuesday and Wednesday, 10:00 am—12:50 pm

Lab fee: \$50 for basic materials. Depending upon the choice of assignments, students may have to purchase individual supplies.

TAKENAGA

**ARTS 017 Materials of the Artist: Uncovering Fakes and Forgeries (Same as Chemistry 015 and ArtH 017)**

(See under Chemistry for full description.)

**ARTS 025 Art, Culture, and Spanish in Oaxaca, Mexico (Same as Spanish 025)**

The city of Oaxaca is a unique place where age-old dialects, traditional art practices and religious customs coexist side by side with contemporary life. Living and studying in Oaxaca, Mexico will provide students with the opportunity to experience the richness of culture that Oaxaca has to offer. This course is designed as an exploration of Mexican culture and is centered on the teaching and enhancement of Spanish, as well as, daily practical studio components in the making of art. Specifically, it will be organized with morning Spanish classes, afternoon art studio classes, (focusing on drawing, sculpture and collage), as well as frequent excursions to view museums, artist's studios, archaeological sites, galleries and cinema. The hope is, that immersion into a culture so vastly different from our own can have a profound and lasting effect on one's perspective with regards to life, culture and art. Students will live with a Mexican family in Oaxaca, providing a greater opportunity to practice Spanish and gain a deeper understanding of Mexican life.

Prerequisites : at least one introductory course in Spanish and ArtS 100 or permission of instructor.

*Enrollment limit : 12.*

## Winter Study Program

Cost to student: approximately \$2,200.

### Itinerary:

Meet in Williamstown prior to Winter Study to provide information and prepare students about what to expect and what to bring.

Spend Winter study period in Oaxaca, creating art, enhancing Spanish abilities and exploring and discussing Mexican culture.

PODMORE and PAULINA SALAS-SCHOOFFIELD

Paulina Salas-Schoofield is resident of Oaxaca, Mexico. During the past 8 years she has taught courses on Mexican Culture and Spanish Language at the Language Centre of the Benito Juarez University and Instituto Cultural Oaxaca. Paulina Salas-Schoofield studied art history in Mexico City and film studies at Edinburgh University.

### ARTS 033 Honors Independent Project

Independent study to be taken by candidates for honors in Art Studio.

## ASIAN STUDIES

### ASST 010 Maskmaking: A Journey into Culture, Myth, and Mystery (Same as Arts 010)

This is a course in creating professional-quality performance masks. To identify characters for our masks, we shall explore Chinese mythology, folktales, and songs, with particular emphasis on material that contains the universal symbolism that occurs worldwide in many different cultures and springs directly from the relationship between human nature and Nature. Required activities: three 2-hour afternoon class meetings per week, background readings, and a final project consisting of the creation of one or more masks and a performance on the final day of Winter Study (e.g., a story-play, narrative, song with instrumental back-up, dance, or a combination of these). Evaluation will be based on attendance, class participation, and the final project.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$50 for materials and a Xerox packet.

ELLEN GRAF (Instructor)

KUBLER (Sponsor)

Ellen Graf is a poet and artist who designs custom masks for dance, theatre, and spiritual ceremonies. Her specialty is the animal realm and masks honoring forces of nature as aspects of the divine. She has served as a teacher trainer in poetry at the Institute of the Arts in Education, SUNY Albany and has taught maskmaking in the public schools in the Albany area. She resides on a wilderness farm in Cropseyville, New York.

### ASST 012 The Art of War (Same as Political Science 012)

(See under Political Science for full description.)

### ASST 017 Taiwan, the U.S., and International Law (Same as Political Science 017)

(See under Political Science for full description.)

### ASST 031 Senior Thesis

To be taken by all students who are candidates for honors in Asian Studies.

## CHINESE

### CHIN S.P. Sustaining Program for Chinese 101-102

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program.

Requirements: regular attendance and active class participation.

Prerequisites: Chinese 101.

Meeting time: mornings; Mondays, Tuesdays, Thursdays 9-9:50 a.m.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

### CHIN 025 Study Tour to Taiwan

Interested in learning first-hand about Chinese and Taiwanese culture and becoming acquainted with the so-called Taiwan (economic and political) "miracle"? Want to improve your knowledge of Mandarin, the world's most widely spoken language? Then join us on this 24-day study tour to Taiwan, Republic of China. We'll spend the first two and a half weeks in Taipei, the capital city, where three hours of Mandarin language classes will be scheduled each morning. After class each day, we'll meet as a group for lunch and discussion. Visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration of the city. During the last week, we'll conduct a seven-day tour of central and southern Taiwan. Two orientation sessions will be conducted on campus in the fall to help prepare participants for their experience. Requirements: Satisfactory completion of the language course and

## Winter Study Program

active participation in the other scheduled activities.

Prerequisite: Chinese 101 or permission of the instructor. *Enrollment limit: 15.*

Cost to student: \$2000. (Includes round-trip air fare from New York City, tuition, textbooks, accommodations, weekday lunches, local excursions, and tour of central and southern Taiwan; does not include breakfasts, dinners, and weekend lunches while in Taipei, estimated at \$250, or incidental expenses. Participants should note that, to enhance learning and to stay within budget, accommodations and most meals will be local student-not foreign tourist-standard.)

KUBLER

### CHIN 031 Senior Thesis

To be taken by all students who are candidates for honors in Chinese.

## JAPANESE

### JAPN S.P. Sustaining Program for Japanese 101-102

Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program.

Requirements: regular attendance and active class participation.

Prerequisites: Japanese 101.

Meeting time: mornings; Mondays, Tuesdays, Thursdays 9-9:50a.m.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

### JAPN 010 Japanese Animation

*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 the serious study of Japanese animation, or anime, and the challenges it poses to traditional ways of reading literature and film. We will screen a number of animated Japanese feature films and television series, and look at related media like printed comics (manga). We will also read the work of literature and media scholars who have tried to come to terms with manga and anime, but one of the questions we will ask is whether written criticism can ever effectively grapple with this material. To test this, one option for the final project will be a visual presentation instead of a written paper: a storyboard, comic, animation, film, etc. that comments on the course material in a sophisticated and illuminating way. 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, 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 \$50 for books.

C. BOLTON

### JAPN 031 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

## ASTRONOMY

### ASTR 012 NASA and the Space Program (Same as Leadership Studies 012 and History of Science 012)

NASA's space program has had many successes, but the choice between human and robotic spaceflight is difficult and significant. We shall study several of NASA's most interesting programs, including both the beautiful images and the drama behind the scenes. The robotic programs include the Hubble Space Telescope, the Galileo spacecraft at Jupiter, the Cassini spacecraft at Saturn, and Mars rovers. The human spaceflight programs include the Apollo missions and their motivations, the Space Shuttle, and the International Space Station. We will also consider future plans for robotic and human exploration of the Moon and Mars. We will consider the impact of leadership decisions of presidents, NASA Administrators, directors of institutes for NASA's Great Observatories (Space Telescope Science Institute, Chandra X-ray Center, Spitzer Science Institute) and others. A field trip will include meetings with scientific leaders and Washington-area astronomical sites.

Meets one to three mornings a week for lectures and discussions plus the field trip. Grading will be on the basis of attendance, participation, and a 10-page paper and presentation describing a topic of choice.

No prerequisites. *Enrollment limit: 12.* This WSP is a cluster course in the program of Leadership Studies and counts as one of the two prerequisites to LEAD 402 Topics in Leadership.

Meetings: mornings.

Cost: \$300 for the field trip.

PASACHOFF



**ASTR 013 Image Processing in Science and Medicine (Same as Computer Science 013)**

Images have long been fundamental in the sciences. With the discovery of x-rays this became true in medicine as well. Digital imaging has become a staple throughout our society, but the nature and processing of a scientific image differs from that of an image obtained for artistic or commercial purposes. This course will cover the principles and practice of image processing as applied to the sciences and medicine, particularly astronomy and magnetic resonance imaging (MRI). We will discuss how images are acquired, including transformations from raw data to meaningful images. We will cover the properties of images, their generalization to dimensions other than two, and fundamental operations that may be applied to enhance features or extract particular kinds of information. Students will obtain their own images using one or more of the following: an MRI scanner, an astronomical telescope, or an electron microscope.

We will meet three times a week for two-hour morning sessions, and there will be weekly assignments. Other required activities include a field trip (~9AM to 5PM) to a medical MRI facility, a night (7PM to 10PM) of observing on the Hopkins Observatory 0.6-m telescope, and a visit to the Williams electron microscope facility. Students will learn to use one or more image processing software packages, and will write their own software in Java.

Evaluation of student performance will be based on attendance, weekly assignments, and a final project. The final project will be presented both in written form and as an oral presentation at a simulated scientific conference.

The prerequisites for this course are Mathematics 105 or 106 (or equivalent taken elsewhere) and some experience in any programming language. *Enrollment limit: 10.*

Cost to student: approximately \$130 for the book.

STEVEN SOUZA (Instructor)  
PASACHOFF (Sponsor)

Steven Souza is the Observatory Supervisor and an instructor in the Astronomy Department.

**ASTR 031 Senior Research**

To be taken by students registered for Astronomy 493, 494.

**ASTROPHYSICS**

**ASPH 031 Senior Research**

To be taken by students registered for Astrophysics 493, 494.

**BIOLOGY**

**BIOL 010 Electron Microscopy**

Students will undertake an independent project to investigate a topic of their choice using the transmission and scanning electron microscopes. They will do their own sample preparation, operate the two electron microscopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?) There will be brief reading assignments, a guest speaker and a 10-page paper with 8 well focused micrographs required. The lab is scheduled to receive a new SEM this summer that will allow observation of wet samples as well as conventional dried samples, and will extend the limits of research potential for the scope.

No prerequisites. *Enrollment limit: 8. No preference given.*

Meeting time: afternoons. Class will meet for two hours, three times week, plus scope time.

Cost to student: \$40 for text and readings.

NANCY PIATCZYC (Instructor)  
ALTSCHULER (Sponsor)

Nancy Piatcyc received her B.S. in Biology from Tufts University. She attended the school of Electron Microscopy in Albany, NY. She is a trained electron microscopist who operates and maintains the electron microscope facility at Williams.

**BIOL 011 Identifying Wildlife Tracks and Sign (Same as Environmental Studies 011)**

Learning to understand wildlife tracks and sign will not only enable you to determine who your wild neighbors are, it can open up a view of their lives and interactions that will enrich your perception of the landscape and your place in it. This course is an intensive introduction to tracking mammals in Massachusetts. We will cover clear print characteristics, track patterns and the gaits they represent. We will also examine a broad range of other wildlife sign such as browse, scat, scent posts, etc. Meetings will be held in the field (weather permitting) and will include extensive off-trail hiking. One session will be spent indoors viewing a video on quadruped locomotion, and looking at slides. Participants will be expected to read *Tracking and the Art of Seeing* by Paul Rezendes.

Evaluation will be based on the student's field journal and a ten-page paper.

## Winter Study Program

No prerequisites. *Enrollment limit: 15. Preference given to seniors, Biology majors and Environmental Studies concentrators.*

Meeting time: all day (6 hrs) M,T,W.

Cost to student: \$20. Student will also need access to snowshoes, in conditions require. Warm clothing and footwear is essential.

JOHN MCCARTER

John McCarter has been tracking wildlife for more than twenty years and is among the region's leading authorities on animal tracks and sign. He has taught tracking workshops for many organizations, including the U.S. Fish and Wildlife Service, National Audubon Society, Appalachian Mountain Club and Massachusetts Audubon Society, as well as school groups from K through college.

### **BIOL 012 Time, Tropism, and the Visual Image**

This is a studio art class that will approach rendering the image from a technical and philosophical orientation. Using gesture drawing and watercolor, students will focus on the concepts of motion and stimulus in the figure as well as in botanical forms. Throughout the term students will be expected to keep a journal (written, drawn and painted) that investigates motion, stimulus, and the passage of time through daily observation. We will also view and discuss artworks at Williams College Museum of Art that respond to the human experience of motion and time. The final project will be a synthesis of what has been observed and internalized. Students will be expected to produce a series of works that reveal their personal responses to the process of moving through life. Some themes might be coming of age, aging, effects of stimuli, or nostalgia. Students will be evaluated based on the final project, depth and detail of journal, and verbal participation in group critiques and discussions.

Prerequisite: Drawing 101 (or equivalent drawing experience). *Enrollment limit: 12.*

Meeting time: Tuesdays and Thursdays, 10 a.m.-1 p.m.

Cost to student: \$75.

JULIA MORGAN-LEAMON (Instructor)

ALTSCHULER (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.

### **BIOL 017 Images of Illness: Photographic Representations in Medicine (Same as Arth 018 and English 018)**

(See under English for full description.)

### **BIOL 018 Williams in North Adams: The Entrepreneurship of Shitake (Same as Economics 018, Environmental Studies 018 and Philosophy 018)**

(See under Philosophy for full description.)

### **BIOL 022 Introduction to Biological Research**

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: none.

Staff

### **BIOL 031 Senior Thesis**

To be taken by students registered for Biology 493, 494.

## **CHEMISTRY**

### **CHEM 010 Declassified Digging and US Foreign Policy in the Americas**

In 1973 the democratically elected socialist Salvador Allende's presidential tenure ended in a bloody coup and Allende's death. Recently the release of 24,000 declassified documents allow authors to retell the history of the US foreign policy in Chile from the 1960s to early 1970s. In the first part of the course we explore declassified documents on the CIA's covert operations in Chile through *The Pinochet File* by P. Kornbluh. Next, groups of students select a period of time between 1950 and 1974 and look at newspapers, like the *New York Times* and the *Washington Post*, to identify the main events occurring at that time. Finally, each group considers a place in the American continent, a particular year, and an event that could be linked to possible activity by any US agency. What kind of information could be found in archives of declassified documents in this place and time? For example, the late sixties are associated with student activities around the world, and given the extensive activity in Chile by the CIA, we would also examine Mexico City, October 12 of 1968. The "Plaza de las Tres Culturas" massacre in Mexico City may also be linked to possible covert CIA operations.

## Winter Study Program

Evaluation is based on three short presentations related to readings and assignments, a paper on a topic of personal interest, and participation in class discussions.

No prerequisites. *Enrollment limit: 30.*

Meeting time: afternoons; three times per week with occasional extra meetings for special projects and workshops.

Cost to student: \$75 for books.

PEACOCK-LÓPEZ

### **CHEM 011 Science for Kids (Same as Special 011)**

(See under Special for full description.)

### **CHEM 013 The Science of Chocolate**

This course focuses primarily on the chemical nature of the constituents of chocolate and on the physical nature of the process of making chocolate. In the first week we study the structures, properties, and effects of the principal components. In the second week each student presents a 30-40 minute overview of one of the processes involved in converting cacao beans to finished products. The third week involves discussions with guest speakers on the history, ethnobotany, and gastronomy of chocolate. We also visit a Berkshire County shop to see the production of candies. There is a lecture demonstration by a master chocolatier, screening of a feature film, *Like Water for Chocolate* (1992) or *Chocolat* (2000), and laboratory experiments in which instrumental techniques are applied to the analysis of chocolate (differential scanning calorimetry, nuclear magnetic resonance). In the final week students give oral reports on topics of their choice.

Evaluation is based upon class participation presentations, and a final 10-page paper.

Prerequisites: Chemistry 251. *Enrollment limit: 12.*

Meeting time: mornings; four two-hour sessions per week.

Cost to student: \$10 for reading materials.

MARKGRAF (Instructor)

L. PARK (Sponsor)

J. Hodge Markgraf, Professor of Chemistry emeritus, taught organic chemistry at Williams for four decades. He has previously taught a WSP course on combinatorial chemistry. In 2003-2004 he taught Chemistry 251 and 346.

### **CHEM 014 Emergency Medical Technician-Basic**

A course designed to prepare students for the Massachusetts EMT exam and to provide training to become certified as an Emergency Medical Technician. The course teaches the new national standard curriculum which makes reciprocity with many other states possible. 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: 30 October (orientation), 31 October, 13 November, 14 November, and 11 December. Any questions regarding this course should be directed to the instructor, Kevin Garvey, via email: [pece@the-spa.com](mailto:pece@the-spa.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.*

Meeting time: mornings and afternoons; schedule TBA in October.

Cost to student: \$350/student plus approximately \$75 for textbook.

KEVIN GARVEY (Instructor)

L. PARK (Sponsor)

Kevin Garvey is a Massachusetts state and nationally approved EMT-I (Intermediate) and an EMT-IC (Instructor/Coordinator). He had been involved with Emergency Medical Services for 15-20 years. 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.

### **CHEM 015 Materials of the Artist: Uncovering Fakes and Forgeries (Same as ArtH 017 and ArtS 017)**

Many artists' materials (in the form of support, pigments, coatings, and binding media) existed in very specific times throughout history. Knowing this, we can create a timeline and begin to date art objects by examining their material and how each object was manufactured. In this class, we choose an object of questionable authenticity and immerse ourselves in it. For example, a painting of questionable authenticity will have the pigments analyzed, the media analyzed, an x-ray will be taken, showing the

### Winter Study Program

paint strokes and method of application. In some cases, a technique called an infrared reflectography will be utilized to view the underdrawing -the artist (or forgers) original sketches. Visual examinations combined with sophisticated analytical instrumentation will be used to identify the materials of the object and its method of manufacture. Instruments may include: x-ray fluorescence analysis, Fourier transform infrared spectrometer, x-ray diffraction, gas chromatography, and scanning electron microscope. All classes will be held at either the Williamstown Conservation Center under the direction of the analytical chemist and conservator, or in the Bronfman Science Center.

Evaluation is based upon class participation and a 10-page final paper.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; twice a week for three hours and two hours/person/week beyond class time.

Cost to student: \$20 for reading materials.

KATE DUFFY (Instructor)

LOVETT (Sponsor)

Kate Duffy is Department Head of Analytical Services at the Williamstown Art Conservation Center.

#### **CHEM 016 Glass and Glassblowing**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

No prerequisites. *Enrollment limit: 8. Preference is given to juniors, sophomores, and those who express the most interest and enthusiasm by early e-mail to Professor Thoman.*

Meeting time: 9:00 a.m. to noon, five days per week.

Cost to student: \$75 for supplies.

THOMAN

#### **CHEM 017 Introduction to Research in Archaeological Science**

An independent experimental project in archaeological science is carried out in collaboration with Dr. Skinner whose research involves two types of studies: dating fossil material and establishing the sources of ancient artifacts.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in a faculty research lab, interested students must consult Dr. Skinner and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Meeting time: mornings.

Cost to student: none.

ANNE SKINNER (Instructor)

L. PARK (Sponsor)

Anne Skinner is a Senior Lecturer in Chemistry at Williams.

#### **CHEM 018 Introduction to Research in Biochemistry**

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, DNA structure and repair, and the molecular basis of gene regulation.

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.*

Meeting time: mornings.

Cost to student: none.

GEHRING, KAPLAN

#### **CHEM 019 Introduction to Research in Environmental Science (Same as Environmental Studies 019)**

An independent experimental project in environmental science is carried out in collaboration with a member of the Department with expertise in environmental science. Current research projects include studies of atmospheric chemistry related to global warming and acid deposition, heavy metals in the local environment, and further development of laboratory techniques for ENVI 102 (Introduction to

Environmental Science).

A 10-page written report is required.

Prerequisite: a one-semester science course and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Meeting time: mornings.

Cost to student: none.

THOMAN

#### **CHEM 020 Introduction to Research in Inorganic Chemistry**

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include the study of transition metals in biological systems (enzymes, proteins), and as building blocks for new materials with interesting electronic (magnetic, conducting) and optical properties. Students working in this area will gain expertise in the synthesis of new compounds and their characterization by modern spectroscopic techniques.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 101) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

L. PARK, SCHOFIELD

#### **CHEM 023 Introduction to Research in Organic Chemistry**

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department with expertise in organic chemistry. One representative project involves isolation of the bioactive constituents of Southeast Asian dart poisons from their natural sources and the elucidation of their three-dimensional structures. Another line of investigation probes new and efficient methods for the creation of molecules of medicinal interest. Some targets include the kavalactones-the active principles of the herbal extract KAVA KAVA which is promoted as an alternative anti-anxiety remedy, and octalactin A-an interesting 8-membered ring compound isolated from marine microorganisms that has shown significant toxicity toward human cancer cells.

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.*

Meeting time: mornings.

Cost to student: none.

GOH, MARKGRAF, T. SMITH

J. Hodge Markgraf, Professor of Chemistry emeritus, taught organic chemistry at Williams for four decades. He has previously taught a WSP course on combinatorial chemistry. In 2003-2004 he taught Chemistry 251 and 346.

#### **CHEM 024 Introduction to Research in Physical Chemistry**

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of hydrofluorocarbons, laser spectroscopy of chlorofluorocarbon substitutes, and experimental studies of the glass transition.

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.*

Meeting time: mornings.

Cost to student: none.

BINGEMANN, THOMAN

**CHEM 025 Oriental Rugs: “Rugs that fly, rugs that crash, rugs that never leave the ground”  
(Same as Arth 025)**

People, primarily women, have been weaving rugs for thousands of years, and rugs have played a central role in the culture and commerce of many societies. This course explores the world of oriental rugs, with an emphasis on the history, aesthetics, and economics of these extraordinary weavings, and the dyestuffs used in their production. The course is divided between classes in Williamstown for the first part of Winter Study, and a trip to Turkey, one of the great rug weaving centers of the world, for the second part. We discuss the origins and ethnography of oriental rug weaving and designs, the methods by which rugs are made, and the tactile and visual characteristics that make a rug great—“one that flies”—from merely good—“one that crashes or perhaps never takes off”! We discuss as well the re-introduction of natural dyes into rug weaving about 25 years ago, and the economics of the rug trade, a world in which “caveat emptor” rules with a vengeance. We examine what factors determine the cost of making new rugs, what determines the values of “collectable rugs”, the role of bargaining in the market for rugs, and the methods that some rug dealers use to divide the gains when they collude at auctions.

After a series of classes here in Williamstown and the examination of rugs and textiles from several Massachusetts collections, the class proceeds to Turkey for about two weeks in Istanbul, Konya (Central Anatolia), and the vicinity of Bergama (Western Anatolia). In Istanbul, we visit the well-known cultural monuments of the Golden Horn, and see classical rugs in two museums, accompanied by Turkish academic experts. We also see the market up close in the Grand Bazaar, and elsewhere in Sultanahmet. Traveling to Konya, we visit museums, and see production of kilims (flatwoven rugs) and felt rugs. In Bergama, we visit the original natural dye projects—which started a revolution in new rug production. We then visit at least one repair workshop in Istanbul, and possibly also Sultanhami (near Aksaray, in Central Anatolia, east of Konya), and discuss conservation issues. There may be an opportunity for dye analysis in the lab of Dr. Harald Bohmer of Marmara University in Istanbul, known with others at Marmara for helping to revive the art of weaving in Turkey with natural dyes.

Evaluation will be based on classroom discussion, one 3 -5 page paper discussing an individual rug or group of rugs from an aesthetic perspective (due at the end of the trip), and a practicum on rug structure and provenance conducted in Turkey.

No prerequisites. *Enrollment limit: 10. Placement is through interview prior to registration for the course.*

Meeting time: several mornings and some afternoons for extensive meetings during the first part of Winter Study before traveling to Turkey for the second part of Winter Study.

Cost to student: approximately \$150 per student for books and local travel, and about \$2,250 for travel to, and within, Turkey.

NICHOLAS H. WRIGHT '57 (Instructor)  
L. PARK (Sponsor)

Nicholas H. Wright '57 has been a dealer and collector of oriental rugs since 1968.

**CHEM 027 Zymurgy**

An introduction to the science, history, and practice of brewing beer. This course aims to supply the general chemical concepts and hands-on technical experience necessary to enable creative brewing and an appreciation of diverse beer styles. Lecture topics include the biochemistry of yeast, sanitary practices, analytical methods, malt types and preparation, extract vs. full-grain brewing, hops, water chemistry, the chemistry of off-flavors, and beer judging. In the lab, students progress from brewing a commercially available extract kit to producing a full-grain brew of their own original recipe.

Evaluation is based on class/lab participation, a 10-page paper, and a final presentation.

No prerequisites. *Enrollment limited to 12 students who are at least 21 years in age.*

Meeting time: mornings; three days a week (longer on lab days) and an all-day field trip.

Cost to student: approximately \$100 for supplies and equipment.

JOHN KEMP and T. SMITH (Instructors)  
T. SMITH (Sponsor)

John Kemp received his B.Sc. in Computer Science and Artificial Intelligence from the University of Sussex, Brighton, England. He is a software engineer, writer, and an accomplished homebrewer.

**CHEM 031 Senior Research and Thesis**

To be taken by students registered for Chemistry 493, 494.

**CLASSICS**

**CLAS 010 Willa Cather: Art and Ambition (Same as American Studies 012, Comparative Literature 013, English 022 and Women's and Gender Studies 010)**

(See under English for full description.)

**CLAS 012 Murder in Mesopotamia: Legal Traditions of the Ancient Near East (Same as Jewish Studies 012 and Legal Studies 012)**

Modern notions of law and justice have many of their roots in the Bible, which in turn had its roots in the traditions of the ancient Near East. The Babylonian Code of Hammurabi (written c. 1800 BCE)

## Winter Study Program

includes both concepts (such as “an eye for an eye”) and specific laws (such as the law of the goring ox) that were written into the Old Testament 1000 years later. In this Winter Study session, we will use the Code of Hammurabi as a starting point for considering such offenses as manslaughter, assault, rape, adultery, fraud and medical malpractice. Through analysis of formal law codes, contracts and case records, we will learn about principles of personal responsibility and blood guilt, the status of women and slaves in patriarchal societies, and royal and divine roles in the pursuit of justice.

Requirements: three 3- to 4-page papers, two to be presented to the class as well as turned in, and one final paper.

No prerequisites. *Enrollment limit:* 12.

Meeting time: mornings, Mon-Wed-Fri.

Cost to student: approximately \$30.

SALLY FREEDMAN (Instructor)

CHRISTENSEN (Sponsor)

Sally Moren Freedman received her Ph.D. in Assyriology in 1977 from the University of Pennsylvania and continued at the university as a research associate in the Babylonian section of the University Museum while lecturing in the Oriental Studies Department. She went on to teach Old Testament Studies at Princeton Theological Seminary.

### **CLAS 031 Senior Thesis**

May be taken by students registered for Classics 493, 494.

## COMPARATIVE LITERATURE

### **COMP 010 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as English 010, Leadership Studies 013, and Special 013)**

Whether dealing in the realms of public life, commerce, or academe, the speaker who can clearly and cogently define or defend a policy, product, or theoretical position is usually the most successful. Depending on the venue and the aim of the speaker, the words might be artful and poetic, cajoling and competitive, formally read from the page or seemingly delivered impromptu. This course will briefly examine some of the classic styles of oratory from Ancient Greece to Madison Avenue. Students will make visits to a variety of venues that employ a special style of professional discourse (TV and radio stations, the Albany and Boston state houses) and learn a range of methods and techniques for practicing the basics of effective spoken communication. The practical intent of the course is for participants to develop confident, cogent, and dynamic presentation styles, to reinforce tight organizational focus and relaxed, natural delivery, and to develop creative approaches to speaking in front of a group. The course will guide participants through the presentation process from conception, outlining, and devising the message, to development of visual aids, message delivery, and handling question and answer sessions. Methods employed will include vigorous pursuit of improvisational theater techniques and vocal training. Participants will deliver brief presentations at each session and receive intensive personal coaching and a videotaped record of their personal progress. The final project will be a presentation at a public forum.

Evaluation will be based on active participation in the class, a written evaluation of a public presentation the student has attended, and successful completion of mini-presentations during Winter Study and the final presentation at the end of term.

No prerequisites. *Enrollment limit:* 12.

Meeting time: mornings; 3 two-hour sessions per week and 2-3 field trips outside of Williamstown.

Cost to student: \$25-45 for course materials.

PETER BUBRISKI (Instructor)

CASSIDAY (Sponsor)

Peter Bubriski has been coaching leaders in communication skills for twelve years. A founding partner of the Cambridge-based communications consulting firm of B&B Associates, where he has been designing and leading workshops in presentation skills since 1991, he also leads courses in Coaching, Mentoring, and Collaborative Communication at Pfizer, Inc., Morgan Stanley, and MIT. He has taught at The Boston Conservatory, Rensselaer Polytechnic Institute's Executive MBA Program, and he lectures regularly at Boston University's School of Management. He is also a professional actor with twenty years of credits in theater, film, and television ranging from ABC's *All My Children* and *The King and I* with Yul Brynner to independent films with Katharine Ross and Tyne Daly and documentary narration with PBS.

### **COMP 011 Berkshire Stories (Same as American Studies 011 and Special 016)**

(See under Special for full description.)

### **COMP 012 Paris-Dakar: Stories of Sports Cars and Much More... (Same as International Studies 012 and French 012)**

(See under Romance Languages—RLFR for full description.)

**COMP 013 Willa Cather: Art and Ambition (Same as American Studies 012, Classics 010, English 022 and Women's and Gender Studies 010)**  
(See under English for full description.)

**COMP 031 Senior Thesis**

To be taken by students registered for Comparative Literature 493, 494.

**LIT 031 Senior Thesis**

To be taken by students registered for Literary Studies 493, 494.

## COMPUTER SCIENCE

**CSCI 011 Programming in Perl for Scientists**

This course serves as a guided tour of the Perl programming language. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a language that may be particularly useful for the manipulation of text and scientific data. By the end of this course, students will have developed a basic proficiency in the Perl programming language.

Evaluation will be based on several programming assignments due throughout the term. While none of the projects in the course will be particularly large, the successful student will develop a tool chest, which will extend their computing "effectiveness" in their particular field of science.

Prerequisites: Computer Science 134 or equivalent programming experience. *Enrollment limit: 20.*

Meeting time: three or four mornings per week with afternoon labs.

Cost to student: approximately \$50 for texts.

WYMAN

**CSCI 012 How to Build a Computer**

Introduction to computer hardware and the methods used to construct a fully working system. Students will end up having built a Windows or Mac compatible computer from the component parts. There will be in-depth study of the purpose of each part and of the different options available when purchasing. Research will include finding good places to acquire the parts, most likely online, and will require deciphering and explaining the jargon used. The students will have the choice of purchasing their own parts and ending up with their own computer which they can take home, or to use existing spare parts from the OIT basement to end up with a computer suitable for donation off campus or to use as a campus email station. The class will be in a lab with the hardware, spare parts and tools for assembly present. A final step will be the installation of an operating system and finding or downloading appropriate drivers for the hardware.

Evaluation will be based on completion of a working system, and a paper on any of wide range of topics having to do with technologies used in their computer's design.

No prerequisites. The class will be aimed at the hardware novice. *Enrollment limit: 20.*

Meeting time: three afternoons per week for two hours, with some work expected outside of class.

Cost to students: approximately \$30 for textbooks. No other costs for students unless they choose to build their own system to take home.

SETH ROGERS (Instructor)  
D. BAILEY (Sponsor)

Rogers is Associate Director of Desktop Systems at the Office of Information Technology.

**CSCI 013 Image Processing in Science and Medicine (Same as Astronomy 013)**

(See under Astronomy for full description.)

**CSCI 031 Senior Honor Thesis**

To be taken by students registered for Computer Science 493-494.

## CONTRACT MAJOR

**CMAJ 031 Senior Thesis**

To be taken by students registered for Contract Major 493, 494.

## ECONOMICS

**ECON 010 Taxes and Business Strategy**

Taxes affect many individual and business decisions, especially decisions regarding saving and investment. This course provides a comprehensive framework for exploring how taxes affect such decisions. We will apply this framework to a series of problems: 1) household saving decisions; 2) financing decisions of firms; 3) financing and location decisions of multinational corporations and 4) the role of tax considerations in financial innovation. In addition to providing a framework for analyzing how taxes affect business strategy, the course will also provide some basic information on how the U.S. tax system works, especially with respect to business decisions. Several class sessions will be devoted to discussions of case studies of specific problems.



## Winter Study Program

Evaluation will be based on several short case write-ups and assignments, participation, especially in case discussions, and a final 10-page paper.

No prior knowledge of the tax system is assumed in the course. Enrollment limit: 15. Preference given to economics majors.

Meeting time: mornings, 10-noon.

Cost to student: approximately \$50 for books and reading materials.

GENTRY

### **ECON 011 Economic Themes in Films**

This course uses popular films as an object of analysis to study various economic themes. Topics include growth of capitalism, consumerism, industrialization, corruption, unemployment, underdevelopment and poverty. Students will be first introduced to the economic problem, and then a relevant film will be used as a descriptive as well as analytical tool to look at the problem. Possible films that will be viewed include: *Modern Times*, *Office Space* (industrial culture, mechanization); *Man in the White Suit* (market powers, industry cartels); *Dr. Strangelove* (intolerable cruelty, game theory); *Mahanagar*; *Aagantuk*, *Pratibandh* (underdevelopment, poverty); *The Grapes of Wrath* (the Depression, migration).

Requirements: weekly critical essays on the various films/themes covered in the class.

No prerequisites. Enrollment limit: 30.

Meeting time: afternoon, twice a week for three hours each session.

Cost to student: approximately \$20 for photocopied course materials.

OAK

### **ECON 012 Microfinance**

This course examines why financial markets and institutions fail in many developing countries. We study the information asymmetries and enforcement problems that make banks reluctant to finance the poor. We then analyze how microfinance institutions have been able to overcome these difficulties using group lending. Finally we ask if subsidizing small loans is an appropriate anti-poverty intervention. In general, this class will emphasize to the economics of incentives. This course is intended for CDE students only.

Evaluation will be based on class participation and a 10-page final paper. There is the possibility of occasional visits by microfinance policy-makers/practitioners.

Enrollment limit: 15.

Meeting time: mornings, 3 days a week.

Cost to student: \$40 for materials.

RAI

### **ECON 013 The Grameen Bank**

"To argue that banking cannot be done with the poor because they do not have collateral is the same as arguing that people cannot fly because they do not have wings." (Quote from Mohammad Yunus, Founder of Grameen Bank). The Grameen Bank is arguably one of the most successful development organizations in the world. Despite making small uncollateralized loans, it has very high repayment rates. Grameen's borrowers are predominantly landless women. Its lending methods have been replicated in many countries including the US. This course will examine the facts and the myths behind Grameen and the microcredit movement. We shall also study village savings associations and the incentive problems with poverty reduction. This course will feature several documentary films and an occasional visiting speaker (microcredit practitioner).

Evaluations will be based on class participation and presentations.

No prerequisites. Enrollment limit: 15. If overenrolled, there will be a lottery to decide who gets in.

Meeting time: afternoons, two three-hour sessions per week.

Cost to student: \$40 for materials.

RAI

### **ECON 014 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 and long-term debt, stockholders' equity, the income statement and the statement of cash flows. Students will be expected to interpret and analyze actual financial statements. The nature of, and career opportunities in, the field of accounting will also be discussed. The project is a "mini course." It will present a substantial body of material and will require a considerable commitment of time by the student, including regular attendance and participation in discussion and homework cases and problems.

### *Winter Study Program*

The course grade will be determined on the basis of several quizzes and a written group report presenting an analysis of a company's annual report..

*Enrollment limit: 30.*

Meeting time: mornings.

Cost to student: none.

LEO McMENIMEN (Instructor)

ZIMMERMAN (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 015 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 of "averages" (Dow-Jones, S&P, 500, etc.), how to read the financial news, historical rates of return on stocks and portfolios, role of mutual funds, beta coefficients, and "random walk" theory. The course will also involve a brief introduction to financial reports of firms and analysis of financial ratios.

Each student will participate in discussions, do some homework assignments and, as part of a team, give two presentations and write a 10-page report analyzing the wisdom or folly of having chosen a particular investment portfolio. The project grade will be determined on the basis of performance on several quizzes and the written investment portfolio report.

Not intended for students who already know much about the stock market; students who have had Economics 317 not admitted.

No prerequisites. *Enrollment limit: 30.*

Meeting time: afternoons.

Cost to student: none.

LEO MCMENIMEN (Instructor)

ZIMMERMAN (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 016 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 the competing interests of domestic and international investors, workers and the unemployed, bureaucrats and politicians, as well as other groups. Policy frameworks need to address difficult trade-offs, and key stakeholders must lend their political support. In the face of changing global circumstances and the dynamic pace of reform, policy-makers must evaluate and adapt economic strategies in order to support progress in achieving public objectives. This course provides skills for evaluating economic frameworks, exploring the coherence and interdependence of the strategy and its likelihood to achieve policy objectives. The material integrates the lessons from the first semester, applying them to specific development experiences in several countries. Evaluation will be based on class participation, policy papers and a final presentation.

SAMSON

#### **ECON 017 Business Economics**

In this course, the class will carry out a real-time forecast of the U.S. economy and explore its implications for the bond and stock markets. The course will build upon principles of both macro and micro-economics. It will provide an introduction to the work done by business economists and the techniques they use. An economic database, chart-generating software and a statistical analysis program will be available to each student on the Jessup computers and, if necessary, on a disk for IBM-compatible computers.

The first week will focus on becoming familiar with the database, looking for relationships between key economic variables, and studying movements in interest rates over the period 1960-2002. Early in the first week, the class will be divided into teams of 2 students with each team choosing a particular aspect of the economy to forecast.

During the second and third weeks, the class will work with various leading indicators of economic activity and will prepare forecasts of the key components of gross domestic product and other key variables. We will also have several invited guests from the Wall Street investment world speaking on various aspects of the stock market at regular and optional class sessions. The fourth week will feature a formal presentation of the economic forecast with invited guests from the Williams College faculty. To put the forecasting exercise in context, there will be class discussions of business cycles, credit cycles, long waves in inflation and interest rates and the impact of the Internet on the economy and the stock market.

## Winter Study Program

Because essential concepts and tools are covered during the first week, all students are expected to attend the first class.

Requirements: homework, participation in short presentations of their analyses, a formal presentation during the last week, and a 3-page paper summarizing the result of the forecast project.

No prerequisites, but Economics 110 or another semester course in Economics is strongly recommended. *Enrollment limit:* 22.

Meeting time: mornings; 3-4 session per week. There will be two afternoons of workshops lasting approximately 30 minutes with hands-on instruction for each team.

Cost to student: approximately \$25 for text and other materials.

THOMAS SYNNOTT '58 (Instructor)

ZIMMERMAN (Sponsor)

Thomas Synnott '58 is Chief Economist, *Emeritus*, U.S. Trust Company of New York

### **ECON 018 Williams in North Adams: The Entrepreneurship of Shitake (Same as Biology 018, Environmental Studies 018 and Philosophy 018)**

(See under Philosophy for full description.)

### **ECON 019 Volunteer Income Tax Assistance**

This course examines tax policy towards low-income families in the United States, and has the following three objectives: 1) For students to understand the shift of redistributive policy in the United States from income support through the transfer system (Aid to Families with Dependent Children/Temporary Assistance for Needy Families) towards support of working individuals through the tax system (primarily the Earned Income Tax Credit (EITC)); 2) For students to understand the challenges that low income individuals have "making ends meet" and to understand the role that the EITC has played in increasing the standard of living of the working poor; and 3) To enable students to understand the tax code well enough to prepare simple income tax returns, including those for filers claiming the EITC. Students will be trained by the IRS to prepare income tax returns for low-income individuals and families. At the end of the term, students will use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their returns.

Evaluation: Students must complete IRS VITA training; staff one session of tax preparation assistance during the final week of winter term; and write a ten-page analytical and reflective essay.

No prerequisites. *Enrollment limit:* 14.

Meeting time: mornings. Students are also required to participate in sessions with IRS trainers, with time to be announced.

Cost to student: \$100 for texts and coursepack.

SCHMIDT

### **ECON 020 Henry George, Eliminating Poverty**

Henry George, an American economist (1839-1897) published "Progress and Poverty" in 1879. In this he observes that with increasing wealth there is increasing poverty and he offers a solution to this problem. We will study "Progress and Poverty" to understand his theory and his remedy and to understand the possibility of its application today.

George's remedy is to tax land to the exclusion of all other taxes. Today the Georgist movement uses this idea to encourage cities to modify the property tax, which, in most places, taxes land and buildings at the same rate, to reduce the tax on buildings and to increase the tax on land to produce the same yield. We will study the effect of shifting the property tax from buildings to land in the twenty Pennsylvania cities that have adopted this idea.

One of the great problems of the world today is that in many countries, a small minority of the people, own most of the land. We will study the possible use of George's ideas to ameliorate this problem.

Evaluation will be based on attendance and the completion of a 10-page paper.

No prerequisites. *Enrollment limit:* 20.

The course will meet mornings for two hours on three days each week.

There will be no cost to students.

ALBERT HARTHEIMER (Instructor)

ZIMMERMAN (Sponsor)

Albert Hartheimer has been an advocate for the philosophy of Henry George since 1967. He has worked to convince cities to adopt the two-rate tax by making studies of the effect of shifting taxes from buildings to land with constant yield. He served on the board of the Schalkenbach Foundation of America and The Center for the Study of Economics. He is an architect.

### **ECON 023 Economics Where You Least Expect It**

What do penalty kicks, the Tour de France, honeybees, Sumo wrestling, sailboat racing, drug dealers, hot dog eating competitions, and emotions have in common? All can be studied using standard (and nonstandard) economic analysis. Students will examine topics that are off the beaten path of traditional economics. Blending theory and creativity, students will work together to develop economic mod-

## Winter Study Program

els of sports, drugs, crime, and nature. Questions we will consider include the following: What is the optimal strategy in an eating contest? What do hockey referees tell us about crime and punishment? Is love a romantic metaphor or simply a game-theoretic strategy? And, yes, why should you take *Economics Where You Least Expect It*?

Requirements: regular attendance and a 10 page paper.

Prerequisites: Economics 251. *Enrollment limit: 16.*

Meeting time: mornings 3 times a week.

Cost to students: \$30 for books.

KOTCHEN and LOVE

### **ECON 025 Evaluating Economic Strategy: A Case Study of South Africa's First Ten Years of Democracy**

South Africa's first democratic elections in 1994 ushered in a government committed to a social and economic development program aimed at transforming the country. Ten years later, it is clear that the government's economic policies have turned around an economy that was in crisis. Economic growth has created jobs, but not enough to keep up with the increased number of people looking for employment. Development strategy has reduced poverty, but slowly, and enormous backlogs in social delivery of housing, health care and education still exist. South Africa remains one of the most unequal countries in the world, grappling with the costs and benefits of globalization as the government embraces free trade and financial liberalization, yet attempts to implement policies aimed at reducing poverty and improving social equity. What has worked, and what has failed? This course will provide students with an overview of South Africa's social and economic strategy over the past ten years, and an opportunity to explore first hand the dilemmas policy-makers face. Through meetings with Parliamentarians and bureaucrats, businesspeople and social activists, teachers and students, labor leaders and health care workers, the participants in this course will learn about the challenges, successes and failures of South Africa's socio-economic strategy.

South Africa is a country of contrasts: international polls rank Cape Town as one of the world's three most pleasant cities, yet minutes from the central business district smolder huge pockets of abject urban poverty. This course will investigate how such a skewed distribution of resources has evolved, and what progress a democratic government has made in redressing the problem. A major part of the course will focus on understanding the problem-visiting poor townships created as economically non-viable entities, investigating inequities in the provision of education and health care, and comprehending the predicament of the rural poor.

Since 1999, poverty reduction has replaced macro stabilization as the central goal of South Africa's policy framework. The market-oriented approach adopted by government, however, has left policy-makers with few effective tools for achieving their objectives. The unifying theme of this course explores how public policy can further social development as a means of achieving economic growth and reducing poverty. The course will examine the constraints imposed by the apartheid legacy, and the distinct stages of the democratic government's approach to social and economic transformation. Using economic data, first-hand observation and meetings with key stakeholders, students will acquire skills in evaluating the effectiveness of the government's socio-economic strategy.

SAMSON and KENNETH MAC QUE

Kenneth Mac Quene is Executive Director of the Economic Policy Research Institute.

### **ECON 030 Honors Project**

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.

*Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice.*

Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. *They should register for this WSP as their first choice.*

### **ECON 031 Honors Thesis**

To be taken by students participating in year-long thesis research (ECON 493-W031-494).

## ENGLISH

**ENGL 010 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, Leadership Studies 013, and Special 013)**  
(See under Comparative Literature for full description.)

### **ENGL 011 Anxious Allegories: Horror and Sci-Fi Films**

This film course will also be a casual tutorial on popular American moods, both cultural and political, and it will seek to place the films we study in the context of such trends as Fifties conformism and

### Winter Study Program

dread of Communism or the post-Watergate mistrust of government. The class will examine the possibility that what unites these loose allegories is not only their expression of once-popular fears, but also their campiness — their impulse to subvert our solemnities, whether intentionally or inadvertently. The films will include *Halloween*, *Village of the Damned*, *Invasion of the Body Snatchers*, *Dawn of the Dead*, *Eyes Without a Face*, *Forbidden Planet*, *The Exorcist*, *Them*, *Starship Trooper*, *The Shining*, *Rosemary's Baby*, and *The Ring*.

Requirements: short oral presentations and one ten page paper.

No prerequisites. Enrollment limit: 15.

Meeting time: mornings, three times a week.

Cost to student: none.

DEAN CRAWFORD (Instructor)

SWANN (Sponsor)

Dean Crawford has written *The Lay of the Land*, a novel, as well as articles and stories. He teaches writing and literature at Vassar College but harbors an affection for ingenious science fiction and horror movies.

#### ENGL 012 Looking at Contemporary Documentary Photography (Same as Arth 013)

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 explored through the work of Robert Adams, Bill Burke, Larry Clark, Lois Conner, Linda Connor, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, and Abelardo Morell. 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 Art, Whitney Museum of American Art and the International Center of Photography and meet with curators of photography at these institutions.

No prerequisites. Enrollment: 12. Preference to upper class students.

Cost to student: \$50 (for NYC and other fieldtrip personal expenses).

KEVIN BUBRISKI (Instructor)

PYE (Sponsor)

Kevin Bubriski has received photography fellowships from the John Simon Guggenheim Foundation, the Fulbright Foundation, the Asian Cultural Council, and the National Endowment for the Arts. His photographic prints are in the permanent collections of the Metropolitan Museum of Art, the Museum of Modern Art, and the International Center of Photography in New York, and the Bibliotheque Nationale in Paris.

#### ENGL 013 Writing Non-Fiction

This is a course for students interested in writing a long, non-fiction essay. We shall begin by reading together the work of some contemporary practitioners such as David Foster Wallace, Adam Gopnik and Janet Malcolm and by considering the distinctive styles of several general-interest magazines including *Harper's*, *Rolling Stone* and *The New Yorker*. Throughout the course, students will work independently on their essays, which should run between 2,500 and 3,000 words and reflect extensive research or reporting. Students will be expected to have selected a topic before the first class meeting.

Requirements: completion of a long, researched, non-fiction essay.

No prerequisites. Enrollment limit: 14. Priority to English Majors.

Meeting time: afternoons, three times a week for two hours.

Cost to student: \$25-\$50.

KLEINER

#### ENGL 014 Your Favorite Author

Winter Study is a perfect time to read, and this a class for people who would like to deepen their relationship with an author they would like to know better. It will be run as a colloquium. In the first week you will choose the author you want to explore, compile a list of the author's complete works, and in consultation with the instructor, decide how much of it you want to read, and assign two or three items (poems, stories, chapters from novels, acts of plays, essays) to the rest of the class for reading and discussion. In the second week you will compile a list of biographies and autobiography, and do some selective reading to discover how many "lives" your author had, what kinds of things the biographers

## Winter Study Program

agree and disagree about, whether and how your author's life illuminates or complicates an understanding of the works. In the third week you will find out what's hot and controversial in critical and scholarly discussions of your author. In the fourth week, you will draw on your reading to write an imitation or parody of your author, complete with introductory commentary. Evaluation will be based on annotated bibliographies and oral presentations in the first three weeks (60%), and a written 10-page imitation or parody-plus-commentary in the final week (40%). Prerequisite: any 100-level English class except 150, or any literature class in Comparative Literature or the language departments. The class will meet three times a week for two hours in the mornings. Regular attendance is mandatory.

*Enrollment limit: 12. Preference to upper class literature majors.*  
Cost to student: under \$25, for xeroxing.

KNOPP

### ENGL 015 Victorian Monsters

Victorian fiction conjured many of the monsters that still haunt our cultural imagination: Frankenstein, Dracula, Jekyll and Hyde, and miraculously resurrected (or surviving) dinosaurs. 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," Bram Stoker's *Dracula*, and Arthur Conan Doyle's *The Lost World*, 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 on the evolution of one of these figures in popular culture.

Requirements: one 4-to 5-page paper and one presentation that will focus on the student's independent project.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: none.

CASE

### ENGL 016 The Black Auteur: Spike Lee, Charles Burnett and Isaac Julien

An investigation of black films through a focus on three divergent contemporary directors. The primary emphasis will be on recurring methods and techniques in these films that help us to understand the limits and possibilities of the conventions. We will also look at theoretical accounts of the nature of the films by the directors themselves and by their critics. Students will view films by these directors as well as those by John Singleton, Kasi Lemmons and Julie Dash. Theoretical essays will be assigned in conjunction with film-viewings.

Requirements: three critical film reviews that will be no more than 2 pages each and a final 6- to 8-page paper.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons, three times a week.

Cost to student: approximately \$30 for course packet.

CHAKKALAKAL

### ENGL 017 Contesting the Frontier (Same as American Studies 017)

In 1893, the historian Frederick Jackson Turner claimed that the existence of the frontier had been the source of the American character, which he defined as a mixture of practical wit, ceaseless energy, and individual freedom. In his view, the frontier was a "free land" of "opportunity," an unmarked expanse beckoning and demanding that Americans annex it. Yet the frontier was also a war zone, marked by relentless and chaotic violence, and the frontiersman's freedom could be the occasion for an unraveling of the self. The frontier was the site not only of the advance of one civilization, but the destruction of a host of preexisting civilizations. And nature on the frontier was seen in any number of lights: a willing partner in economic endeavor, a spectacle for aesthetic contemplation, or a wild and hostile front posing only danger. This course will examine the problems of selfhood, national identity, and the relationship of nature to culture which lent the myth of the frontier its ideological force. Readings include: Francis Parkman, *The Oregon Trail*; Charles Brockden Brown, *Edgar Huntly*; James Fenimore Cooper, *The Pioneers*; *A Son of the Forest*, the autobiography of the Pequot William Apess; Thomas Bangs Thorpe, "The Big Bear of Arkansas"; Zitkala-Sä, *Native American Stories*; Willa Cather, *O Pioneers*.

Requirements: one 10-page paper and one in-class presentation.

Prerequisite: 100-level English course other than English 150. *Enrollment limit: 15.*

Meeting time: afternoons, two times a week for three hours.

Cost to student: approximately \$70 for books.

T. DAVIS

### ENGL 018 Images of Illness: Photographic Representations in Medicine (Same as Arth 018 and Biology 017)

The course will examine the esthetic, documentary and therapeutic uses of photography in medicine via three resources: the literature, guest speakers, and practice. We will examine how patients and

## Winter Study Program

health care workers have been represented in the photographic medium, and how these representations have evolved with political and social changes. The goal is to sensitize us to the role of image-based methods in representing various aspects of medicine. We'll look at some of the very first documentation of illness using photography in the nineteenth century, as well as the use of photography in dealing with AIDS, breast cancer and other illnesses in the works of Hugh Diamond, Jo Spence, Nicholas Nixon and others. Contemporary documentary and fine art photographers dealing with these themes will present their work in class. Lastly, class participants will be asked to photograph, and critique in writing, simple documentary assignments.

Requirements: consistent attendance and active participation in class and assignments.

Prior photographic experience is not required for this class. *Enrollment limit: 10.*

Meeting time: afternoons, three two-hour classes per week.

Cost to student: approximately \$50 for books and materials.

BARRY GOLDSTEIN (Instructor)

SWANN (Sponsor)

Barry Goldstein is a portrait and documentary photographer with an interest in medically related themes. Originally trained as a physician and biophysicist, he teaches on photographic subjects at NYU, the University of Rochester and numerous workshops. His work can be viewed at [bgoldstein.net](http://bgoldstein.net)

### ENGL 019 Structuring Your Novel

This course is particularly designed for students who are currently wallowing in the morass of their own novels, or who imagine themselves diving in and want to test the mud. Class time will be divided between lecture/discussions and workshops; for the first half of the course, we'll talk about different kinds of novels and different strategies for building them. I'll ask you to complete a number of short sketches or plot summaries, which we will workshop in class. But you will also be working on a longer, more detailed summary, a scene-by-scene breakdown of an extended piece of prose fiction, which can either be some pre-existing project that you bring in from outside the class, or else something generated out of the first two weeks. During the second half of the course, we will workshop those. The goal is to finish with one functioning, detailed outline, and several small workable sketches.

No prerequisites. *Enrollment limit: 12.*

Meeting time: afternoons, three 2-hour sessions each week.

Cost to student: none.

PAUL PARK (Instructor)

SWANN (Sponsor)

Paul Park is the author of seven novels and a collection of short stories.

### ENGL 020 Feature Writing for Magazines

Writing nonfiction feature articles for mainstream magazines is a uniquely viable way both to practice the craft of writing and to make a living — with more creativity than traditional journalism and far more reliability than screenwriting. This workshop will immerse students in the genre, providing tools for understanding and navigating the realm while guiding students through every step of writing nonfiction for magazines. In short, students will learn how magazines work and how to write articles that work for magazines. Nonfiction magazine writing is also known as literary journalism or creative nonfiction. The best of this type of nonfiction shares many qualities with good fiction: It is artful yet unaffected in its prose, strategic and structured in its narrative and vivid in its characterizations. But it is also targeted very specifically to each magazine's distinctive audience and grounded firmly in facts and ethics. This workshop will explore these issues as well as voice, tone, idea development, research, the query process and, most vital of all, the writing of finished pieces. Students will write several short and one long work of nonfiction, suitable for submission to magazines, and will refine these writings through a round-table workshop process. Course readings will introduce students to top-quality literary journalism from the magazine world, including selections from authors such as Susan Orlean and David Quammen. Students will be evaluated on workshop participation and on the writing of workshop assignments, including several short and one long work of magazine-style nonfiction, totaling approximately twenty pages.

Prerequisites: any English Department creative writing or writing intensive course, or by permission of the instructor. *Enrollment limit: 15.* Selection criteria: In the event of over-enrollment, selection will be made on the basis of writing samples.

Meeting times: afternoons, three times per week.

Cost to student: nominal (several texts).

SUSAN REIFER '85 (Instructor)

J. SHEPARD (Sponsor)

Susan Reifer is a widely-published magazine writer, specializing in adventure, travel and sports. Her work, which includes more than 150 published articles to date, has appeared primarily in large-cir-

ulation publications such as Outside Magazine, SKI Magazine and Sports Illustrated Women. She graduated from Williams College in 1985.

**ENGL 022 Willa Cather: Art and Ambition (Same as American Studies 012, Classics 010, Comparative Literature 013 and Women's and Gender Studies 010)**

Though in the past often described as a "Nebraska novelist" or "a leading woman writer," Willa Cather today is increasingly recognized simply as one of America's greatest authors. The first goal of this course is to give students a chance to read and discuss a substantial selection of Cather's fiction dating from the start of her career through 1926.

As we read these works, we shall pay particular attention to themes of art and ambition, especially as they relate to the heroines of Cather's novels. This topic also has very personal relevance to Cather herself, who strove relentlessly to become an ever more skillful artist-and who was also driven by ambition to win public recognition, and to garner its rewards. Finally, I hope that reading Cather's works with these themes in mind will stimulate students to think about questions they face as did Cather-as they try to balance personal interests and values with the pressures of shaping one's career. Schedule: three 2 1/2 hour meetings per week, probably 1-3:30 p.m, TWTh.

Evaluation will be based on participation and attendance, preparation of several short response papers and a longer oral report, and a final term paper of at least 10 pages.

Cost to student: approximately \$100 (for books and course packet).

The course will be open to students from all classes, without prerequisite. *Enrollment limit: 12.*

PORTER

**ENGL 023 Representing Jazz (Same as American Studies 023)**

The music called "Jazz" has been, in substance and in its associations, a rich cultural signifier. This course will examine various attempts in written and visual media, in commentary and in style, to define "jazz" and its cultural significance. Texts will include essays, fiction, poetry, autobiographical works, interviews, journalism, film clips, photographs, and paintings. We will give particular attention to musicians such as Louis Armstrong, Duke Ellington, Billie Holiday, and Charles Mingus. We will read texts by LeRoi Jones (Amiri Baraka), Ralph Ellison, Albert Murray, Bob Kaufman, Ntozake Shange, Whitney Balliett, and others.

Requirements: Students will be expected to contribute actively to the in-class analysis of texts and images. A class presentation and a final 10-page paper will also be required.

No prerequisites. *Enrollment limit: 15. Preference given to students with prior course work in African-American Studies, jazz, or photography.*

Meeting time: mornings, three times a week.

D. L. SMITH

**ENGL 025 Desert Places**

Desert Places explores the American tradition of seeing Sonoran deserts as dangerous, waste, or empty places available for development by Euroamerican settlers without regard for natural or cultural history. Among the "utopian" sites studied will be Tucson (both the downtown and its sprawling surround of resort and retirement communities); the University of Arizona Desert Laboratory; Indian gaming resorts; Biosphere 2 and Arcosanti. We'll frame our approach to these sites by looking at ways some earlier cultures (Tohono O'odham, Hopi, Mexican) accommodated and responded to the area's stringent ecology. We'll spend one or two nights camping in the desert if it can be arranged.

The course will begin with ten days of classes at Williams, followed by a sixteen-day trip to Arizona. In addition to site visits and talks with local ecologists and historians, we'll read works of literary and cultural history (Alvar Nunez Cabeza de Vaca, William Finnegan, ) deep ecology, urban development, and systems theory.

Evaluation will be based on class attendance, participation, two to three short site-specific papers that they'll present during class meeting in Arizona, and a final 8-page interpretive paper. In the event of overenrollment, selection for the course will be based on a short statement of interest.

Prerequisites: a one-page statement of interest, due by December 1st. *Enrollment limit: 10.*

Meeting time: In Williamstown, three mornings a week; in Arizona, four days a week, flexibly arranged according to the logistics of travel and site availability.

This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$500.

Cost: approximately \$950.

ROSENHEIM

**ENGL 027 My Favorite Director**

This course gives students an opportunity to do research on their favorite film directors and in an oral presentation share what they have learned. The first half of the course will be devoted to developing a filmography and an annotated bibliography of 10 items (e.g., reviews, articles, books or chapters) on the director each student chooses. We will be working with a librarian to facilitate this part of the course. One reading about each director or one of his/her films will be recommended for reading by the whole class (this should be approximately 10-15 pages long). During this time, we will also screen one film by each director for the whole class to view. There will be oral presentations during the sec-



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ond half of the course, and students should also turn in their filmographies, bibliographies, and an outline of their oral presentation at the end of Winter Study. Students may choose to augment their oral presentations with video clips from the directors' films.

Requirements: annotated bibliography, filmography, oral presentation.

No prerequisites. *Enrollment limit:* 8.

Meeting time: afternoons; 3 times a week.

Cost to student: none.

BUNDTZEN

### **ENGL 028 Fantasy Novels of C.S. Lewis and Charles Williams (Same as Mathematics 014)**

(See under Mathematics for full description.)

### **ENGL 030 Honors Project: Specialization Route**

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

### **ENGL 031 Honors Project: Thesis**

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

## ENVIRONMENTAL STUDIES

### **ENVI 010 The Winter Naturalist's Journal**

This course will explore the tools for studying the natural world through various uses of writing, literature, and drawing. Students will spend time outdoors learning the ecosystem of the Williamstown area and time indoors doing observational drawing, reflective writing, and reading and discussions of nature literature. The writing component of the journal will be the equivalent of a 10-page paper. The month's work will be contained in a nature journal, to be displayed and discussed as part of a final project. Designed for students with interests in environmental studies, natural history writing, and drawing.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$50 for books and art supplies.

Meeting time: mornings.

CLARE WALKER LESLIE and CHRISTIAN MCEWEN (Instructors)  
ART (Sponsor)

Clare Walker Leslie has written eight books, six on drawing nature including, *Keeping a Nature Journal*. Christian McEwen is the editor of *Jo's Girls: Tomboy Tales of High Adventure, True Grit & Real Life*, and co-editor of *The Alphabet of the Trees: A Guide to Nature Writing*. She divides her time between teaching in the USA and Scotland.

### **ENVI 011 Identifying Wildlife Tracks and Sign (Same as Biology 011)**

(See under Biology for full description.)

### **ENVI 012 Landscape Photography (Same as Geosciences 012)**

(See under Geosciences for full description.)

### **ENVI 013 The Law and the Literature of the Environment: The Environment on Trial**

This course will trace the development of an American consciousness towards the environment through an examination of the historical and political roots of our law and literature. "Law" includes state and federal judicial decisions and legislation. "Literature" includes not just the written word but also painting, sculpture, and music. An important question to be addressed in this course is why so many Americans can be so passionate on environmental issues, for instance, barring the Arctic National Wildlife Refuge to oil and gas exploration, when almost none of us will ever set foot on the Refuge itself. Our journey to understand this quintessentially American phenomenon begins with the Puritans of New England, the planters of Virginia and their predecessors. Among the other subjects to be considered are the influence of the frontier and the important role played by the ready availability of seemingly endless land, Thomas Jefferson and the Lewis and Clark Expedition, Emerson and Thoreau, Manifest Destiny, the paintings of Thomas Cole, Albert Bierstadt, Frederick Remington and others, the beginning of the environmental protection movement, Frederick Jackson Turner and the end of the frontier in 1890, the establishment of the forest service and the national park systems, Teddy Roosevelt and the debate between conservation v. preservation, the music of Aaron Copeland, Woody Guthrie and others, Rachel Carson and Silent Spring, environmental "trigger" disasters, the crucial year, 1960, and the decade that followed, NEPA, EPA and the role of the courts, Mr. Justice Douglas' dissent in *Sierra Club v. Morton*, and the approach of the current national administration.

Evaluation will be based on attendance and classroom participation. Students will prepare a 10-page analytical paper or, alternatively, four 3-page 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 conclu-

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sions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues.

No prerequisites. *Enrollment limit:* 20.

Meeting time: mornings, three 2-hour sessions a week.

Cost to students: approximately \$60 for books and materials.

PHILIP R. MCKNIGHT '65 (Instructor)  
ART (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney, who continues to pursue a life-long interest in history and the environment. 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.

### **ENVI 014 We are What We Eat?—A Field Study**

Where does our food come from? Is there enough on hand in the region for a secure supply for all of us? Can or should more food be produced locally? Is farmland still being lost here? Who is hungry in our community, and why? Are diet-related diseases a local problem? These are all questions that are answered by undertaking a Community Food Assessment (CFA), which is the focus of this course. A CFA examines a broad range of food related issues and resources in order to inform actions to improve community food security. Community food security is achieved when all citizens obtain "a culturally acceptable, nutritionally adequate diet through local, non-emergency sources." In an unstable world, with many unsustainable practices, knowledge of the local food system can be a valuable asset. Students in this course will collect data on our food system by interviewing, surveying, direct observation, and conducting focus groups in the community. We will also take advantage of the Internet, GIS, and groundwork laid by local organizations such as Berkshire Grown. Students' interests will determine our goals, possibly including underutilized farmland, barriers to healthful eating, community gardens, sources of food eaten locally, quantification of foods grown locally, etc.

We will meet twice a week for 3-hour sessions of plotting strategies, sharing data, and working on computers individually. It is expected that students will spend at least 20 hours per week on aspects of data collection, including time spent traveling in the community. The outcome of the course will be a group report on the regional food system, with individual students writing chapters of at least 10 pages in length.

Students will be evaluated on their written contribution and participation.

*Enrollment limit:* 20.

Meeting time: afternoons.

Cost to students \$40.

LEE VENOLIA (Instructor)  
ART (Sponsor)

Lee Venolia is a Research Associate at the Center for Environmental Studies. She has a Ph.D. in genetics, and a long-term interest in food issues. She received training in CFA's at the annual meeting of the Community Food Security Association, November 2003.

### **ENVI 015 Corporate Leadership and Social Responsibility (Same as Leadership Studies 010)**

(See under Leadership Studies for full description.)

### **ENVI 018 Williams in North Adams: The Entrepreneurship of Shitake (Same as Biology 018, Economics 018 and Philosophy 018)**

(See under Philosophy for full description.)

### **ENVI 019 Introduction to Research in Environmental Science (Same as Chemistry 019)**

(See under Chemistry for full description.)

### **ENVI 021 Fieldwork in Public and Private Non-Profits (Same as Political Science 021)**

(See under Political Science for full description.)

### **ENVI 031 Senior Research and Thesis**

To be taken by students registered for Environmental Studies 493-494.

## GEOSCIENCES

### **GEOS 012 Landscape Photography (Same as Environmental Studies 012)**

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

## Winter Study Program

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 that will be projected at the Winter Study presentation day. Students will submit short written explanations with each of their photographic assignments.

Evaluation will be based on attendance, the student's photography, and their presentation.

Prerequisites: students will need a 35mm camera. *Enrollment limit: 15. Preference given to first-year students and sophomores.*

Meeting time: mornings; 3 days a week for the first two weeks and 2 days a week after that; short field trips will supplement the morning meetings.

Cost to student: approximately \$50 for film and materials.

NICHOLAS WHITMAN (Instructor)

DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape photographs of power and depth. See more at [www.nwphoto.com](http://www.nwphoto.com).

### GEOS 025 Baja California Field Geology

Participants on this trip will spend two-and-a-half weeks on the Baja Peninsula and islands in the Gulf of California. After assembling in San Diego, CA, the group will drive south along the trans-peninsular highway (MEX 1) to the city of Loreto, visiting geologic outcrops and eco-regions that illustrate the unusual tectonic and biological history of the Baja Peninsula and adjacent Gulf of California. Once at Loreto, the group will travel by boat to Carmen and Coronado Islands. Participants should expect primitive conditions and should be willing to contribute to the duties of communal camp life.

Extended stops will be made at two unstudied Gulf of California coastal basins. The basin at San Francisco is Pliocene in age and formed in granites of (Cretaceous?) age. The basin at Coronado Island abuts the south side of a Pleistocene age volcano. During the trip students will learn to measure stratigraphic sections, map geologic units, collect and identify fossils, and synthesize geologic and biologic data. Course evaluation will be based on completion of a daily journal and a geologic map with explanatory text for the San Francisco project (10-page equivalent).

Prerequisite: Geoscience 253T. *Enrollment limit: 10.*

Cost to student: \$850 plus \$200 contribution from food plan. A portion of the trip expenses will be covered by a subsidy from the Geosciences Department.

BACKUS

### GEOS 031 Senior Thesis

To be taken by students registered for Geology 493-494.

## GERMAN

### GERM S.P. Sustaining Program for German 101-102

Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; storytelling; reading. No homework.

Requirements: active participation and regular attendance earn a "Pass" grade.

Prerequisites: German 101 or equivalent. Limited to German 101-102 students.

Meeting time: mornings, 3 times a week 9-9:50 a.m.

Cost to student: approximately \$5 for photocopied materials.

CZECH and DEGEN

### GERM 025 German in Germany

Begin or continue study of German at the Goethe Institute in Germany. The Goethe Institute program attracts students from all over the world. A typical course meets for four weeks, 18 hours/week, generally providing the equivalent of one semester course at Williams. To earn a pass, the student must receive the Goethe Institute's *Teilnahme-Bestätigung* which denotes regular attendance at classes, completion of homework, and successful completion of a final test. Students wishing to apply must fill out an application, obtainable in the office of the Center for Foreign Languages, Literatures, and Cultures in Weston, or online at [www.goethe.de](http://www.goethe.de), and return it to the Goethe Institute as soon as possible (admission is on a first-come, first-served basis).

No prerequisites, but any student interested in beginning German with this course and then entering German 102 at Williams should contact Professor Kieffer by December 1, at the latest. *Enrollment limit: 15. Not open to first-year students.*

Cost to student: \$1600 to \$2100 for tuition and room and board, plus round trip travel costs. The

## Winter Study Program

Goethe Institute arranges for room and board at various levels upon students' request, but students must make their own travel arrangements. This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$500.

B. KIEFFER

### **GERM 030 Honors Project**

To be taken by honors candidates following other than the normal thesis route.

### **GERM 031 Senior Thesis**

To be taken by students registered for German 493-494.

## HISTORY

### **HIST 011 Lost in Translation? Portrayals of Japan in American Films**

Hollywood seems to have an enduring fascination with imaginatively recreating certain Japanese cultural icons: the noble samurai, violent yakuza, demure Japanese woman, and stoic businessman. This course will examine the history of how American films have portrayed Japan, from the late 1950s to the present. We will consider questions of how and why images of Japan have changed over this period, whether or not films can and should endeavor to capture "the real", and how we should understand these film portrayals. Our discussions will be grounded in some theoretical reading, including works on Orientalism, and the history of U.S.-Japan relations in the post-World War II period. Films to be shown will include "Sayonara" (1957), "The Barbarian and the Geisha" (1958), "Tora! Tora! Tora!" (1970), "Gung Ho" (1986), "Black Rain" (1989), "Rising Sun" (1993), "The Last Samurai" (2003), and "Lost in Translation" (2003).

Evaluation will be based on class participation and one 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings; 2-3 sessions per week.

Cost to student: \$30 for books and photocopies.

MARUKO

### **HIST 012 Reading Childhood**

What books did you love when you were a kid? What books did and over? Were there book characters you knew as well as real people? As adults, how does the literature we read as kids continue to influence us emotionally and intellectually? How significant a part of childhood is reading? How do book illustrations and reading aloud influence our relationships with books? In this class, we will re-visit the books we loved as children with children. Each college student will work with an elementary school student. Together you will both read each other's favorite books and talk and write about them. Depending on the age of your partner and their inclination s/he and you may want to do some illustrations as well. We will read discuss a few readings on memory and the history of childhood as a class, but your primary work will be the literature you read with your school age reading partner.

Requirements will include a book list drawn up by you and the child, additional works of children's literature, and brief readings we will do as a class. Students will also turn in a record of correspondence between you and the child, and two 5-page papers on children's literature—one autobiographical and one analytical.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings, 2-3 sessions per week.

LONG

### **HIST 013 Dances With Stereotypes?: American Indians on Film (Same as American Studies 013)**

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.*

Meeting time: mornings; 2-3 sessions per week.

Cost to student: \$40 for books and photocopies.

AUBERT

**HIST 014 Women and Politics in the Middle East: The Long Twentieth Century (Same as International Studies 014 and Women's and Gender Studies 014)**

If women hold up half the sky, why have they not played a larger role in Middle Eastern politics during the twentieth century? Has the role of women been insignificant, or merely unrecognized? What issues regarding women's participation in the political arena are specific to the Middle East, and what have global relevance? Starting with the late Ottoman Empire (1870s), this course examines the various roles women have played in the political life of the modern Middle East, from the colonial/mandate era, through the struggles for independence, to the current day. We will consider participation through both formal (voting rights, candidacy for electoral office) and informal (influence within the family, popular protest) channels. Throughout this period, the precise nature and extent of women's participation has been a matter of public debate. Using primary and secondary sources, we will examine the political, economic, social, and religious arguments that have been advanced throughout the twentieth century to both promote and limit women's participation in the political realm.

For the final paper, students will have the option of working either chronologically or thematically: analyzing the historical experiences of a particular nation-state, or analyzing the regional significance of a particular issue and/or set of arguments regarding women's participation in political life.

Meeting time: mornings, 2-3 sessions per week.

Evaluation will be based upon regular attendance, response papers and a 10 page final paper.

No prerequisites. *Enrollment limit: 20.*

Fees include \$25 reading packet and two books.

ANDREA STANTON '98 (Instructor)

KUNZEL (Sponsor)

Andrea Stanton '98 is a doctoral student in Middle Eastern history at Columbia University and a teaching fellow at Columbia College.

**HIST 025 Cool Iceland: The Art of Cultural Survival**

Iceland is cool, both literally and figuratively. For centuries, people barely managed to survive in this remote and cold place at the edge of the world. Recently, however, Icelanders have come to enjoy one of the highest standards of living in the world with an incredible diversity in artistic production. So how do a people and a culture manage to stay alive in an unforgiving climate? Why is this cultural production so lively and thriving? And how does Iceland's unique nature and history influence its contemporary artists? In this travel course, Williams students will be exposed to how Icelanders bring light to their long and dark days of winter. The vibrant Icelandic art scene will be explored by visiting Icelandic artists, galleries, and art schools; we will listen to Icelandic musicians, rappers, rockers and classical musicians, to assess how nature and light may or may not spark artistic flares. We will consider whether Icelanders view themselves as Icelandic or part of a universal cultural movement. We will also explore the art of making money in Iceland, especially how entrepreneurs have utilized Iceland's nature, such as a cutting-edge genetics company, geo-thermal plant, and adventure tourism. Requirements: an introductory session will be held in Williamstown prior to the trip, approximately 300 pages of reading on Icelandic culture, and a final project/paper.

No prerequisites. *Enrollment limit: 12.*

Cost to student: approximately \$1750, which includes airfare, lodging, domestic transportation, and some meals.

BERNHARDSSON

**HIST 031 Senior Thesis**

To be taken by students registered for History 493-494.

KITTLESON

**HISTORY OF SCIENCE**

**HSCI 012 NASA and the Space Program (Same as Astronomy 012 and Leadership Studies 012)**

(See under Astronomy for full description.)

**INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND  
CROSS-DISCIPLINARY STUDIES**

**INTERNATIONAL STUDIES**

**INST 010 Introduction to African Film (Same as Art History 010)**

(See under Art—ArH for full description.)

**INST 012 Paris-Dakar: Stories of Sports Cars and Much More... (Same as Comparative Literature 012 and French 012)**

(See under Romance Languages—RLFR for full description.)

**INST 014 Women and Politics in the Middle East: The Long Twentieth Century (Same as History 014 and Women's and Gender Studies 014)**

(See under History for full description.)

**INST 025 Morocco (Same as Philosophy 025)**

(See under Philosophy for full description.)

**INST 026 Arabic in Cairo**

Students will travel to Cairo and enroll in a January term intensive Arabic course at the American University of Cairo. The course meets four hours a day with additional practice sessions. Students will live in the dormitories of the university and make occasional day trips around Cairo to practice Arabic and see the Pharonic and Islamic sights.

Successful completion of the WSP course will depend on successful completion of the course. Students enrolled in the course will also need to attend three preparatory meeting during the fall.

*Enrollment limit: 8.*

Cost to student: approximately \$3600.

DARROW

**INST 030 Senior Honors Project**

To be taken by candidates for honors in International Studies.

**JEWISH STUDIES**

**JWST 012 Murder in Mesopotamia: Legal Traditions of the Ancient Near East (Same as Classics 012 and Legal Studies 012)**

(See under Classics for full description.)

**LEADERSHIP STUDIES**

**LEAD 010 Corporate Leadership and Social Responsibility (Same as Environmental Studies 015)**

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: 22.*

Meeting time: mornings.

Cost to student: approximately \$30 for reading materials.

K. LEE and JOHN CHANDLER, President emeritus

**LEAD 011 Managing Non-Profits: An Insider's Look**

This course will focus on the study of the particular skills needed to run a successful non-profit organization, which include administration, creative vision, financial management, fund raising, and public accountability. It will also consider, absent the profit motive, what spurs a non-profit's pursuit of excellence. The syllabus is based on a series of case studies, involving presentations by administrators and directors from arts, social service, educational, and environmental organizations. Notable institutions, such as the New York City Ballet and MASS MoCA, will be represented. Class discussion will be informed by assigned readings and organizational materials.

Student evaluation will be based on class attendance (which is required) and acceptable preparation as evidenced by class participation and familiarity with the assigned readings and other materials. One or two students will be assigned to each class to act as leaders of the class discussion. They will be responsible for: (1) familiarizing themselves with the organization and the guest speaker; (2) undertaking additional reading and research on the subject of the organization's mission; and (3) preparing questions and discussion points. Each student will prepare an evaluation on each non-profit after its case study. Finally, a 10-page paper will be due by the last day of class in which the student: (1) evaluates the organizations and executives s/he has studied in terms of integrity of mission and effectiveness in forwarding its cause; and (2) identifies the common characteristics or traits shared by the non-profit executives who s/he considers most successful.

No prerequisites. *Enrollment limit: 15. Preference given to juniors.*

Class will meet three times each week, for three hours in the afternoon. A three-day trip to New York City to visit non-profits is also planned.

Cost to students: approximately \$150 (for books, readings, and trip to NYC).

ROBERT LIPP and MARY ELLEN CZERNIAK (Instructors)  
MCALLISTER (Sponsor)

## Winter Study Program

### **LEAD 012 NASA and the Space Program (Same as Astronomy 012 and History of Science 012)**

(See under Astronomy for full description.)

### **LEAD 013 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, English 010, and Special 013)**

(See under Comparative Literature for full description.)

### **LEAD 014 The Essentials of Leadership in Xenophon and Tolkien**

Peter Drucker claims, “The earliest writers on the subject...know all that has ever been known about leadership. The scores of books, papers and speeches on leadership...that come out every year have little to say on the subject that was not already old when the Prophets spoke and Aeschylus wrote. The first systematic book on leadership: the *Kyropaidia* [The Education of Cyrus] of Xenophon—himself no mean leader of men—is still the best book on the subject.” In this course we will explore this claim by taking a “liberal arts” approach to the study of Leadership. We will study Xenophon’s *Education of Cyrus* and Tolkien’s *Lord of the Rings* to learn how to be better leaders.

Students will be evaluated through their individual classroom participation, team presentations and the writing of a 10-page analytic paper.

Prerequisites: familiarity with Tolkien’s *Lord of the Rings* will be assumed. *Enrollment limit: 16.* Meeting time: Wednesday in the afternoon and Thursday in the morning.

JAMES MAROOSIS (Instructor)  
MCALLISTER (Sponsor)

Dr. James Maroosis is a Recipient of The Innovations Award in American Government co-sponsored by The Ford Foundation and The JFK School of Government at Harvard University. He has a Ph.D. in Philosophy from the University of Toronto and currently teaches a seminar on *Leadership for the 21st Century: Innovation, Creativity and Responsibility* and a seminar on *The Giants in the History of Management: Peter Drucker, Mary Parker Follett and Marshall McLuhan* at Fordham’s Graduate School of Business Administration and a course on Management as Humanism and Liberal Art for The Deming Scholars MBA Program at Fordham. He has had recent articles on Innovation and Creativity published in *The Harvard Management Update* and *Leader to Leader* the quarterly journal of The Peter F. Drucker Foundation for Nonprofit Management.

### **LEAD 015 Interpersonal Conflict Resolution (Same as Mathematics 012 and Psychology 015)**

(See under Mathematics for full description.)

### **LEAD 018 Wilderness Leadership**

This Winter Study project is for students who would like to participate in an off-campus experiential education opportunity. Students will be required to research an appropriate accredited program i.e. National Outdoor Leadership School, Outward Bound etc., that will provide a suitable learning environment and be at least 22 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required ten-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.

Requirements: course approval by WOC Director, daily journal writing with focus on leadership and group dynamics, ten 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 010 Inside the Judicial System**

Students in this course will learn how the Massachusetts Trial Court works through discussion with faculty, reading and site visits to local courts. In addition to observing court proceedings, students

### *Winter Study Program*

will have ample opportunity to meet with court personnel in order to gain insight into how personnel view their role and function. The main focus of this course will be on local or community courts. In Massachusetts, the District Courts have jurisdiction over a wide variety of matters and can have a significant impact on the quality of life of a community. Students may be surprised to learn that judges have a finely honed appreciation of the court's aspirations and mission. Nevertheless it is worthwhile to question whether these aspirations are apparent to the public and if they meet the public's expectation of what courts should be.

Requirements: Students are expected to read materials, participate in weekly seminars, spend no fewer than 30 hours at an assigned court site, maintain a journal, and write a 10-page final paper.

Students taking this course are also expected to meet with faculty before the end of the Fall term on the campus at a time to be arranged. The purpose of this meeting includes an overview of the syllabus and discussion and selection of court sites.

Meeting time: TBA.

ELLIOT ZIDE (Instructor)  
KAPLAN (Sponsor)

Elliot Zide has been a trial court judge for more than 18 years and has served in a variety of administrative roles in the courts. He has been the chair of the District Court's Education Committee and chaired the District Court's annual conference at Williams College for fourteen years.

**LGST 012 Murder in Mesopotamia: Legal Traditions of the Ancient Near East (Same as Classics 012 and Jewish Studies 012)**  
(See under Classics for full description.)

## LINGUISTICS

### **LING 010 Surviving Your Fifteen Minutes: An Intensive Look at the Phenomenon of Reality Television**

What is reality television? When did it start? Where is it headed? Why do so many people love it? And just how real is it, really? To help answer these questions, we will read and discuss various scholarly works on the topic of reality television. In addition, during the middle two-thirds of the course, selected students will be immersed in a highly competitive simulation of the reality television show *Survivor*, voting each other out of the simulation in order to be the last one standing and the winner of the ultimate prize! Because of the nature of the simulation, attendance is absolutely mandatory for students in the simulation. There is also room in the course for students interested in the topic and in helping to observe and to run the simulation but who cannot or do not wish to compete in the actual simulation itself. The course concludes with a hands-on analysis of the editing process, as we find out how malleable reality can be, how lies can be spun out of truth, and how heroes and villains can be edited from the same source. Students will work together to write up the story of their collective experiences in the simulation, to be published in weekly installments (in the spring in the *Record* and/or on the web), giving everyone in the course a chance at their own 15 minutes.

Evaluation will be based upon attendance, participation in the simulation, a final 10-page paper on some scholarly aspect of reality television, and documentary-style summaries of the events of the simulation. The number of required summaries depends on performance in the simulation.

No prerequisites. *Enrollment limit: 20. Selection based on lottery.*

Meeting time: mornings, 4 three-hour meetings per week (M, T, W, and R)

Cost to student: about \$50 for readings and other materials.

SANDERS

### **LING 012 Preliminary Introduction to American Sign Language (Same as Women's and Gender 012 and Special 012)**

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 a final project. Students will be ex-



## Winter Study Program

pected to spend an hour outside of class each week viewing native ASL signers as part of their homework assignments.

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

Meeting time: afternoons; 3 two-hour meetings per week.

Cost to student: \$70-\$90.

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 010 Tournament Bridge

Bridge is much more than a "game;" it is an intense intellectual and academic activity. We'll study, prepare, and play in as many bridge tournaments in the area as possible. Play will be followed by analysis, reading and writing up of lessons learned, which is an essential part of the study of bridge.

Evaluation will be based on participation in all activities and the writing.

Prerequisites: You have to know how to play bridge. *Enrollment limit: 15.*

Cost to student: \$100 for entry fees and one or two overnights. (And you provide your own food on the road.)

Meetings time: 6 hours of class time and 10 hours of tournament time each week (TBA days and evenings).

MORGAN

### MATH 011 Photography and Photoshop

This course introduces the technical and creative aspects of photography and Photoshop for beginners. Topics include exposure, spot metering, depth of field, the rule of thirds, portraiture, and multiple exposures. Creative aspects of lighting and composition will be explored through slide lectures and critique of each others work. Students will master essential Photoshop techniques including blended exposures and layer masks. We will meet three times per week for two hours sessions. We will schedule one mandatory nature shoot in Greylock forest and one optional sunrise shoot. Most shooting will be done outside of class.

Evaluation will be based on class participation, completion of personal photo projects, and submission of an annotated portfolio containing an analysis of the technical and artistic strengths of selected photos. No experience with photography or Photoshop will be assumed.

No prerequisites. *Enrollment limit: 10.*

Meetings time: afternoons.

Cost to student: students must supply their own SLR camera (digital or film) with automatic and manual settings. Anticipate spending \$30 for textbook plus \$150 with a film camera or \$10 with a digital camera on film/processing.

TAPP

### MATH 012 Interpersonal Conflict Resolution (Same as Leadership Studies 015 and Psychology 015)

Think back to the most recent disagreement you had with a member of your family, a teacher, or a friend. What conflict style did you employ? Were you assertive or did you give in easily? Did you get angry and upset or were you calm and rational? Were you satisfied with the outcome or could you have done something to handle the situation better? What about the other person involved in the disagreement? Every day we observe and engage in these types of interpersonal conflicts. Rarely, though, do we take the time to analyze these conflicts and consider techniques for productive resolution. In this class, we will discuss the history and theory of interpersonal conflict, conflict resolution, and mediation. The class format will be a mixture of lecture, discussion and activities in which students will practice conflict resolution and mediation techniques.

Evaluation will be based on homework exercises, participation in class discussions and activities and a final 10-15 page paper.

No prerequisites. *Enrollment limit: 12.*

Cost to student: approximately \$90 for books

Meeting times: mornings, six hours per week.

LOEPP

### MATH 013 Pilates: Fitness, Philosophy, and Physiology

This course is an introduction to Pilates mat work. Often referred to as the first physical therapist, Joseph 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 which concentrated on building strength and endurance. He combined different

## Winter Study Program

qualities of both methods in an attempt to create an ideal form of physical training. Pilates focuses on the core muscles: the abdominals and back. We will study the Pilates mat exercises in detail, including performance, physiology, breathing, muscular emphasis, and modifications. We will also discuss the philosophy behind the exercises. This course is intended for those students with little to no previous experience with Pilates, but with some dance or fitness background/experience.

Evaluation will be based primarily on class participation, weekly quizzes, and a final 10-page paper.

No prerequisites. *Enrollment limit: 10.*

Meetings time: 10:00 a.m.—12:00 p.m., Monday-Thursday each week. (One hour Pilates class, one hour lecture.)

Cost to student: approximately \$100 for equipment (including fitness ball, dynaband, and Pilates magic circle) and books.

PACELLI

### **MATH 014 Fantasy Novels of C.S. Lewis and Charles Williams (Same as English 028)**

Both Lewis and Williams were members of The Inklings, the remarkable group of British authors and thinkers who met regularly at "The Eagle and Child" Pub in Oxford, where writers (including Tolkien) read their works in progress to one another. Lewis is well-known; the works of Williams have received less recognition, but were admired by W. H. Auden, Dorothy L. Sayers, and T. S. Eliot. Both Lewis and Williams approached their work as staunch Anglican Christians, and their point of view will be respected in this course; however, their novels can speak to the lives of all readers who are sensitive to their own world and to human relationships.

Readings will include the Ransom Trilogy of Lewis: *Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength* (often called "the Charles Williams novel written by C.S. Lewis), and Williams's *War in Heaven* and *Descent into Hell* (which Lewis listed as one of the ten books which most influenced his own thinking). The month will conclude with Lewis's final novel *Till We Have Faces*.

Evaluation will be based on attendance and participation in all discussions. The final project will be a 10-to-20-page short story in the style of, incorporating some ideas of, or using literary techniques of the novels read. Alternatively, students may choose to write an expository or critical paper of about 15 pages relating some or all of the novels read to other fiction by these two authors or to works of comparable writers such as George MacDonald, Madeleine l'Engle, or J.K. Rowling.

No prerequisites. *Enrollment limit: 14.*

Cost to student: \$40-\$70 for books.

Meetings time: mornings.

V. HILL

### **MATH 016 Knitting: The Social History and Craft Form**

Creating fabric out of interlocking loops can be traced back to the Neolithic period, and knitted like 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 is a rich reflection of the history of culture.

This course examines the social history and technique of this important craft. We will examine the social history of knitting through a sequence of readings, lectures, and discussions. Reading list includes: *No Idle Hands: The History of American Knitting*, by Anne L. MacDonald, related articles provided by the instructor, and Reader's Digest Knitter's Handbook, by Montse Stanley.

We will engage a series of project samples designed to introduce and improve skills of beginning knitters, starting with simple blanket squares, a knitted cap, and culminating in a final project of a basic sweater. 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 final a10-page research paper.

No prerequisites. Preference given to beginning knitters. *Enrollment limit: 15.*

Meeting time: three 2-hour evening periods every week.

Cost to student: approximately \$70 for materials kit and \$45 for textbooks.

MARY JOHNSON (Instructor)

BURGER (Sponsor)

Mary Johnson, M. Ed., an experienced knitter who has worked professionally for the NYC designers KnitWits, Lane Borgesía, and is currently a project knitter for Storey Publishing. Mrs. Johnson is a third grade teacher at Williamstown Elementary School.

### **MATH 017 Onstage! (Same as Special 017)**

If you like to perform on the stage or if you have always wanted to find out what it would be like-this is your opportunity! In this course we will explore basic acting techniques and methods. Improvisation and theater games will be used as a foundation to create characters in scenes and monologues. Participants will also investigate the basics of script analysis. The final will include a public presentation of the works in progress.

Requirements: class attendance is mandatory; contact hours will increase as rehearsals progress to-

## Winter Study Program

wards final performance. Evaluation will be based on participation and assignments.  
No prerequisites. *Enrollment limit: 14.* The selection process will include a brief essay.  
Meeting time: mornings; 10 a.m.—12 p.m., five times per week.  
Cost to student: \$20 for text and \$20 for possible theater tickets.

AMELIA. ADAMS (Instructor)  
BURGER (Sponsor)

Amelia Adams is a regional actor who has performed in a variety of theatrical and commercial venues over the last fifteen years. She is a member of the Screen Actors Guild, Actor's Equity Association and the American Federation of Radio and Television actors.

### **MATH 018 Modern Dance—Muller Technique (Same as Special 020)**

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom 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.*

Meeting time: 10 a.m. -12 p.m., Monday, Tuesday, Thursday and Friday.

Cost to student: under \$20.

SYLVIA LOGAN (Instructor)  
BURGER (Sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York City for five years.

### **MATH 030 Senior Project**

To be taken by candidates for honors in Mathematics other than by thesis route.

### **MATH 031 Senior Thesis**

To be taken by students registered for Mathematics 493-494.

## MUSIC

### **MUS 010 The Many Faces of Carmen**

The story of the gypsy femme fatale Carmen still fascinates; in Western culture she exemplifies the seductive, exotic, independent and forbidden female who drives a fine upstanding man to a life of crime and finally murder. This course explores a broad array of tellings of this archetypal narrative, focusing on their multifaceted textual and musical constructions of individual and group identities, encompassing gender and sexuality, "Otherness", nationality and ethnicity, and socio-economic identification. We begin with Prosper Merimee's 1845 novella on which Bizet based his 1875 opera *Carmen*, and conclude with the MTV production *Hip Hopera: Carmen* starring Beyonce Knowles in the title role. In between these poles we will consider Bizet's opera as a stage work and then in various film transformations, including DeMille's silent film of 1915; the 1948 Hollywood version called *The Loves of Carmen* with Rita Hayworth; Preminger's 1954 film of Hammerstein's all-black musical *Carmen Jones*; Carlos Saura's flamenco version from 1983; and the contemporary Russian composer Shchedrin's 1991 modern dance version.

Evaluation will be based on class attendance and participation; and a 10 page paper.

No prerequisites. Enrollment limit 30; preference to first-years and sophomores.

Meeting time: three two-hour morning meetings per week.

Cost to student: \$20 for reading packet.

BLOXAM

### **MUS 011 Music and Film**

This course will involve an intensive study of the history, theory, and interpretation of film music. We will begin by creatively considering how film and music might be united in the cinema and with introductory readings in film music theory and history. We will then focus our interpretive and analytical work and class discussions on selected films. While most of our attention will be devoted to the work of major composers and directors of American and European film (with possible examples from Japanese and Indian cinema), we will also consider more specialized subjects related to the instructor's research. Sample topics to be explored include: music and the silent film; Hollywood musicals; opera and film; Herrmann and Hitchcock; Rota and Fellini; music's role in cinematic propaganda; rock music video; Kubrick's musical decisions; psychoanalytic interpretations of film sound.

This course will meet for two hours three times a week in the morning. Students are also required to attend three 90-120 minute film screenings each week either in the late afternoon or early evening in

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addition to completing the assigned reading before each class meeting.

Evaluation will be based on active participation in class discussions and one 12- to 14-page paper or a creative film music project approved by the instructor.

No prerequisites, although prior experience in film studies or some musical background will enable students to engage more fully in the course's interpretive and analytical work. *Enrollment limit: 15. Preference will be given to those applicants with demonstrated successful experience in music, film, or theater courses or with documented experience in film or multimedia creative work.*

Meeting time: TWR, 10 a.m.-noon. Film screenings, MTW either in the late afternoon or early evening.

Cost to student: \$60 for two paperback books and photocopies.

A. SHEPPARD

### **MUS 012 Ensembles in Classic American Musical Theatre (Same as Theatre 011)**

This Winter Study will give participants an opportunity to study and perform numbers for more than one singer in great American musicals. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. Music from the recently revived Mitch Leigh/Joe Darion show *Man of La Mancha* will be the central focus. The course will culminate with a public performance of ensembles from the show including the finale. Other ensembles from Bernstein's *West Side Story*, or from European light opera models such as Franz Lehar's *The Merry Widow* may also be included. Singers, actors, and pianists are all welcome to participate.

Requirements: performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher.

*Enrollment limit: 15.*

Meeting time: afternoons; Mondays and Wednesdays.

Cost to student: none.

KEITH KIBLER (Instructor)  
KECHLEY (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at [kibler@sover.net](mailto:kibler@sover.net)

### **MUS 013 Tuning and Temperament**

This course explores practical, theoretical and historical aspects of tuning and temperament. The need for temperaments—corrections and compromises to tuning systems with pure intervals—became urgent in the sixteenth and seventeenth centuries, as changes in musical style (the rise of fixed-intonation keyboard instruments, the advent of major/minor keys and concomitant increase in modulatory range) made more apparent the incommensurability of pure-intoned intervals within a 12-note chromatic pitch space. Although the course will examine issues and practices from antiquity to the twentieth century, we will focus primarily on the many temperaments that arose in the seventeenth century, the practical musical issues that necessitated them, and the religious, philosophical, and scientific justifications for those corrections. Students will have the opportunity to construct and realize a variety of temperaments on a harpsichord and/or using CSound software.

Evaluation will be based on participation, small weekly assignments, and a final 10-page paper examining the effects and consequences of a historical tuning on the realization of a pertinent musical work.

Prerequisites: Music 103. *Enrollment limit: 12.* Preference given to students with an interest in early music performance.

Meeting time: Tuesdays and Thursdays, 10 a.m.-1 p.m.

Cost to student: approximately \$20 for photocopies/coursepack.

GOLLIN

### **MUS 014 The Music of Miles Davis**

This course will explore the music of trumpeter/composer Miles Davis, a musician who changed the face of jazz as an instrumentalist as well as a unique composer and bandleader. The course will also look at the collaboration between pianist/composer/arranger Gil Evans and Miles Davis. Some of the compositions studied and played will be selections from the following recordings: *Sketches Of Spain*, *Birth Of The Cool* and *Kind Of Blue*. All instruments are welcome to participate in this ensemble. The Miles Davis Story, a film by Mike Dibb, will be shown and discussed.

Students will be required to read: Miles Davis, *The Definitive Biography* by Ian Carr, published by Harper Collins Publishers in 1998.

Students should have the ability to competently play the music, plus permission of the instructor. Students may contact the instructor by email ([ologon@aol.com](mailto:ologon@aol.com)) or phone (845-331-9385).

Participation in a concluding concert during the last week of Winter Study is required. Students will be evaluated on their performance at this concert.

*Enrollment limit: 15.*

### *Winter Study Program*

Meeting time: 2-4 pm Monday, Tuesday, Wednesday. The course will meet three times a week for 2-hour sessions. Outside listening assignments and preparation of individual parts will also be required.

Students will be expected to practice the material outside of class, and will also be evaluated on mastery of the material, class participation and attendance.

Cost to student: \$50.

JOHN MENEGON (Instructor)  
KECHLEY (Sponsor)

John Menegon is an Adjunct Teacher of Jazz Bass at Williams College, and a professional bassist, composer, arranger and recording artist.

#### **MUS 015 The Contemporary Singer/Songwriter (Same as Special 015)**

This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course.

Each student will be expected to complete a minimum of two songs, both music and lyrics. One of these songs will be presented during the final performance, preferably by the student. If not, the student must arrange for someone else in the class to assist him or her.

Requirements: attendance at classes, feedback sessions and scheduled evening events is mandatory. Students will also be required to write a final 6- to 10-page paper on songwriting.

No prerequisites, although students with musical backgrounds and the ability to play an instrument may be given preference and should email the instructor (Bernice.Lewis@williams.edu). *Enrollment limit: 15.*

Meeting time: mornings, Tuesday, Wednesday and Thursdays for two-hour sessions.

Cost to student: \$75 for books and xeroxing costs.

BERNICE LEWIS (Instructor)  
KECHLEY (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.

#### **MUS 016 Percussion for Non-Percussionists**

This study will introduce participants to the basic techniques of playing percussion instruments. Students with experience on other instruments, or who have played drums, will learn to play a variety of percussion instruments including drums, keyboard percussion such as marimba, vibraphone, and xylophone, orchestral percussion, experimental and homemade percussion, and some instruments from other musical cultures. Classes will involve group instruction, study of important works for percussion through scores and listening, the theory and history of the instruments, group improvisation, and regular rehearsal of a work for percussion ensemble. The project will culminate with a performance of a percussion ensemble work in collaboration with the percussion trio TimeTable. Students will be expected to practice individually in preparation for classes and the concert. Evaluation will focus on participation in class and preparation for the final concert.

Prerequisites: Students should already be proficient on an instrument (percussion or other) and read music. *Enrollment limit: 10.*

Cost to student: \$30 (for course pack materials). Meeting times to be determined.

MATTHEW GOLD (Instructor)  
KECHLEY (Sponsor)

Matthew Gold is based in New York City and is a member of the TimeTable percussion trio and Sequitur. He performs with the Ahn Trio, Speculum Musicae, CounterInduction, the S.E.M. Ensemble, the Glass Farm Ensemble, and has been a member of the Aspen Contemporary Ensemble. He also performs regularly with the American Symphony Orchestra, the Westchester Philharmonic, and on Broadway. He has recorded for, among others, EMI Classics, Koch International, Albany Records, and CRI.

#### **MUS 017 Cuban "Classical" Composers and Their Music**

This course covers some of the most relevant "classical" composers of Cuban Music history. We will study the composers' life and work through the analysis of some of their relevant compositions. Class discussions 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 Rol-dan.

Prerequisites: The ability to read music and to follow music scores.

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Enrollment limit: 15 students.

Meeting times: T-W-H (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.

Cost to student: \$30 Reading Packet.

PEREZ VELAZQUEZ

### **MUS 018 Staging Opera (Same as Theatre 018)**

The growing popular interest in opera over the last several decades has accompanied an often radical shift in how these artworks are brought to the stage. In Europe, and increasingly in the US, directors and dramaturges have moved away from traditional “robes and spears” stagings of canonical works and embraced a more interpretative approach influenced by Marxism, deconstruction, and other critical schools of thought. This course will examine the practical, aesthetic, and ideological issues involved in bringing this complicated art form to life on the stage. We will begin with a practical consideration of the economic and demographic pressures influencing modern opera houses in their approach towards operatic production. We will then turn to recorded live performances of operas by Mozart and Wagner, as it is these canonical works which have received the most sustained and varied engagement by modern directors. Discussion will center around multiple stagings of these operas, as well as readings which address the cultural or ideological elements of the works which stagings may attempt to highlight or repress. The class will close with a brief consideration of opera films.

Requirements: active participation in class; short oral presentations; 10-page essay.

No prerequisites. *Enrollment limit: 15.*

Meeting time: 2 days per week, but independent or group screenings outside of class are required.

Cost to student: \$25 course packet; purchase of opera productions on video or DVD is optional.

RYAN MINOR (Instructor)

KECHLEY (Sponsor)

Ryan Minor is a Visiting Professor from the University of Chicago.

### **MUS 021 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 031 Senior Thesis**

To be taken by students registered for Music 493, 494.

## NEUROSCIENCE

### **NSCI 031 Senior Thesis**

To be taken by students registered for Neuroscience 493-494.

## PHILOSOPHY

### **PHIL 010 Philosophy of Chess**

Chess is one of the noblest and most fascinating of human endeavors. We will examine chess in many of its facets: its history, philosophy and literature. We will look at the art of chess and the art that chess has inspired. Above all, we will work together on improving our playing skills: we will study chess openings, middle games and endgames, and engage in continual tournament play. One of our tournaments will be an official United States Chess Federation [USCF] tournament; thus each student will acquire a USCF rating. Students who are not already members of the USCF will be required to join. Evaluation will be based on class participation and problem assignments.

Prerequisites: All students should know the rules of chess and be able to read chess notation. *Enrollment limit: 20. If the class is overenrolled, students will be selected according to playing strength, as indicated by USCF ratings, results in the College chess club, or other measures.*

Meeting time: afternoons.

Cost to student: \$100 (\$50 for USCF membership, \$50 for books).

GERRARD

### **PHIL 012 Erotic Love in Plato**

“Not one single poet has ever sung a song in praise of so ancient and so powerful a god as Love (Erôs).” So laments the character Pheadrus in Plato’s Symposium. What follows are a series of speeches in celebration of this god, which together comprise one of Plato’s most beautiful (and hu-

morous) dialogues. And yet this same Plato seems to have a completely different attitude toward Erôs in the Republic. In the few passages where it surfaces at all, the tone is strikingly negative. It is the tyrant—who represents the completely unjust man—who is afflicted with Erôs. In this seminar we are get to the bottom of these apparently schizophrenic accounts through careful reading and thorough discussion of the relevant material, namely the Symposium and parts of the Phaedrus as well a collection of shorter passages from other dialogues. What exactly does it mean to be a Platonic lover? How is love to be explained in terms of (other) desire? What is the connection (if any) between love and morality? These will be among the central questions guiding us in our investigation.

Requirements: Active participation in discussion and four 3-page response papers.

There are no prerequisites, but students are encouraged to read the Symposium and the Phaedrus once prior to the start of the winter study period.

Meeting time: afternoons, twice per week.

WILBERDING

**PHIL 013 Sex, Marriage, and the Pursuit of Happiness: Legal Regulation of Sex and Marriage in the Contemporary U.S.**

Most Americans would agree with J.S. Mill that, all things being equal, individuals should be free to pursue their own individual good in their own way. This conviction is at the heart of political liberalism, and, one might argue, of America's conception of itself. Yet state and federal government in the U.S. has always imposed considerable legal restrictions on its citizens' sex and love lives, regulating their choice of marriage and sexual partners as well as the sexual practices they engage in with those partners. (Only in 1965 did the Supreme Court rule it unconstitutional for states to proscribe the use of contraceptives; many states have held (or hold) laws against sodomy, variously defined as anal or oral sex.)

The proper scope and purpose of these regulations has come under intense scrutiny in the last two years thanks to the 2003 Supreme Court decision to overturn state laws banning sodomy (*Lawrence v. Texas*) and the 2004 decision of the Massachusetts Supreme Court to permit same-sex marriage (*Goodridge v. Massachusetts Dept. of Public Health*). People from every part of the political spectrum are considering anew the government's role in regulating sexual and marital practices.

In this course, we will deepen and refine our own conception of this role by studying highlights from the federal case-law leading up to the *Lawrence* and *Goodridge* decisions (such as *Griswold v. Connecticut*, *Bowers v. Hardwick*, and *Loving v. Virginia*) together with selections from the impressive body of critical commentary that has appeared in the popular press. At the end of the term students will compose an editorial piece of their own suitable for publication in a newspaper or journal.

Prerequisites: Interest in sex, marriage, or laws regulating them.

Evaluation will be based on class participation and presentations as well as editorial writing. Enrollment limit: 15. Preference to students with some background in philosophy or political theory.

Meeting time: afternoons, twice/week.

Cost to student: none.

CLARKE and SAWICKI

**PHIL 014 Who's on First: Writing and Thinking About Sport**

What drives athletes to excel? What is the psychological, physical, economic and emotional price the individual athlete and the culture pays for such excellence? How does a country put its own unique mark on a sport? Does the Greek ideal of sport infuse today's athletes and teams? What current values threaten the existence of many of our professional sports teams in our major cities?

This course will explore these questions and ask others as we read variously from books like; *You Gotta Have Wa*, *Friday Night Lights*, *Take Time For Paradise*, *Money Ball*, *Golf In The Kingdom* and *Best Sports Writing of 2004*, and watch movies such as; *When They Were Kings*, *Hoop Dreams*, *Hoosiers*, *Remember The Titans*, *Chariots Of Fire*, *A League of Their Own*, *Breaking Away*, *Wings*, and *A River Runs Through It*.

Requirements: one 10-page paper, class participation and regular attendance.

No prerequisites.

Meeting time: TBA.

Cost to student: \$60-\$75 for books.

DAVID RAFFELD (Instructor)  
SAWICKI (Sponsor)

Writer and former Williamstown resident, David Raffeld has taught Winter Term classes in the departments of Religion, Philosophy and English, and has been a Writer-In-Residence in The Department of Theatre.

**PHIL 018 Williams in North Adams: The Entrepreneurship of Shitake (Same as Biology 018, Economics 018 and Environmental Studies 018)**

Think you could turn an abandoned textile mill into a successful mushroom business? You would have to understand the biology of fungi, the science of indoor climate control, and industrial engineering. You would have to raise large amounts of capital, and be willing to risk it on the proposition that you could grow large quantities of high-quality product at a profitable margin. You would have to

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minimize the costs of your raw materials and other inputs, and optimize your marketing and sales. And you would have to be willing to do a lot of hard, dirty work.

In this course students will learn about, and actively participate in, all aspects of the Delftree Corporation, which for the past 20 years has grown approximately 5% of the nation's shitake mushrooms inside a 100 year-old factory building in North Adams, Massachusetts. Students will pick and package mushrooms, assist with the operation of proprietary technology (which may require a willingness to experience the night shift), and study the complex issues involved in developing, sustaining, and expanding a commodity-based agricultural business.

Evaluation will be based on attendance, enthusiasm, and a substantial oral presentation made on the final day of Winter Study to Bill Greenwald, owner and CEO of the Delftree Corporation.

Student selection criteria: Preference to those demonstrably committed to the project.

We will meet each morning in Williamstown and drive to North Adams, where we will spend the day (returning to campus in time for dinner).

*Enrollment limit: 8.*

Cost to student: reading packet, daily lunch money (or bring your own lunch).

DUDLEY

### **PHIL 025 Morocco (Same as International Studies 025)**

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 live with Moroccan families in two quite different cities, the cosmopolitan capital of Rabat and the traditional center of Islamic learning, Fez. We will gather several times each week for lectures and presentations. In the third week of the course we will take a group trek through Berber villages and the Atlas Mountains on our way to legendary Marrakech.

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 widely. While desirable, neither is required. *Enrollment limit: 15. Preference will be given to majors and prospective majors in Religion, Philosophy, Political Science, and Women's and Gender Studies, and to concentrators in International Studies.*

Cost to student: approximately \$2900.

BARRY and CRUZ

### **PHIL 031 Senior Thesis**

To be taken by students registered for Philosophy 493-494.

## PHYSICS

### **PHYS 010 Light and Holography**

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well-equipped holography darkrooms available for student use. At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. Later classes will be mainly laboratory.

Students will be evaluated on the basis of regular attendance, completion of 4 laboratory exercises, and a holography laboratory project or a 10-page paper. Attendance at all classes and labs is required for a passing grade.

No prerequisites. *Enrollment limit: 30. Preference will be given to students with no previous college course in physics more advanced than Physics 100.*

Cost to student: about \$50 for holographic film, chemicals, and photocopies.

MAJUMDER and FORKEY

### **PHYS 012 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 granted by angels, but a learnable skill. If you ever wanted to draw, but doubted you had the ability or believed you could not learn, then this course is for you. This intensive course utilizes discoveries in brain research to teach representational drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right



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hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, self-portrait, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project.

Evaluations will be based on participation, effort, and development. Students will be required to produce explanatory/analytical text to accompany their drawing assignments.

No prerequisites. *Enrollment limit: 30, with preference given to juniors and seniors.*

Meeting time: The course will meet three times per week in two sections of 15, one in the morning and one in the afternoon. There will be about 10 hours lecture and group exercises with substantial additional independent student work. There also will be an exhibition of coursework on the final day of Winter Study.

Cost to student: cost of text and (approximately) \$15 for drawing materials.

STELLA EHRICH (Instructor)

MAJUMDER (Sponsor)

Stella Ehrich holds an MFA in painting from Bennington College. She teaches drawing at Bennington and other local colleges. She has had solo exhibits from Rutland, VT to Dallas, Texas to Mobile, Alabama.

### **PHYS 013 Automotive Mechanics**

The purpose of this course will be to provide an understanding of the basic function of the major components of the modern automobile. Through lectures, demonstrations, and hands-on experience, individuals will learn basic maintenance of an automobile. In addition, students will be expected to study in depth one of the major automotive systems which include carburetor or fuel-injection systems, the lubrication and cooling system, the electrical system, the steering, brake and suspension system, and the power train for both manual and automatic transmissions.

The course will meet two hours a day, three times a week in the morning for classroom instruction. In addition, students will meet at the Flamingo Motors in Williamstown one evening each week for practical demonstrations and hands-on activity. Students will be required to attend class regularly, read assigned material from the text, actively participate in work at the garage, and pass written midterm and final examinations.

No prerequisites. *Enrollment limit: 30.* The class will be broken into three sections for lab work. *Preference given to seniors.*

Cost to student: approximately \$45 for text.

MICHAEL FRANCO (instructor)

MAJUMDER (Sponsor)

### **PHYS 022 Research Participation**

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a five-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Meeting time: to be arranged with instructor.

Cost to student: none.

T. MAJUMDER and members of the department

### **PHYS 031 Senior Thesis**

To be taken by students registered for Physics 493, 494.

## **POLITICAL ECONOMY**

### **POEC 031 Honors Thesis**

To be taken by students registered for Political Economy 493.

## **POLITICAL SCIENCE**

### **PSCI 010 Adventures in Disabilities (Same as Psychology 010)**

(See under Psychology for full description.)

### **PSCI 011 The Development of Inuit Art (Same as Arth 011)**

In the late 1940's a new source of modern art sprang into existence. Inuit art (which includes the following genre of art: sculpture, graphic arts, as well as jewelry, wall hangings, pottery and other modes) is a very modern development. Since its beginning it has gained world-wide attention. There are galleries of Inuit art not only through out Canada and the United States but also Europe and Asia. Inuit art is included in the collections of major museums throughout the world. The production of Inuit

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art developed in response to the sudden change in Inuit life from nomadic subsistence in the northern arctic regions of Canada to fixed settlements on Baffin Island and regions around Hudson Bay and the consequent need to create a cash-based economy. The course will cover the development of Inuit art focusing on the two major forms, graphic and sculpture from the major artists (among them Kenoiak, Oonark, George Arlook, Pudlo Pudlat, Peter Sevoga, Latcholassie, Parr, and Pauta). The course will explore the changing character of Inuit life and governance (the Canadian government recently completed a major reconstitution granting much of the people of the arctic north autonomy as a self-governing region called Nunavut). In addition to the technical development of the art, its history and the biography of the major artists, we will be exploring the cultural context of Inuit art to the Inuit as well as to the international art market. The course will have available major examples of Inuit art, movies, documentaries and visits by Inuit art dealers. There will be assigned readings and a paper assignment with students choosing from the following topics: 1) a study of a particular work of art; 2) a study of a particular theme in Inuit art; 3) the work of a particular artist; 4) some aspect of Inuit life or politics; 5) or economic analyses (for example, using Inuit art auction results over the years). Evaluation will be based on a 10-page paper, class attendance and participation. No prerequisites. *Enrollment limit: 25. Preference to upper class students.* Meeting time: afternoons, three classes per week. Cost to student: \$50 for readings.

MARCUS

### **PSCI 012 The Art of War (Same as Asian Studies 012)**

This course will examine the meaning and uses of the classical Chinese text, *The Art of War*, by Sun Tzu. Students will consider Sun Tzu's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sun Tzu in historical and philosophical context; the second half will examine how *The Art of War* has been used in a variety of modern fields. Evaluation will include mandatory class attendance and participation, and a 10-page paper. No prerequisites. *Enrollment limit: 15. Seniors and juniors will have priority.* Meeting time: mornings. Cost to student: price of books.

CRANE

### **PSCI 013 The Political Writings of George Orwell**

George Orwell was a noted critic, political commentator, activist, and satirist in the middle of the twentieth century. He wrote about political language, trade unions, the Spanish civil war, totalitarianism and deceit, and political ideals gone bad, among other things. This course will read several of his books and a number of his essays, partly to look for relevance to our age, mostly to learn why his manner of thought is enduring. Requirements: a 10-page paper and active participation. No prerequisites. *Enrollment limit: 15.* Meeting time: mornings. Cost to student: books.

MACDONALD

### **PSCI 014 Acting Free: The Citizen and the State in Popular American Cinema**

Democracy requires citizen participation. Because of this, scholars and pundits have expressed alarm about the American public's apparent mistrust of, and apathy toward, politics and the political process. An engaged citizenry does not appear *deus ex machina* however. Citizens learn their roles from a variety of formal and informal institutions. This class uses the medium of film to explore the messages conveyed by popular culture about citizens' interactions with the state. In addition to some background reading, we will analyze such films as *Mr. Smith Goes to Washington*, *To Kill a Mockingbird*, *Close Encounters of the Third Kind*, *Norma Rae*, *Born on the Fourth of July*, *Citizen Ruth*, *The Siege*, *The Insider*, *The People vs. Larry Flynt*, *Erin Brockovich*, and *The Matrix*. No prerequisites. Enrollment limit: 15 students. Meeting time: Mornings. Evaluation based on participation and a 10-page paper. Cost: approximately \$50 for books and packet.

MELLOW

### **PSCI 015 Political Economy of Tourism**

In 1996, tourism finally surpassed oil as the world's most valuable export. It accounts for the bulk of foreign revenue received by most countries: the two dozen small island countries list their exports as "tourism, fish," and presidents and prime ministers from the world's wealthiest and most powerful countries—men and women with the ability to launch nuclear war—worry that travel restrictions arising from the war on terror will cost over a billion dollars in lost duck boat revenue and such. Tourism has been lauded as the perfect form of environmentally sustainable development, derided as a degrading enterprise that sells happy tropical primitives to jaded white-collar workers, advocated as a popular avenue to global understanding, and condemned as the ultimate commodification—of experience. This class examines international tourism through theory and case studies. We will read Dean MacCannell, *The Tourist: A New Theory of the Leisure Class*, Jamaica Kincaid, *A Small Place*, and Jon

*Winter Study Program*

Krakauer, *Into Thin Air*, and go down to the city to tour and try to understand the tourists.

Requirements: two 6-page papers, mandatory class attendance, field trip to NYC.

No prerequisites.

Enrollment limit 15; preference to juniors.

Cost to student: approximately \$50 for books.

SHANKS

**PSCI 016 The Civil Rights Movement's Jubilee: Whither Memorialization?**

Fifty years ago in January, Martin Luther King Jr. and the SCLC started the movement that typifies the struggle for racial justice and the high point of the protest movement associated with King. This class will use that campaign as a starting point to reexamine the movement's characteristics and compare that to the way memories of that movement are shaped and are likely to be shaped at this Jubilee anniversary. The class will review efforts to memorialize the movement and the variety of media used (print, music, film, internet, museum and statutes). The class will focus on two other cases — W. E. B. Du Bois and Bayard Rustin—where communities have been especially ambivalent due to an admixture of concerns involving radicalism, sexuality, and patriotism.

Enrollment limit 15. Preference to juniors and seniors.

Requirements: 10-page paper.

No prerequisites.

Meeting time: Mornings.

Cost to student: \$50.00 for books.

WILLINGHAM

**PSCI 017 Taiwan, the U.S., and International Law (Same as Asian Studies 017)**

From Afghanistan to Zimbabwe, the U.S. Department of State's list of "Independent States in the World" designates 191 countries as "States." It also lists exactly one entity—Taiwan—as "Other." What exactly is Taiwan, in both the international realm and in various domestic political realms, and what makes it unique? Can Taiwan and the People's Republic of China (PRC) unite peacefully? If Taiwan declares itself to be an independent state, will the PRC make good on its oft-repeated threat to go to war with Taiwan? And how, either now or in the event of a military crisis, can the United States best balance its own interests with its promises to both the PRC and Taiwan?

Requirements: attendance, one 10-page paper.

No prerequisites. Course involves international and domestic politics, international law, and military affairs, but no previous knowledge of any of these areas will be assumed. *Enrollment limit: 14. Preference: random lottery.*

Meeting time: afternoons.

Cost to student: approximately \$25 for readings.

JOHN SETEAR '81 (Instructor)

SHANKS (Sponsor)

John Setear is Professor of Law at the University of Virginia Law School.

**PSCI 018 The Work of the Supreme Court: A Simulation**

The aim of this course is to provide a sense of the personal, theoretical, and institutional characteristics of judicial decision making at the highest level. At the beginning of the course, all students will be furnished with a set of the briefs for an actual pending Supreme Court case. Four students (two per side) will be assigned to make oral arguments to the "Court," which will be composed of eight students, each playing the role of a sitting justice, and the instructor, who will act as chief justice for purposes of coordination. After hearing arguments, the "Court" will confer and prepare majority and other opinions and announce them in "open court" at the conclusion of the term.

Evaluation will be based on the overall credibility in assigned role; effective argument, questions, performance in conference, drafting, etc. and a 3—to 5—page "reflective" essay in which students will be expected to identify and comment on some aspect of the work of the Court.

Prerequisites: permission of instructor. Enrollment limit: 12. Preference to students who have completed one or more courses in related areas or have background in speech, debate or drama.

Meeting time: afternoons.

Cost to student: materials fee, approximately \$33.

TOM SWEENEY '70/JAY NELSON '70 (Instructors)

SHANKS (Sponsor)

Jay Nelson '70 is a member of the Texas and District of Columbia bars and has taught at the University of Texas School of Law.

Tom Sweeney '70 is a partner in a New York City law firm and practices in both state and federal court.

**PSCI 019 Comic Book Politics (Same as American Studies 019)**

Over the last twenty years, graphic novels and comic books have emerged within popular culture as an important site of political critique and commentary. Pushing the limits of what comic books could or should be, these works directly and indirectly explored a wide range of questions about power, responsibility, accountability, violence, fear, freedom, and toleration. Some directly address real world

political situations, but many raise these themes indirectly. The works that will be read represent outstanding artistic and literary examples of the genre which directly raise such political issues. This course uses these graphic novels as the basis for discussing the political issues. The works to be read might (depending on availability other titles may be substituted or added) include Dave Sim's *Cerebus*, Alan Moore's *Watchmen* and *V for Vendetta*, Steve Darnall and Alex Ross's *Uncle Sam*, Warren Ellis's *Transmetropolitan*, Frank Miller's *Dark Knight Returns* and *300*, Mark Waid and Alex Ross's *Kingdom Come*, Grant Morrison's *The Invisibles*, Art Spiegelman's *Maus*, Marjan Satrapi's *Persepolis*, and Joe Sacco's *Palestine*. The reading load will not be light—don't be fooled by the fact that you are reading comic books!

Evaluation will be based on a 10-page paper on a topic to be determined in consultation with the professor OR four 2-3 page papers; regular and constructive class participation is also required.

The course will meet 4 days a week for a total of 6 hours.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings, 4 days a week for a total of 6 hours.

Cost to student: approximately \$150.

M. LYNCH

**PSCI 021 Fieldwork in Public and Private Non-Profits (Same as Environmental Studies 021)**

This course is an internship experience in which students work full-time in a governmental or non-governmental (including voluntary, activist, and grassroots) organization. Students may find internships in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices such as environmental agencies or housing authorities; interest groups that lobby government such as the ACLU or Natural Resources Defense Council; nonprofit organizations such as think tanks or service providers such as Habitat for Humanity; and grassroots, activist or community development organizations such as Greenpeace or neighborhood associations. The instructor will work with each student to arrange an internship; such arrangements must be made in advance of the Winter Term. Students should first make their own contacts with an institution or agency and the instructor and other members of the Environmental Studies and Political Science Departments are available to help students find placements, if necessary. Each student's internship mentor shall send a confirmation letter to the instructor verifying the internship and describing the nature of the work to be performed by the intern. Students will read a few short articles distributed at the beginning of Winter Term and must agree to keep a journal, maintain weekly contact with the instructor, and write a final paper summarizing and reflecting upon the experience. A group meeting of all students will occur after winter study to discuss the experiences.

Requirements: internship work; satisfactory evaluation from the institutional sponsor; 10 page final paper; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Professor Gardner.

No prerequisites. *Enrollment limit: 15*

Cost to student: approximately \$15 for readings, student covers transportation costs to and from internship site.

S. GARDNER

**PSCI 023 Experiential Learning**

The Gaudino Fund offers four students the opportunity to carry out projects that involve critical, reflective, experiential learning. Each student selected for this course will register for Political Science 023, but will work independently of other students in the course. Each student will have his or her own faculty sponsor who will help shape and monitor the project. Professor McAllister and the Gaudino Board of Trustees will select the four students. The Board places a premium on proposals that foster the development of habits of mind that illuminate direct experience, undertaken preferably in social milieus previously unfamiliar to applicants. Students' projects must be academically rigorous and focused on intellectual problems worked out carefully with faculty sponsors. Projects must also entail systematic self-reflective examinations of how students' experiences affected them personally. Preference will be given to projects unconnected with regular course work.

Professor McAllister will meet with the students as a group before and after January. The Gaudino Fund will defray expenses for all students in the course up to \$1000 per student.

MCALLISTER

**PSCI 030 Senior Essay**

To be taken by students registered for Political Science 491 or 492.

**PSCI 031 Senior Thesis**

To be taken by students registered for Political Science 493-494.

**PSCI 032 Individual Project**

To be taken by students registered for Political Science 495 or 496.

## PSYCHOLOGY

### **PSYC 010 Adventures in Disabilities (Same as Political Science 010)**

A dramatic shift in the laws and values shaping the participation of persons with disabilities in American society has led to motorized carts in Professional Golf Association tournaments and modified exam procedures for some college students. With the help of guest speakers who themselves have disabilities as well as through readings and films, we will explore past and present understandings of disabilities (physical, sensory, cognitive, mental health) and the changing responses to those who have them. Each student will conduct an investigation, using interviews and site visits, to learn how current understandings of disabilities have impacted a field in which they are interested. Alternatively, a student may focus an inquiry on his or her own disability or that of a family member. The underlying premise of this course is that we no longer expect the individual with a disability to "overcome her/his handicap." Rather, it is the role of citizens and leaders to figure out creative ways to remove barriers to participation and creatively accommodate those who have different ways of learning, communicating, or getting around. This is not a burden but an adventure. Among the readings will be the book, *No Pity: People with Disabilities Forging a New Civil Rights Movement* (Shapiro, 1993) and personal narratives written by persons with disabilities or their families.

The cost to students of books and article reprints will be approximately \$60.00.

Evaluation will be based on class participation, a final 10-page paper, and an oral presentation about your investigation.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoon.

DALE BORMAN FINK (Instructor)  
HEATHERINGTON (Sponsor)

Dale Borman Fink earned his B.A. from Harvard and his Ph.D. in special education from the University of Illinois at Urbana-Champaign. He is the author of *Making a Place for Kids with Disabilities* (2000, Westport, CT: Praeger Publishers) and the creator of a popular workshop for teachers called "Environmental Deficit Disorder: Are You Creating the Behavior Problems You Want to Avoid?"

### **PSYC 011 Children's Play**

The meaning of play in the young child's life will be considered both through readings and practical experience. The group will discuss several theoretical approaches to play, and each student will work mornings or afternoons with children in natural play settings, e.g. nursery school or day-care center. A journal relating reading and experience will be kept, and a final 10-page paper, relating theories of play to the student's observations of children at play will be written.

No prerequisites, but interested students must consult with the instructor prior to registration. Enrollment limited to number of available placements in children's programs.

Cost to student: none

Meeting time: mornings

CRAMER

### **PSYC 012 Dreams, Problem-Solving & Self-Understanding**

In this course, students will learn how paying attention to nighttime dreams can help solve daytime problems and lead to increased self-understanding, in support of living a more conscious and creative life. Many practical and effective techniques for understanding dreams have been developed since Freud published his groundbreaking book, *The Interpretation of Dreams*, in 1900. This course will give students the opportunity to learn and practice these techniques, using class members' dreams as well as published dream accounts. Class time will focus on working with dreams; assigned readings will cover the major schools of thought in the history of dream interpretation, as well as provide illustrations of various dreamwork techniques. We will also consider the growing body of research in psychology and neurophysiology and what this data contributes to the understanding of dream formation, function and interpretation.

Evaluation will be based on weekly assignments, participation in class, and a final 10-page analytical paper.

We will meet three times a week for 2 1/2 hour classes. Requirements include assigned readings, keeping a dream journal, and practicing dreamwork techniques learned in class.

No prerequisites. *Enrollment limit: 10.*

Meeting time: afternoons (M-W-Th 1:00-3:30)

Cost to student: approximately \$50 for reading materials.

NANCY GRACE (Instructor)  
HEATHERINGTON (Sponsor)

Nancy Grace, M.A. has been teaching about dreams for 15 years. She has done research and published articles with sleep and dream researcher Ernest Hartmann, M.D., and has trained extensively in the group dreamwork process with Jeremy Taylor, D.Min., and also with Montague Ullman, M.D. She is on the board of directors of the International Association for the Study of Dreams, and on the faculty of the New England Dreamwork Institute.

**PSYC 013 The Difficult Concept of Mental Illness**

The concept of mental illness (or “mental disorder”) pervades clinical psychology and psychiatry. Clinicians even borrow a vocabulary of illness from medicine: We use words like treatment, recovery, and relapse; we make diagnoses; we write case reports. But is there any objective standard by which certain psychological patterns can be called abnormality, disorder, or illness? For example, is there a single scientific standard by which we can reject egregious diagnoses like drapetomania — defined in 1854 as an abnormal compulsion of some slaves to try to escape — while retaining seemingly important diagnoses like schizophrenia? As Kendell notes, a long and vital debate persists over “whether [mental] disease and illness are based on value judgments, or whether they are value-free scientific terms”. We, too, will wrestle with whether mental illness is more of a scientific or sociopolitical concept. We will consider how the idea of mental illness has been framed cross-culturally and historically; examine the strengths and weaknesses of diverse contemporary definitions; and try to define it to our personal satisfaction. Students may select any appropriate topic for their final written report. Prerequisite: Psychology 252.

Requirements/evaluation: four 1-page reaction papers, a 10-page final report, and active participation in class, including a panel-style debate.

Meeting time: 1-3 PM Tues, Wed, Thurs. Wednesdays we meet for films and guest speakers only. Enrollment: Limited to 15.

Cost to student: approximately \$20 for reading packet.

A. SOLOMON

**PSYC 014 Alcohol and Other Drug Abuse in the College Context**

This course will review substance abuse in the college context, reviewing surveys of substance use patterns among college students and examining college responses to the “problem.” Students will read articles, write journal entries, give short presentations, hear guest speakers, participate in an off-campus field trip or two, and submit a final paper. Topics to be covered include stages of change, addiction and recovery, basic alcohol and other drug information, substance abuse and the legal system and leisure counseling, all with the focus on college-age students. This course is a lecture/discussion course.

Evaluation: Students will be graded on the content and quality of their work submitted in a final 10- to 15-page paper. Final papers can include thoughts and responses to classes, readings, guest speakers, course activities, field trips, and outside events attended as substance free leisure activities; insights from journal entries; and/or responses from completed reading/viewing of suggested books or movies.

No prerequisites. Enrollment limit : 24.

Meeting time: Monday, Wednesday and Friday from 10am to noon, plus some evening activities and possibly one weekend event.

Cost to student: \$40 for course material.

LAINI SPORBERT (Instructor)  
HEATHERINGTON (Sponsor)

Laini Sporbert has an M.Ed. in Counseling Psychology, with a specialty in Addictions Counseling, and has been the Substance Abuse Educator/Counselor at Williams College since 1997. She previously worked at other colleges doing substance abuse education, prevention and counseling, and also has experience in coalition and community building, and promoting health and wellness in college and community populations.

**PSYC 015 Interpersonal Conflict Resolution (Same as Leadership Studies 015 and Mathematics 012)**

(See under Mathematics for full description.)

**PSYC 016 The Examined Life—Using Mindfulness and Creative Expression to Increase Self-knowledge**

This course offers students an opportunity to explore their own thoughts, feelings, attitudes and motivations with the goal of increasing self-awareness and self-knowledge. The central concepts of mindfulness and meditation will be introduced, as they relate to mental and physical health and well-being, including the management of stress. A field trip to the Kripalu Center will be included in the class. Students will be required to keep a creative journal for the duration of the course, and will be asked to choose entries to share with fellow participants. In addition, a variety of experiential exercises will be offered, including art expression, creative writing exercises and discussion of dreams and dream analysis. Students will also be given the opportunity to increase self-awareness through completion of the Myers-Briggs Type Indicator, the Strong Interest Inventory, the Attributional Style Questionnaire, and the COPE. The influence of dispositional outlook and coping style will also be discussed.

At the end of this course, students will know more about their own thoughts, feelings, interests and motivations. They will have learned basic meditation techniques and some additional skills for stress management. They will see the value in examined, mindful living and have some skills to continue the process of self-discovery.

### Winter Study Program

Evaluation will be based on 1) class attendance and participation, 2) keeping a creative journal and 3) completion of a final paper (10 pages) or project.

Prerequisites: students considering this WSP should note that the nature of some of the experiential exercises and group processing calls for modest levels of self-disclosure. *Enrollment limit: 15.*

Meeting time: MWF 10 am to 12:30 pm.

Cost to student: approximately \$60 for books and materials.

LUCILLE LARNEY (Instructor)  
HEATHERINGTON (Sponsor)

Lucille Larney, Ph.D., is a consulting psychologist in the Psychological Counseling Services at Williams College. A Registered Art Therapist, she has a Masters in Art Therapy and Creativity Development from Pratt Institute. She received her Ph.D. in Counseling Psychology from SUNY-Albany. Her research interests include career development, wellness, and creativity.

#### **PSYC 017 Teaching Practicum**

Students interested in teaching may submit applications for a Winter Study assignment as a teacher's aide at Mt. Greylock Regional High School or at the Williamstown Elementary School. Those accepted will work under the supervision of a regular member of the teaching staff and submit a report on their work at the end of the Winter Study Period. This project involves a four-week commitment to full-time affiliation with the school. Interested students should consult before winter study registration with Professor Sandstrom, Bronfman 315. She 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 Sandstrom is required. *Enrollment limited to number of places available at the two participating schools.*

Cost to student: none.

M. SANDSTROM

#### **PSYC 018 Institutional Placement**

Students interested in a full-time January placement in a mental health, social service or applied psychology (e.g., advertising, law) setting should first make their own contacts with an institution or agency to work full time during Winter Study. They should also check with the course instructor about the suitability of the proposed placement, and should arrange to obtain a letter from a sponsor at the institution who will outline and supervise the student's duties during January. The student must agree to keep a journal and to submit a final paper summarizing and reflecting upon the experiences outlined in the journal.

Requirements: satisfactory evaluation from the institutional sponsor and a 10-page final paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

M. SANDSTROM

#### **PSYC 031 Senior Thesis**

To be taken by students registered for Psychology 493-494.

### **RELIGION**

#### **REL 010 An Historical Introduction to Christian Theology**

This course exposes students to the themes of traditional Christian theology (i.e., to the doctrine of God, Christology, and theological anthropology) by means of historical survey. It emphasizes the interplay between the philosophical-intellectual context of an era and the formulation of belief. Figures studied include Origen, Athanasius, the Cappadocians, Augustine, Thomas Aquinas, Luther, and Calvin.

This course should appeal especially to Religion majors and Philosophy majors. But, it may have appeal to History majors (especially those concerned with intellectual history). Finally, because of Western and Eastern reliance upon Christian beliefs and imagery, the course may appeal to Literature and Art History majors.

This is an introductory level course. While some background in the Christian scriptures would be helpful, it will not be presumed. Also helpful-but not presumed-is acquaintance with ancient philosophy, especially Aristotle and/or neo-Platonism.

The course would meet at least ten times for 1 1/2 hours. (preferably mornings; three times/week; due to other commitments, it cannot begin before 9:30 a.m.)

The method will be primarily lecture, with discussion as time and interest allow. Obviously many topics will be left out; therefore, students are encouraged to explore some issue or topic generally related

## Winter Study Program

to the interface of Christianity with their own major. Alternatively, they may investigate a figure or topic not directly addressed in the course.

Evaluation will be based upon a 10-page research paper.

No prerequisites. *Enrollment limit: 25. Preference to Religion and Philosophy majors.*

Meeting time: TBA.

Cost to student: approximately \$90 for reading materials.

MARK J. BURKE, S.J. (Instructor)

OAKLEY, DREYFUS, RICK SPALDING (Sponsors)

The instructor, a member of the Society of Jesus, is Administrator of Sts. Patrick & Raphael parish in Williamstown. He has studied at the College of the Holy Cross, Fordham University, The Weston Jesuit School of Theology, The Jesuit School of Theology at Berkeley, and the Graduate Faculty of Political and Social Science, The New School for Social Research. He has been Lecturer in Philosophy at the College of the Holy Cross and Visiting Instructor in Philosophy at Fairfield University.

### **REL 012 The Spirit and Practice of Yoga: Coming into Alignment**

This class provides an orientation to yoga and builds a foundation for an effective and rewarding personal yoga practice. Each class begins with centering and discussion of selected readings on Patanjali's Yoga Sutras, providing a historical, cultural, and philosophical background for yoga. The second part of each class is an extended yoga practicum where students will learn and refine yoga poses including standing poses, vinyasa (flow), inversions, abdominals, hip-openers, backbends, twists, forward bends, and restoratives. In this way the class develops lung capacity and builds strength, flexibility, and awareness. Students receive individualized attention on how to work with principles of alignment in their particular bodies, express poses with balanced energy, and embody heart qualities. Yoga training is complementary to sports, athletics, and dance, aids in classroom and study, gives tools for handling stress, and cultivates a sense of well-being and balance.

Evaluation will be based on attendance and participation in all classes and sessions, 4 three-page essays on Yoga Sutras; documentation of daily personal practice, and participation in public yoga demonstration.

No prerequisites. *Enrollment limit: 24.*

Meeting time: afternoons; Monday, Wednesday, Thursday 1:30-3:30p.m.

Cost to student: \$35 for Yoga Sutras, yoga mat, strap, block, and blanket.

NATASHA JUDSON (Instructor)

DREYFUS and SHEEHY (Sponsors)

Natasha Judson, M.Ed. R.Y.T., has been practicing yoga for over twenty years and meditation for fifteen. She trained in Iyengar and Anusara yoga and is an affiliated Anusara yoga teacher. She practices meditation in Thai and Tibetan traditions and completed an internship in Mindfulness Based Stress Reduction at UMASS Medical School. She began teaching yoga in 1999 and currently offers classes through her business Sunflower Yoga in Williamstown, and at Frog Lotus Yoga, Southwest Vermont Supervisory Union school district, and Southwestern Vermont Health Care Women's and Children's Services.

### **REL 031 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.

SPAAK and ARGIMON (Teaching Associates)

#### **RLFR 012 Paris-Dakar: Stories of Sports Cars and Much More... (Same as Comparative Literature 012 and International Studies 012)**

Paris-Dakar is the world's most prestigious and famous desert rally. Every January since 1977, four hundred drivers have competed against each other in a twenty day race over 6,500 miles. Supporters describe it as the last great adventure a human being can undertake, taking on what seem like impossible odds. Critics point to the environmental damage of the race, vehicular accidents and their African casualties.

In this class, we will discuss the controversies of this very famous race, watch sections of it on television, and research the landscapes and countries affected by it. Our main text will be a collection of short stories called Paris-Dakar: Autres Nouvelles. As the editor of the stories explains, if one can travel Paris-Dakar by car, by motorcycle, by 4X4, why can't one travel by words? These texts give another account of the race by authors from countries through which the race passes, but also ignores: Algeria, Morocco, Senegal, Niger, Mali, Mauritania, and Burkina-Faso.



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Throughout the course, students will work closely with librarian Christine Ménard on a variety of research projects to gather context to the race and to each story (author interviews, images of the country, environmental damage statistics, etc.). As a final project, each student will contribute content to a website on the race that we will mount as a group. *Readings in French. Discussions in English.*

Requirements: research activities and a 10-page analytical essay in English.

Prerequisites: reading knowledge of French. *Enrollment limit: 15.*

Meeting time: M, T, R mornings.

Cost to student: course pack (approximately \$15).

PIEPZAK

### **RLFR 030 Honors Essay**

To be taken by candidates for honors other than by thesis route.

### **RLFR 031 Senior Thesis**

To be taken by students registered for French 493-494.

## ITALIAN

### **RLIT S.P. Sustaining Program for Italian 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: 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.

RIOBÓO, BRAVO, and SERRALLER (Teaching Associates)

### **RLSP 025 Art, Culture, and Spanish in Oaxaca, Mexico (Same as ArtS 025)**

(See under Art—ArtS for full description.)

### **RLSP 030 Honors Essay**

To be taken by candidates for honors other than by thesis route.

### **RLSP 031 Senior Thesis**

To be taken by students registered for Spanish 493-494.

## RUSSIAN

### **RUSS S.P. Sustaining Program for Russian 101-102**

Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.

Regular attendance and active participation required to earn a “Pass.” Open to all.

Meeting time: mornings; 9-9:50 a.m.

DZYUBA

### **RUSS 013 Puzzles and Puzzlers (Same as Sociology 013)**

Why do people spend their time doing puzzles? Why did riddles exist throughout history and crosswords appeared only in the twentieth century? In literature, how do games and puzzles contribute to the construction or subversion of meaning? What is the metaphorical significance of games and puzzles, in literature and in real life? Is the game for the reader’s benefit or is the reader part of the game?

This course will approach puzzles from both sociological and literary perspectives, thus providing students with the opportunity to analyze games and puzzles in literary texts while also assessing their significance in contemporary culture through collaborative ethnography, interviews in and outside of class and analysis of documents. Primary texts will include works by Nabokov, Borges, Calvino and Eco; we will also consult theoretical writings by Caillois, Huizinga, Motte and the OuLiPo group. Exercises will include constructing a taxonomy of puzzles, interviewing puzzle-makers and puzzle-fans, exploring trans-cultural and historical variations in crosswords and riddles, and integrating cultural criticism with an appreciation of the puzzles’ role in contemporary culture.

## Winter Study Program

Course requirements: thoughtful and active class participation, several papers and take-home assignments, a group presentation and a final paper.

No prerequisites. *Enrollment limit: 19.*

Meeting time: mornings, three days a week.

Cost to student: \$75.

ELIZABETH SKOMP and SHEVCHENKO

Elizabeth Skomp is a Visiting Assistant Professor of Russian for 2004-2005.

### **RUSS 014 Food Writing Workshop (Same as Special 014)**

(See under Special for full description.)

### **RUSS 025 Williams in Georgia (Same as Special 025)**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.

No prerequisites. *Enrollment limit: 8. Knowledge of Russia or Georgia is not required.*

Cost to student: approximately \$2000.

HOPE

### **RUSS 030 Honors Project**

May be taken by candidates for honors other than by thesis route.

### **RUSS 031 Senior Thesis**

To be taken by students registered for Russian 493-494.

## **SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY**

## **THEATRE**

### **THEA 011 Ensembles in Classic American Musical Theatre (Same as Music 012)**

(See under Music for full description.)

### **THEA 012 Stage Management**

This course is for all students interested in learning the duties and techniques of the Stage Manager, the member of the theatrical team who is in charge of putting it all together and whose duty it is to execute the show flawlessly night after night. We will survey all aspects of a stage manager's job, including reading groundplans and taping out rehearsal spaces; running rehearsals; writing rehearsal reports that send the right information to the right people; looking out for health and safety; running an efficient and thorough tech rehearsal; working with directors and designers; calling cue sequences involving lighting, sound, and fly cues timed to a musical score; maintaining the integrity of a show over the course of its run; and dealing with unexpected events during performances.

Evaluation: Thoughtful and thorough class participation and successful completion of a final project. No prerequisites. Students involved with theatrical, dance, and other performance groups around campus are particularly encouraged to enroll. *Enrollment limit: 15.*

Meeting time: afternoons.

Cost to student: no more than \$50 for materials.

JULIE SEITEL (Instructor)

BAKER-WHITE (Sponsor)

Julie Seitel, class of 1994, is a freelance theatrical lighting designer based in New York City.

### **THEA 014 Out of the Closet: What Clothes, Costumes and Textiles Reveal in European and American Art (Same as ArtH 014)**

(See under Art—ArtH for full description.)

### **THEA 018 Staging Opera (Same as Music 018)**

(See under Music for full description.)

### **THEA 025 Performance in New York City**

New York City is recognized throughout the world as the nexus of the performing arts. Drawing upon Williams' proximity to New York, this course allows students to attend an expansive selection of

## Winter Study Program

theatre and performance in New York City over the course of a week. Prior to leaving campus, we will have class on campus in preparation for trip. Students will be responsible for a presentation on a performance to be attended in NYC. Additionally, each student will prepare an advanced reading packet based on the presentation.

This course is both a residential and a travel course, in that students will be on campus for two weeks of winter study and in New York City for one week. In New York, accommodations will be with groups of students in large hotel rooms. Fee includes a per diem for food, and travel costs to and from New York.

Students will compile a dramaturgical analysis of plays of plays to be seen; the analysis will be used as the basis for pre and post-performance discussions. Additionally, students will submit post-performance position papers for each plays seen.

Format: seminar. Grade will be based on content of advanced reading packet and presentation and participation in class discussion. Attendance to all performances is mandatory.

No prerequisites. *Enrollment limit: 15 (12 for van). Preference given to theatre majors.*

This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$500.

Cost to student: approximately \$1600.

BEAN

### **THEA 030 Senior Production**

Required for Senior Majors

BAKER-WHITE

### **THEA 031 Senior Thesis**

May be taken by students registered for Theatre 493, 494 but is not required.

## **WOMEN'S AND GENDER STUDIES**

### **WGST 010 Willa Cather: Art and Ambition (Same as American Studies 012, Classics 010, Comparative Literature 013 and English 022)**

(See under English for full description.)

### **WGST 012 Preliminary Introduction to American Sign Language (Same as Linguistics 012 and Special 012)**

(See under Linguistics for full description.)

### **WGST 014 Women and Politics in the Middle East: The Long Twentieth Century (Same as History 014 and International Studies 014)**

(See under History for full description.)

### **WGST 030 Honors Project**

To be taken by candidates for honors other than by thesis route.

## **SPECIALS**

### **SPEC 010 Quest for College: Early Awareness in Berkshire County Schools**

Today's extremely competitive higher education market places significant pressure on students nationwide to start planning for college at an increasingly early age while simultaneously demanding ever-higher standards of excellence for admission to top schools. "Early Awareness" initiatives aim to educate middle school students as to what lies ahead on the college horizon, empowering them to make sound academic and extracurricular choices that will keep open a maximum of options. The first week of this course will be spent in the classroom, exploring and discussing problems and issues germane to the national trends towards greater (and earlier) college-related pressures. Students will respond to a series of readings dealing with such issues as tracking, paid test preparation and untimed testing, early decision, parental and peer pressures, special interests, misrepresentation of information, independent counseling, and others. Class time will also be devoted to familiarizing students with both the nuances of the college admission process and the administration of the early awareness game, Quest for College. Students will spend the next two weeks visiting 10-12 Berkshire County 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

## Winter Study Program

consult with instructors prior to registration. *Students will be selected according to the following criteria: a) experience in teaching or admission, b) access to transportation, and c) seniority. Provision will be stated that interested students must consult the instructors before registration, that instructors may determine depth of experience and focus of interest.*

Meeting time: afternoons.

Cost to student: transportation to field work sites and purchase of text.

GINA COLEMAN '90 (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 MA in education from MCLA, designed the game, Quest for College.

### **SPEC 011 Science for Kids (Same as Chemistry 011)**

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 22, 23) we bring elementary school kids with their parents to Williams to participate in the workshops.

You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it's like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won't be intimidating. It is a rewarding experience for all involved.

Evaluation is based on participation in planning and running the workshops. Each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.

No prerequisites: You need not be a science major; all that is needed is enthusiasm.

*Enrollment limit: 25.*

Meeting time: mornings. Classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 22, 23) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

Cost to student: none.

KAPLAN and RICHARDSON

### **SPEC 012 Preliminary Introduction to American Sign Language (Same as Linguistics 012 and Women's and Gender 012)**

(See under Linguistics for full description.)

### **SPEC 013 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, English 010, and Leadership Studies 013)**

(See under Comparative Literature for full description.)

### **SPEC 014 Food Writing Workshop (Same as Russian 014)**

This course is designed as an intensive writing workshop that focuses on the skills needed for producing different genres of writing. This course will introduce students to several different varieties of food writing and give them the chance to try their hands at restaurant reviews, press release, wine reviews, book reviews, policy statements, culinary autobiography, and food history. Students will explore the various voices and styles required by the different writing projects. Topics for discussion include the vocabulary of food and wine, the politics of food, marketing and consumer psychology, and research methods in food studies.

The class will meet three times a week for two-hour sessions at which students will discuss the reading and present their own work for discussion.

Evaluation will be based on individual tri-weekly writing assignments and their presentation in workshop format. Students should allow ample time to research the assignments outside of class.

Meeting time: mornings.

No prerequisites. *Enrollment limit 12.*

Cost to student: approximately \$50.

GOLDSTEIN

### **SPEC 015 The Contemporary Singer/Songwriter (Same as Music 015)**

(See under Music for full description.)

### **SPEC 016 Berkshire Stories (Same as Comparative Literature 011 and American Studies 011)**

There is a long tradition of storytelling in Berkshire County. From Herman Melville through Edith Wharton to W. E. B. Dubois and Arlo Guthrie, our area has provided fertile ground for rich and varied

## Winter Study Program

narrative activity. In this course, we will continue the tradition, gathering from long-time local residents stories of their lives, their homes, and their experience of Berkshire County. It will provide an opportunity to get to know the diverse groups and individuals who people the area. During the first week of the course we will examine some theoretical texts that will underpin our field work, and we will get acquainted with the people whose stories we will record. The second and part of the third week will be taken up with listening to and transcribing those stories, and the final week will see the compilation of the book, which will take place together with the narrators themselves. In the course we will collaborate with several individuals and institutions, including Inkberry, the Harper Center, and local visual and literary artists.

**Requirements:** The group will meet once a week (twice in the first week) for two hours to reflect on the structural and functional dimensions of the stories and the storytelling process; students will also be required to log at least four hours of interview time per week.

**Evaluation:** Each student will be responsible for two stories, which they will record, transcribe, edit, and comment upon in their portion of the book. In addition, each student will write a 5-page analysis of the book as a whole, using the narratological tools they've gained from the required readings.

**Enrollment limit and student selection criteria:** *Enrollment limit: 20, preference given to first-years and sophomores.*

No prerequisites.

**Cost to student:** Approximately \$30, for course packet and audio tapes.

NEWMAN

### **SPEC 017 Onstage! (Same Mathematics 017)**

(See under Mathematics for full description.)

### **SPEC 018 Winter Emergency Care**

The course is in three parts. When successfully completed, it can lead to certification as a National Ski Patrol member and certification in Professional Rescue CPR. It will also be designed to teach wilderness and outdoor emergency techniques.

The Winter Emergency Care Course designed by the National Ski Patrol is the main ingredient. It will be supplemented by the Red Cross CPR/AED for the Professional Rescuer. An additional 18-hour outdoor course in Ski Patrol rescue techniques will be taught. Passing all three courses will certify the student as a National Ski Patrol member if he/she is a competent skier.

The course will deal with and teach how to treat wounds of all types, shock, respiratory emergencies, poisoning, drug and alcohol emergencies, burns, frostbite and other exposures to cold, also bone, joint, and back injuries, and sudden illnesses such as heart attacks, strokes, convulsions, etc. It will also teach the use of all splints, backboards, bandages, and other rescue equipment. It will teach ex-tication and unusual emergency situations and the use of oxygen.

The outdoor course will include rescue toboggan handling, organization of rescues, and outdoor practical emergency care.

Classroom work will include lectures, seminars, and practical work. There will be a mid-term and a final exam which will be both written and practical. Cost of the course will be approx. \$100 per student which will pay for all materials, books, and registration fees. Each week, there will be 17 hours of classroom work plus 8 hours of practical outdoor work at Jiminy Peak ski area. Attendance at all classes is mandatory. The course will be limited to 18 students, chosen on the basis of skiing interest and ability and prior first aid experience. It will be taught by Jim Briggs, certified OEC instructor, CPR instructor and former Director of the Williams Outing Club. Sue Briggs certified OEC Instructor will assist in all aspects of the course.

JIM BRIGGS

Jim Briggs was the Outing Club director at Williams for many years. He has led trips to the Alps on a number of occasions. He is both a certified OEC instructors and a certified CPR instructor.

### **SPEC 019 Medical Apprenticeship**

A student is assigned to a local physician, dentist, or veterinarian to observe closely his or her practice in the office and/or at the North Adams Regional Hospital, Berkshire Medical Center (Pittsfield, MA), or Southwestern Vermont Medical Center (Bennington, VT). It is expected that a student will spend the better part of the day, five days a week, with the physician or a period mutually agreed upon by the student and the physician as being educationally significant. The program has proven to be extremely successful in giving interested students a clear picture of the practice of medicine in a non-urban area. An effort is made to expose the student to a range of medical specialties.

A 10-page report written on some aspect of the month's experience is required.

**Prerequisites:** interested students must attend a mandatory information meeting in early October, prior to applying for this course. *Enrollment limit: 44. Preference is given to juniors, and then sophomores, whose course work has been suggestive of a firm commitment to preparation for medical*

school.

Cost to student: none, except for local transportation and vaccinations.

**TEACHING ASSOCIATES (Instructors):** DAVID ARMET, P.T.; PEGGY CARON, D.V.M.; JENIIFER DEGRENIER, M.D.; MARIANNE DEMARCO, M.D.; PAUL DONOVAN, D.O.; STUART DUBUFF, M.D.; RONALD DURNING, M.D.; DAVID ELPERN, M.D.; ROBERT FANELLI, M.D.; ERIC SCOTT FROST, M.D.; MICHAEL GERRITY, M.D.; WADE GEBARA, M.D.; DAVID GORSON, M.D.; EUGENE GRABOWSKI, M.D.; LAURA JONES, D.V.M.; JOSHUA KLEEDERMAN, M.D.; WILLIAM KOBER, M.D.; JONATHAN KRANT, M.D.; JOAN LISTER, M.D.; PAUL MAHER, M.D.; RONALD MENSCH, M.D.; JOANNE MORRISON, D.V.M.; STEPHEN NELSON, M.D.; CHARLES O'NEILL, M.D.; JUDY ORTON, M.D.; FERNANDO PONCE, M.D.; DANIEL ROBBINS, M.D.; WILLIAM ROCKETT, M.D.; OSCAR RODRIGUEZ, M.D.; PAUL ROSENTHAL, M.D.; ANTHONY SMEGLIN, M.D.; JESSE SPECTOR, M.D.; KATHERINE WISEMAN, M.D.; JEFFREY YUCHT, M.D.

CHARLEY STEVENSON  
Health Professions Advisor

**SPEC 020 Modern Dance—Muller Technique (Same Mathematics 018)**

(See under Mathematics for full description.)

**SPEC 024 Eye Care and Culture in Caribbean Nicaragua**

Following up on our successful clinics to Puerto Cabezas in January 2004 where we examined over 3000 people of all ages, and in response to an invitation from the Minister of Health for the Northern Autonomous Region of the Atlantic Coast, we plan to visit a remote area on the Rio Coco River in the heartland of the Misquito people. The Rio Coco is the boundary between Honduras and Nicaragua and is populated by small indian villages along its banks. Our visits will be by small boat and trucks.

Faculty from the New England College of Optometry will again train our students on campus prior to our trip and then supervise our work in the communities. On campus, prior to our 10-day journey to Nicaragua, we will study some aspects of Nicaraguan history and culture. We will then fly to Managua and spend a few days seeing the urban life of the country before flying to the Atlantic Coast for a week of examinations as well as observing and living the reality of the third world.

No prerequisites. *Enrollment limit: 16. This course is not open to first-year students.*

Meeting time: mornings; Monday, Wednesday, Friday, 10 a.m.-noon.

Cost to student: approximately \$2,000.

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 025 Williams in Georgia (Same as Russian 025)**

(See under Russian for full description.)

**SPEC 028 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 035 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 exam" gallery show of your best work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.

## Winter Study Program

Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.  
No prerequisites. *Enrollment limit: 9.*

Meeting time: mornings.

Cost to student: \$160 lab fee, plus makeup class fees (\$32.50 per class) if applicable.

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.

### **SPEC 039 “Composing a Life:” Finding Success and Balance in Life After Williams**

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the “good life” for you? We borrow the concept of “composing a life” from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the “real” world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through “living cases” (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices.

Requirements: regular attendance, class participation, field interview, and a 10-page final paper

No prerequisites. Questions about the course: please contact Michele Moeller Chandler at 458-8106 or michele.chandler2@verizon.net *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: approximately \$30 for case materials.

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 eight years. They have been both personally and professionally engaged in the course topic. Michele's career has been in college administration, and she has an M.A. from Columbia, and a Ph.D. from Northwestern. Her Ph.D. dissertation focused upon the career/family decisionmaking of professional women who altered their careers because of family obligations. Chip spent 25 years at McKinsey & Company, where he was a senior partner, and he has an MBA from Harvard.

## **WILLIAMS PROGRAM IN TEACHING**

Students interested in exploring one or more of the following courses related to teaching and/or working with children and adolescents should contact Susan Engel, Director of Education Programs, who will be able to help you choose one that best suits your educational goals.

### **ANSO 011 Berkshire Farm Internship**

(See under Anthropology/Sociology for full description.)

### **ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse**

(See under Anthropology/Sociology for full description.)

### **CHEM 011 Science for Kids (Same as Special 011)**

(See under Chemistry for full description.)

### **LING 012 Preliminary Introduction to American Sign Language (Same as Women's and Gender Studies 012 and Special 012)**

(See under Linguistics for full description.)

### **PSYC 017 Teaching Practicum**

(See under Psychology for full description.)

### **SPEC 028 Teaching Practicums in New York City Schools**

(See under Special for full description.)

## **WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES**

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Nantucket Island. For details, see “Williams-Mystic Maritime Studies Program” or our website: [www.williamsmystic.org](http://www.williamsmystic.org).

## **PRESIDENTS OF WILLIAMS**

Ebenezer Fitch, D.D., 1793-1815  
Zephaniah Swift Moore, D.D., 1815-1821  
Edward Dorr Griffin, D.D., 1821-1836  
Mark Hopkins, M.D., D.D., LL.D., 1836-1872  
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881  
Franklin Carter, Ph.D., LL.D., 1881-1901  
John Haskell Hewitt, LL.D., Acting President, 1901-1902  
Henry Hopkins, D.D., LL.D., 1902-1908  
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934  
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937  
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961  
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973  
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985  
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993  
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999  
Carl William Vogt, LL.B., LL.D., 1999-2000  
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-

## **TRUSTEES 2004-2005**

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*  
Cecily E. Stone '73, M.B.A., Armonk, New York  
Lucienne S. Sanchez '79, M.D., Cambridge, Massachusetts  
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California  
Peter M. Wege II '71, Ph.D., Sedona, Arizona  
Paul Neely '68, M.S., M.B.A., Chattanooga, Tennessee  
E. David Coolidge III '65, M.B.A., Kenilworth, Illinois  
Michael B. Keating '62, LL.B., Boston, Massachusetts  
Carl W. Vogt '58, LL.B., LL.D., L.H.D., San Francisco, California  
John S. Wadsworth, Jr. '61, M.B.A., San Francisco, California  
Laurie J. Thomsen '79, M.B.A., Westwood, Massachusetts  
Mary T. McTernan '76, B.A., Swarthmore, Pennsylvania  
Brent E. Shay '78, M.A., Boston, Massachusetts  
Janet H. Brown '73, M.P.A., L.H.D., Washington, D.C.  
Paul S. Grogan '72, M.Ed., Boston, Massachusetts  
Gregory M. Avis '80, M.B.A., Palo Alto, California  
Delos M. Cosgrove III '62, M.D., Hunting Valley, Ohio  
Jonathan A. Kraft '86, M.B.A., Foxboro, Massachusetts  
A. Clayton Spencer '77, M.A., J.D., Winchester, 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  
Michael E. Reed '75, M.A., Silver Spring, Maryland



## TRUSTEE COMMITTEES 2003-2004

*Reported below are the committee appointments for 2003-2004. Changes in the 2004-2005 assignments will be presented in the fall.*

Executive Committee: The President\*, Robert I. Lipp, *Chair*; E. David Coolidge III, Paul Neely, Lucienne S. Sanchez, Cecily E. Stone, Carl W. Vogt, John S. Wadsworth, Jr.

Finance Committee: E. David Coolidge III, *Chair*; Gregory M. Avis, Robert I. Lipp, William E. Simon, Jr., Laurie J. Thomsen, John S. Wadsworth, Jr. Non-Trustee Members: Michael R. Eisenson, Peter D. Kiernan III, Stephen A. Lieber, James E. Moltz.

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\*The President is an *ex-officio* member of all Trustee committees.

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## FACULTY 2004-2005

\*On leave 2004-2005

\*\*On leave first semester

\*\*\*On leave second semester

\*\*\*\*On leave calendar year (January-December 2005)

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- Mark C. Taylor *Cluett Professor of Humanities and Religion*  
 B.A. (1968) Wesleyan; Ph.D. (1973) Harvard; Doktorgrad (1981) University of Copenhagen
- James D. Teresco *Assistant Professor of Computer Science*  
 B.S. (1992) Union College; Ph.D. (2000) Rensselaer Polytechnic Institute
- John W. Thoman, Jr. *Professor of Chemistry*  
 B.A. (1982) Williams; Ph.D. (1987) M.I.T.
- Christian Thorne *Assistant Professor of English*  
 B.A. (1995) Wesleyan; Ph.D. (2001) Duke
- Stephen J. Tift *Professor of English*  
 B.A. (1975) Harvard; Ph.D. (1984) Cornell
- Claire S. Ting *Assistant Professor of Biology*  
 B.A. (1986) Yale; Ph.D. (1994) Cornell
- David Tucker-Smith *Assistant Professor of Physics*  
 B.A. (1995) Amherst; Ph.D. (2001) University of California, Berkeley
- \* Janneke van de Stadt *Assistant Professor of Russian and Fellow of the  
Oakley Center for the Humanities and Social Sciences, Second Semester*  
 B.A. (1988) Amherst College; Ph.D. (2000) University of Wisconsin, Madison
- Patricia van der Spuy *Visiting Assistant Professor of History*  
 B.A. (1989) University of Cape Town; Ph.D. (2002) University of Cape Town
- Frances Vandermeer *Assistant Professor of Physical Education*  
 B.S. (1987) Southern Connecticut State University
- Armando Vargas *Gaius Charles Bolin Fellow in Comparative Literature*  
 B.S. (1992) Georgetown; M.A. (1995) Harvard
- William von Hippel *Visiting Professor of Psychology, First Semester*  
 B.A. (1985) Yale; Ph.D. (1990) University of Michigan
- \* William G. Wagner *Brown Professor of History*  
 B.A. (1972) Haverford; D.Phil. (1980) Oxford
- Alan Walton *Visiting Lecturer in Physics*  
 B.A. (1956) Trinity College, University of Dublin; Ph.D. (1964) University of Cambridge
- \* Christopher M. Waters *Hans W. Gatzke '38 Professor of Modern European History*  
 B.A. (1977) California State, Long Beach; Ph.D. (1985) Harvard
- Tara Watson *Assistant Professor of Economics*  
 B.A. (1996) Wesleyan; Ph.D. (2003) Harvard

## Faculty

- Leon Webster *Lab Instructor in Physics*  
Bradley Wells *Artist-in-Residence in Choral and Vocal Performance and Lecturer in Music*  
B.A. (1984) Principia College; M.M.A. (1998) Yale
- Peter S. Wells *Assistant Professor of Physical Education,*  
*Coordinator of Crew Programs, and Head Coach of Men's Crew*  
B.A. (1979) Williams
- \* Carmen Whalen *Assistant Professor of History*  
B.A. (1985) Hampshire College; Ph.D. (1994) Rutgers
- Michael F. Whalen *Assistant Professor of Physical Education*  
B.A. (1983) Wesleyan; M.P.E. (1986) Springfield College
- \* Dwight L. Whitaker *Assistant Professor of Physics*  
B.S. (1992) University of Connecticut; Ph.D. (1999) Brown
- \*\*\* Alan E. White *Mark Hopkins Professor of Philosophy*  
B.A. (1972) Tulane; Ph.D. (1980) Pennsylvania State University
- Ralph White *Assistant Professor of Physical Education*  
B.S. (1974) Pennsylvania State University
- James Wilberding *Assistant Professor of Philosophy*  
B.A. (1994) University of Notre Dame; Ph.D. (2002) University of Chicago
- \* Heather Williams *Professor of Biology*  
B.A. (1977) Bowdoin; Ph.D. (1985) Rockefeller
- Alex W. Willingham *Professor of Political Science*  
B.A. (1963) Southern University, Baton Rouge; Ph.D. (1974) U.N.C., Chapel Hill
- Gordon C. Winston *Director of the Williams Project on the Economics of Higher Education*  
A.B. (1950) Whitman; Ph.D. (1964) Stanford
- \*\* Reinhard A. Wobus *Edna McConnell Clark Professor of Geology*  
A.B. (1962) Washington University; Ph.D. (1966) Stanford
- K. Scott Wong *Professor of History*  
B.A. (1976) Rutgers; Ph.D. (1992) University of Michigan
- James B. Wood *Charles R. Keller Professor of History*  
B.A. (1968) Florida Presbyterian; Ph.D. (1973) Emory
- William K. Wooters *Barclay Jermain Professor of Natural Philosophy*  
B.S. (1973) Stanford; Ph.D. (1980) University of Texas
- Stacia Wyman *Visiting Assistant Professor of Computer Science*  
B.A. (1990) Smith; Ph.D. (2004) University of Texas, Austin
- Edith Wyschograd *Croghan Bicentennial Visiting Professor of Religion, First Semester*  
B.A. (1957) Hunter College; Ph.D. (1970) Columbia
- Reiko Yamada *Professor of Japanese*  
Ph.D. (1988) Cornell
- Kasumi Yamamoto *Assistant Professor of Japanese*  
B.A. (1985) Columbia; Ph.D. (1999) Cornell
- Safa R. Zaki *Assistant Professor of Psychology*  
B.A. (1989) American University, Cairo; Ph.D. (1996) Arizona State University
- \*\*\* Betty Zimmerberg *Professor of Psychology*  
B.A. (1971) Harvard; Ph.D. (1976) C.U.N.Y.
- David J. Zimmerman *Orrin Sage Professor of Political Economy*  
B.Comm. (1985) University of Toronto; Ph.D. (1992) Princeton
- Steven J. Zottoli *Howard B. Schow '50 and Nan W. Schow Professor of Biology*  
B.A. (1969) Bowdoin; Ph.D. (1976) University of Massachusetts



## LIBRARIES

David M. Pilachowski	<i>College Librarian</i>
B.A. (1971) University of Vermont; M.L.S. (1973) University of Illinois	
Sylvia B. Kennick Brown	<i>College Archivist/Special Collections Librarian</i>
A.B. (1977) Oberlin; M.S.L.S. (1981) Simmons	
Christine Ménard	<i>Head of Research and Reference Services</i>
B.A. (1987) University of Tours, France; M.A. (1988) University of Tours, France; M.L.S. (1991) S.U.N.Y., Albany	
Walter Komorowski	<i>Head of Library Systems</i>
B.A. (1979) North Adams State College; M.A. (1984) S.U.N.Y., Binghamton; M.L.S. (1988) S.U.N.Y., Albany	
Helena Warburg	<i>Head of the Science Library</i>
B.S. (1980) Indiana University; M.L.I.S. (1987) Indiana University	
Sandra L. Brooke	<i>Head of Acquisitions and Collection Development</i>
B.A. (1979) Northwestern; M.A. (1982) Williams College; M.L.S. (1999) S.U.N.Y., Albany	
Rebecca Ohm	<i>Reference and Government Documents Librarian</i>
B.A. (1975) Sagamon State University; M.L.S. (1995) S.U.N.Y., Albany	
Robin Kibler	<i>Head of the Cataloging Department</i>
B.Mus. (1975) Southern Methodist; M.L.S. (1990) S.U.N.Y., Albany	
Karen Gorss Benko	<i>Catalog Librarian</i>
B.A. (1994) Yale; M.L.S. (1999) S.U.N.Y., Albany	
Christine W. Blackman	<i>Catalog Librarian</i>
B.A. (1989) Notre Dame; M.L.S. (1999) Simmons College	
Jason A. Clark	<i>Reference/Web Services Librarian</i>
B.A. (1996) Marquette University; M.A. (2002) University of Vermont; M.L.S. (2003) University of Wisconsin	
Lori A. DuBois	<i>Reference and Instruction Librarian</i>
B.A. (1994) Colby College; M.S.L.S. (1997) University of Illinois at Urbana-Champaign	
Jodi Psoter	<i>Science Librarian</i>
B.S. (1995) Virginia Polytechnic Institute and State University; M.L.S. (1999) Southern Connecticut State University	
Jo-Ann Irace	<i>Circulation Supervisor</i>
Judy J. Jones	<i>Reserve and A/V Supervisor</i>
Elizabeth L. Milanesi	<i>Assistant to the College Librarian</i>
Alison R. O'Grady	<i>Interlibrary Loan Supervisor</i>
B.A. (1982) Providence College	
Robert L. Volz	<i>Custodian of the Chapin Library</i>
B.A. (1962) Marquette; M.A.L.S. (1963) University of Wisconsin	
Wayne G. Hammond	<i>Assistant Chapin Librarian</i>
B.A. (1975) Baldwin-Wallace; A.M.L.S. (1976) University of Michigan	
Nancy Birkrem	<i>Head Project Cataloger, Chapin Library</i>
B.A. (1981) Wellesley; M.L.S. (1983) Vanderbilt	

## FACULTY-STUDENT COMMITTEES 2004-2005

Academic Standing: Sherron Knopp, *Chair*, Melissa Barry, Christopher Bolton, Barbara Lerner, Marlene Sandstrom, Steven Zottoli, Dave Johnson\*, Richard Nesbitt\*, Nancy Roseman\*, Charles Toomajian Jr.\*

Appointments and Promotions: Guy Hedreen, Regina Kunzel, William Wootters, Catharine Hill\*, Thomas Kohut (Dean of the Faculty, Second Semester)\*, William Lenhart (Dean of Faculty, First Semester)\*, Morton Owen Schapiro\*.

Calendar and Schedule: Frank Morgan, *Chair*, Brad Wells, Safa Zaki, Bud Fisher\*, Representative from the Dean's Office TBA\*, Barbara Casey\*, Aubryn Murray '05, Andrew Pocius '06, Hyejin Rho '06, Wesley Tjosvold '07.

Chapin Library: Darra Goldstein, *Chair*, Satyan Devadoss, Nicole Mellow, David Pilachowski\*, Robert Volz\*.

Diversity and Community: K. Scott Wong, *Chair*, Eric Goldberg, Julie Greenwood, Frank Jackson, George McCormack, Gail Newman, Nancy McIntire, *Liaison*, Kiana Green '07, Ariana Orozo '07, Paul Rogers '07, Esa Seegulam '06, Chris Sewell '05.

Educational Policy: Stephen Tifft, *Chair*, Kerry Christensen, George Crane, Roger Kittleson, Katarzyna Pieprzak, Jefferson Strait, Claire Ting, Nancy Roseman\*, Thomas Kohut (Dean of the Faculty, Second Semester)\*, William Lenhart (Dean of Faculty, First Semester)\*, Charles Toomajian Jr.\*, Morton Owen Schapiro\*, Jessica Howard '06, Jim Irving '05, Therese Lim '07, Paul Lindemann '06, Jennifer Ray '07, Daniell Seuss '07.

Faculty Review: Annemarie Bean, Dieter Bingemann, David Dethier, Zirka Filipczak, Jennifer French, Laurie Heatherington, Roger Kittleson, Marc Lynch, Protik Majumder, Gail Newman, Marlene Sandstrom, Mark Schofield.

Honorary Degrees: Jon Bakija, Markes Johnson, Carol Ockman, Joan Edwards\*, Nancy McIntire\*, Morton Owen Schapiro\*, Christopher J. Bak '05, Elena F. Bonifacio '05, Laura C. Kolesar '06, M. Esa Seegulam '06.

Honor System-Discipline: Monique Deveaux†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Stephen Freund†, Scarlett Jang, Peter Low†, George McCormack†, Michelyne Pinard, David C. Smith, James Wilberding, Nancy Roseman†\*, Susan Alice Brown '05†, Andrew J. Eyre '06†, Denise Nunes '05†, Muhammad E. Seegulam '06†, Sarah L. Ginsburg '07†, Paul M. Rogers '07†, '08 students to be elected in October†.

Information Technology: Shawn Rosenheim, *Chair*, Dieter Bingemann, Deborah Brothers, Noah Sandstrom, Catherine Hill\*, David Pilachowski\*, Dinny Taylor\*, Charles Toomajian Jr., Thomas Dwyer, students TBA.

Lecture: John Limon, *Chair*, Magnus Bernhardsson, Anita Sokolsky, David Tucker-Smith, Therese Lim '07, Jessica Lovaas '06, John Colin Yee '06.

Library: James Shepard, *Chair*, Guillaume Aubert, Satyan Devadoss, Catharine Hill\*, David Pilachowski\*, Robert Volz\*, Jessica England '06, Jared Powell '06, Leah Joy Weintraub '06.

Priorities and Resources: Peter Just, *Chair*, Lara Hutson, Amy Podmore, David Zimmerman, Stephen Birrell\*, Keith Finan\*, Catharine Hill\*, Helen Ouellette\*, students TBA.

Steering: Sarah Bolton *Chair*, Joseph Cruz, Stephen Fix, Antonia Foias, Jennifer French, Thomas Smith.

Undergraduate Life: William Dudley, *Chair*, Sandra Burton, Charles Dew, Eiko Maruko, Thomas murtagh, Douglas Bazuin\*, Nirmal Desphande '07, Megan O'Malley '06, Noah Smith-Drelich '07, Karen Untereker '05.

## *Faculty-Student Committees, Special Advisors*

Winter Study Program: Cesar Silva, *Chair*, Bridget Clarke, Steven Levin, Lucille Schmidt, Kasumi Yamamoto, Barbara Casey\*, Paula Consolini\*, Christine Menard\*, Mary Catherine Blanton '06, Ashley Brown '07, Michael Davitian '07, Colleen Gerrity '07.

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\* Ex-officio

† Honor Subcommittee

## **SPECIAL ADVISORS 2004-2005**

*Architecture:* Ann K. McCallum

*Business Schools and Business Opportunities:* Fatma Kassamali

*Divinity Schools:* Richard E. Spalding

*Engineering:* Jefferson Strait

*Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.):* Keith Finan, William Lenhart (First Semester), Thomas Kohut (Second Semester)

*Faculty Fellowships:* William Lenhart (First Semester), Thomas Kohut (Second Semester)

*Graduate Schools of Arts and Sciences:* Department Heads

*Graduate Fellowships and Scholarships:* Peter D. Grudin

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

Mellon Fellowship

Rhodes, Marshall Scholarships

*Health Professions Advisor:* Charles H. Stevenson

*International Student Advisor:* Amy Pettengill Fahnestock

*Law Schools:* Fatma Kassamalli

*National Science Foundation:* Department Chairs

*Peace Corps:* Fatma Kassamalli

*Public and International Affairs Schools and Foreign Service:* James McAllister

*Special Academic Programs:* Molly L. Magavern

*Student Writing Tutorial Program:* Peter D. Grudin

*Study Abroad Programs:* Laura B. McKeon

*Teaching, M.A.T. Programs:* Susan L. Engel, Fatma Kassamalli

*Harry S. Truman Scholarship:* Peter D. Grudin

*Watson Traveling Fellowship:* Peter D. Grudin

*Williams College Prizes and Fellowships for Graduate Study:* Peter D. Grudin

*Winter Study Practice Teaching:* Susan Engel

## SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. There are also two faculty, two staff, and two student advisors who have received training in sexual harassment and other discrimination advising. In 2004-2005, these advisors are:

Peter Grudin, *Assistant Dean of the College*  
David Johnson, *Associate Dean of the College*  
Laura McKeon, *Assistant Dean of the College and Director of International Study*  
Amy Pettengill Fahnestock, *Assistant Dean of the College and International Student Advisor*  
Charles Toomajian, *Associate Dean for Academic Programs and Registrar*  
Stephen Collingsworth, *Coordinator of Lesbian, Gay, Bisexual, Transgender Issues*  
Nancy McIntire, *Assistant to the President and Affirmative Action Officer*  
Richard Spalding, *Chaplain to the College*  
Martha Tetrault, *Director of Human Resources*  
Robert Wright, *Associate Director of Human Resources*  
Donna Denelli-Hess, *Health Educator*  
Ruth Harrison, *Director of Health Services*  
One student to be designated  
Rafael Frias '07  
Cathy Johnson, *Professor of Political Science*  
Enrique Peacock-López, *Professor of Chemistry*  
Paula Moore Tabor, *Associate Director of Alumni Relations*  
Bruce Wheat, *Instructional Technology Specialist*

## STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination is appointed from a standing panel consisting of thirty-two persons drawn from several College panels and from the College Council. Its membership also includes a minority faculty and staff representative. Two panel members—one a member of the faculty, the other of the staff—stand ready to chair the grievance committee appointed to hear a particular case. The members of the standing panel are:

**Faculty Review Panel:** Annemarie Bean, Dieter Bingemann, David Dethier, Zirka Filipczak, Jennifer French, Laurie Heatherington, Roger Kittleson, Marc Lynch, Protik Majumder, Gail Newman, Marlene Sandstrom, Mark Schofield

**Provost's Panel:** Susan Bernardy, Michael Frawley, Robin Kibler, Richard Nesbitt, Charles Toomajian, Pamela Turton

**Vice President's Panel:** Marc Field, Robert Jarvis, Kelly Kervan, Beatrice Miles, Paula Moore Tabor, Lori Tolle

**College Council Panel:** Ananda Burra '07, April Champion '06, Jessica Davis '06, Kathleen Krause '06, Catherine Mercado '06, Esa Seegulam '06

**Minority Faculty-Staff Representatives:** Sandra Burton, Fatma Kassamali

**Faculty Chair:** Appointed by President

**Staff Chair:** Appointed by President

## OFFICES OF ADMINISTRATION 2004-2005

### Office of the President

Morton Owen Schapiro *President*  
 B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania  
 Nancy J. McIntire *Assistant to the President for Affirmative Action and Government Relations*  
 B.A. (1962) New Hampshire; M.A. (1965) Harvard  
 JoAnn Muir *Senior Executive Assistant and Secretary of the College*  
 B.A. (1970) University of Connecticut

### Office of the Provost

Catharine B. Hill *Provost*  
 B.A. (1976) Williams; M.A. (1978) Oxford University; Ph.D. (1985) Yale  
 David L. Brodigan *Director of Institutional Research*  
 B.A. (1967) University of Minnesota; Ph.D. (1973) University of Minnesota  
 Keith C. Finan *Associate Provost and Director of Grant Administration*  
 B.A. (1976) Miami University, Ohio; M.A. (1979) S.U.N.Y., Binghamton  
 Thomas J. Dwyer *Budget Director*  
 B.A. (1995) Pomona College; M.B.A. (2001) Harvard Business School  
 Marianne Congello *Executive Assistant to the Provost*

### Office of the Dean of the Faculty

William J. Lenhart *Acting Dean of the Faculty*  
 B.A. (1977) St. Joseph's; Ph.D. (1983) Dartmouth  
 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*

### Office of the Dean of the College

Nancy A. Roseman *Dean of the College*  
 A.B. (1980) Smith; Ph.D. (1987) Oregon State  
 David C. Johnson *Associate Dean*  
 B.A. (1971) Williams; M.A. (1995) Williams  
 Stephen D. Sneed *Associate Dean*  
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University  
 Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*  
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell  
 Amy Pettengill Fahnestock *Assistant Dean and International Student Advisor*  
 B.A. (1985) Colgate; M.A. (1992) School for International Training  
 Peter D. Grudin *Assistant Dean/Director of the Writing Workshop*  
 B.A. (1964) Lehigh; Ph.D. (1971) Harvard  
 Laura B. McKeon *Assistant Dean and Director of International Study*  
 B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago  
 Cynthia G. Haley *Executive Assistant*

### Office of the Vice President for Administration and Treasurer

Helen Ouellette *Vice President for Administration and Treasurer*  
 B.A. (1967) College of St. Teresa; A.M. (1969) Harvard; Ph.D. (1971) Harvard  
 Adriana B. Cozzolino *Assistant Vice President for Administration*  
 B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)  
 Mireille S. Roy *Executive Assistant and Mortgage Consultant*  
 A.S. (1969) Berkshire Community College; Real Estate Paralegal (2003)

### 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  
 Robert V. Behr *Alumni Travel Coordinator*  
 B.A. (1955) Williams; Ed.M. (1962) Harvard  
 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>
Joan Gregg Callahan B.A. (1989) Williams	<i>Director of Annual Giving and 25th Reunion Program</i>
Heather L. Coussoule B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</i>
Mary Ellen Czerniak B.A. (1972) DePaul University; B.A. (1977) University of Wyoming	<i>Director of Corporate and Foundation Relations</i>
David B. Dewey B.A. (1982) Williams	<i>Senior Development Officer</i>
Diana M. Elvin B.A. (1971) Wheaton College; M.A. (1990) Assumption College	<i>Director of Donor Relations</i>
Patti J. Exster	<i>Development Research Specialist</i>
Lewis E. Fisher B.A. (1989) Williams	<i>Director of the 50th Reunion Program</i>
Elizabeth A. Fishman B.A. (1997) Williams	<i>Alumni Relations Intern</i>
Brooks L. Foehl B.A. (1988) Williams	<i>Assistant Director of Alumni Relations</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Jennifer E. Grow B.A. (1994) Mt. Holyoke College	<i>Assistant Editor of Alumni Publications</i>
Sara L. Holden B.A. (1969) St. Joseph College	<i>Development Research Specialist</i>
Wendy W. Hopkins B.A. (1972) Williams	<i>Director of Alumni Relations and Secretary of the Society of Alumni</i>
Keli A. Kaegi B.A. (1988) Wellesley; M.S. (1991) University of Rochester	<i>Associate Director of Alumni Relations</i>
Cindy L. Kimball	<i>Manager of Bio Records</i>
Jennifer Krouse B.A. (1989) Williams; M.F.A. (1997) Loyola Marymount University	<i>Development Officer, Alumni Fund</i>
Sally J. Logan B.A. (1977) University of Massachusetts, Boston	<i>Development Research Specialist</i>
Rebecca Logue B.A. (1999) Williams	<i>Assistant Director of Alumni Relations</i>
Amy T. Lovett B.A. (1994) University of Richmond	<i>Editor of Alumni Publications</i>
Teresa J. Lucia A.S. (1980) Berkshire Community College	<i>Production Manager</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Rachel F. Moore B.A. (1980) Bates College	<i>Director of Planned Giving</i>
Megan Morey B.A. (1989) Ohio Wesleyan University	<i>Director of Leadership Giving</i>
Christine DeMasi Naughton B.A. (1999) Massachusetts College of Liberal Arts	<i>Events Manager</i>
Damon Reed B.A. (1962) Connecticut College	<i>Director of Parent Giving</i>
Michael A. Reopell B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College	<i>Director of Advancement Information Systems</i>
Christine A. Robare B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College	<i>Development Officer, Alumni Fund</i>
Jennifer J. Small B.A. (1988) Union College; M.P.H. (1995) University of Massachusetts, Amherst	<i>Senior Development Officer</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations</i>
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>Associate Director of 25th Reunion Program</i>
Christopher J. Vadnais	<i>Programmer/Analyst</i>
Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>

## *Offices of Administration*

Alice E. Wilson B.A. (1971) University of Iowa	<i>Assistant Director 50th Reunion Program</i>
Catherine M. Yamamoto B.B.A. (1973) University of Wisconsin	<i>Development Officer, Alumni Fund</i>

### **Office of Admission**

Richard L. Nesbitt B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania	<i>Director of Admission</i>
Gina M. Coleman B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Frances B. Lapidus B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Constance D. Sheehy B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts	<i>Associate Director of Admission for Operations</i>
Nathaniel Budington B.A. (1979) Johnston College	<i>Assistant Director of Admission</i>
Karen J. Parkinson A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester	<i>Assistant Director of Admission</i>
Lauren P. Lynch B.A. (1989) Smith; M.S.W. (1992) Columbia University School of Social Work	<i>Assistant Director of Admission</i>
Mark Robertson B.A. (2002) Williams	<i>Assistant Director of Admission</i>
Geraldine Y. Shen B.A. (2001) Williams	<i>Assistant Director of Admission</i>
Kamille D. Williams B.A. (2003) Williams	<i>Assistant Director of Admission</i>
Jenise Holloway B.A. (1998) Williams	<i>Assistant Director of Admission</i>

### **Office of Campus Safety and Security**

Jean M. Thorndike B.S. (1986) Southern Vermont College	<i>Director of Campus Safety and Security</i>
David J. Boyer B.S. (1982) Westfield State College	<i>Associate Director of Security</i>

### **Office of Career Counseling**

Fatma Kassamali B.A. (1970) Cedar Crest; M.S. (1972) Syracuse	<i>Director of Career Counseling</i>
Robin L. Meyer B.A. (1991) Gustavus Adolphus College; M.S.. (1996) Mankato University	<i>Associate Director of Career Counseling</i>
Dawn M. Dellea B.S. (1992) Northeastern University; M.Ed. (2003) Cambridge College	<i>Assistant Director of Career Counseling</i>
Ronald L. Gallagher B.S. (1976) Springfield; A.S. (1974) Springfield Technical College	<i>Assistant Director of Career Counseling</i>
Mary M. Winston B.A. (1987) Massachusetts College of Liberal Arts	<i>Pre-Law Advisor</i>

### **Office of the Chaplains**

Richard E. Spalding B.A. (1976) Yale University; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY)	<i>Chaplain to the College and Coordinator of Community Service</i>
Peter Feudo, Jr. B.A. (1974) Boston College; M.A. (1977) Michigan State University; Sc.D. (1986) Boston University; Third Order Profession, Secular Franciscan Order	<i>Associate Chaplain</i>

### **Conference Office**

Marjorie M. Wylde B.A. (1964) Regis	<i>Director of Conferences</i>
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### **Office of the Controller**

Susan S. Hogan, CPA B.S. (1980) Syracuse	<i>Controller</i>
Karen P. Jolin B.S. (1982) Massachusetts College of Liberal Arts	<i>Director of Financial Information Systems</i>
David W. Holland B.S. (1967) Suffolk University	<i>Bursar</i>

## *Offices of Administration*

Sandra A. Connors  
Kelly F. Kervan  
B.S. (1990) North Adams State College

*Supervisor of Gift and Grant Accounting  
Accountant*

### **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*

Dale M. Newman, F.N.P.  
B.S. (1986) S.U.N.Y., Stonybrook; M.S.N. (1995) Sage Colleges

*Nurse Practitioner*

Frances Lippmann, Ph.D.  
B.A. (1955) Adelphia; Ph.D. (1966) New York University

*Psychotherapist*

John A. Miner  
B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota

*Psychiatrist*

Margaret H. Wood, L.I.C.S.W.  
B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany

*Psychotherapist*

Donna M. Denelli-Hess  
B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts

*Health Educator*

Alyssa Sporbert  
B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College

*Health Educator*

Michael Pinsonneault

*Pharmacist*

### **Health Professions Program Office**

Charles H. Stevenson

*Health Professions Advisor and  
Director of the Math Science Resource Center*

B.A. (1993) Williams; M.S. (2002) Rensselaer Polytechnic Institute

### **Office of Human Resources**

Martha R. Tetrault  
B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany

*Director of Human Resources*

Robert F. Wright

*Associate Director of Human Resources*

Rosemary K. Moore  
B.A. (1968) Viterbo College; M.S. (1974) S.U.N.Y., Albany

*HRIS Manager*

Richard B. Davis  
B.A. (1971) Lowell Tech; M.B.A. (1981) University of Massachusetts

*Payroll Manager*

Kristine A. Maloney  
B.S. (2002) Business Administration, Massachusetts College of Liberal Arts

*Benefits Administrator*

### **Office for Information Technology**

James F. Allison  
B.S. (1972) Tufts; M.B.A. (1994) Clark

*Project Manager*

Gayle R. Barton  
A.B. (1973) Bryn Mawr; M.Ed. (1992) St. Lawrence

*Director of Instructional Technology*

Mark I. Berman  
B.S. (1988) S.U.N.Y., Binghamton; M.S. (2002) Syracuse

*Director of Networks and Systems*

Mihnea Bobes  
B.A. (2003) Williams.

*Desktop Support*

Cheryl Brewer

*Budget and Facilities Administrator*

Peter Charbonneau  
B.S.E.E. (1984) University of Colorado

*Networks and Systems Administrator*

Andy Chiu  
B.A. (2000) Williams

*Documentation Web and Training Specialist*

Mark R. Connor  
B.A. (1983) Berkshire Community College

*Desktop Support Specialist*

Ashley W. Frost  
B.A. (1992) Williams

*Networks and Systems Administrator*



## *Offices of Administration*

Lance E. Gallup	<i>Assistant Networks and Systems Administrator</i>
John B. Germanowski	<i>Project Manager</i>
B.A. (1986) Williams	
Todd M. Gould	<i>Media Lab Coordinator</i>
B.A. (1996) Massachusetts College of Liberal Arts	
Mika Hirai	<i>Instructional Technology Specialist</i>
B.A. (1989) Obirin University, Japan; M.A. (2001) University of Iowa	
Terri-Lynn Hurley	<i>Senior Desktop Systems Specialist</i>
B.S. (1992) Westfield State College	
Maggie Koperniak	<i>Project Manager</i>
B.A. (1979) Massachusetts College of Liberal Arts; M.S. (1999) University of Massachusetts, Amherst	
Criss S. Laidlaw	<i>Director of Administrative Information Systems</i>
B.A. (1982) Carleton College	
Benjamin D. LaRoche	<i>Network Projects Administrator</i>
B.C.C. (1995) Champlain College	
James Lillie	<i>Media Services Assistant</i>
John M. Markunas	<i>Network and Systems Administrator</i>
B.S.E.E. (1974) Lowell Tech	
Gabriel McHale	<i>Networks and Systems Administrator</i>
Milos Mladenovic	<i>Desktop Support Specialist</i>
B.A. (1994) Yale	
Sharron J. Macklin	<i>Instructional Technology Specialist</i>
B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono	
Jonathan Morgan-Leaman	<i>Database Integration Specialist</i>
B.A. (1989) Colgate	
Trevor Murphy	<i>Instructional Technology Specialist</i>
B.A. (1994) S.U.N.Y.	
Edward S. Nowlan	<i>Database Administrator</i>
B.S. (1985) Southern Connecticut State University	
Todd Noyes	<i>Desktop Systems Specialist</i>
Robert G. Ouellette	<i>Project Manager</i>
Guy Randall	<i>Desktop Systems Specialist</i>
Philip F. Remillard	<i>Media Services Specialist</i>
B.A. (1978) Boston University	
Mike Richardson	<i>Desktop Specialist</i>
Seth Rogers	<i>Desktop Systems Manager</i>
B.A. (1989) Reed College	
Douglas A. Rydell	<i>Project Manager</i>
B.A. (1980) St. John's	
Lynn M. Singer	<i>Desktop Support Specialist</i>
B.A. (1978) University of Massachusetts, Amherst; M.Ed. (2001) Massachusetts College of Liberal Arts	
Paul J. Smernoff	<i>Assistant Networks and Systems Administrator</i>
Dinny S. Taylor	<i>Chief Technology Officer</i>
B.A. (1968) Connecticut College; M.Ed. (1970) Lesley	
Jason Taylor	<i>Database Integration Specialist</i>
B.A. (1999) University of Maryland	
Jianjun Wang	<i>Instructional Technology Specialist</i>
B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs	
Christopher S. Warren	<i>Programmer/Analyst</i>
B.A. (1996) Williams	
Thomas W. Williams	<i>Networks and Systems Administrator</i>
B.A. (2003) Williams	
Bruce Wheat	<i>Instructional Technology Specialist</i>
B.M. (1973) Eastman School of Music	
<b>Office of Investment</b>	
Christopher J. Wolf	<i>Manager of Investments and Treasury Operations</i>
B.A. (1993) Williams; M.S./M.B.A. (1994) Northeastern University	
Robert A. Seney	<i>Investment Administrator</i>
B.S. (1985) North Adams State College; M.B.A. (1990) University of Lowell	
Kathleen L. Therrien	<i>Trust Administrator</i>
B.S. (1997) Massachusetts College of Liberal Arts	

## *Offices of Administration*

### **Office of Physical Education, Athletics and Recreation**

Harry C. Sheehy III *Director of Athletics*  
B.A. (1975) Williams; M.Ed. (1988) University of Washington  
Lisa Melendy *Senior Women's Administrator and Associate Director of Athletics*  
M.S. (1985) University of Massachusetts  
Karen Whalen *Coordinator of Business and Financial Planning*  
B.S. (1988) Temple University  
Michael J. Frawley *Director of Sports Medicine*  
B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion  
Gary J. Guerin *Associate Director for Operations, Athletics*  
B.S. (1975) Boston University  
Ronald A. Stant *Trainer*  
Lisa Wilk *Assistant Trainer*  
B.S. (1992) Northeastern; M.S. (1995) Indiana State  
Holly E. Silva *Assistant Coordinator of Dance*  
B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College

### **Office of Public Affairs**

James G. Kolesar *Director of Public Affairs*  
B.A. (1972) Williams  
Heather H. Clemow *Director of Publications for the Office of Public Affairs*  
B.A. (1975) Stephens College; M.S. (1976) Nova University  
A. Jo Procter *News Director*  
B.A. (1960) Antioch College; M.S. (1987) Boston University  
Dick Quinn *Assistant Director of Public Affairs, Director of Sports Information*  
B.A. (1973) Holy Cross; M.S. (1989) Iona  
Alicia Smith *Web Developer*

### **Office of the Registrar**

Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*  
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell  
Barbara A. Casey *Associate Registrar for Student and Faculty Services*  
B.A. (1983) Williams  
Mary L. Morrison *Associate Registrar for Records and Registration*  
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

### **Special Academic Programs Office**

Margaret L. Magavern *Coordinator of Special Academic Programs*  
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

### **Center for Development Economics**

Peter J. Montiel *Chair, Executive Committee*  
B.A. (1973) Yale; Ph.D. (1978) M.I.T.  
Thomas S. Powers *Director of the Center for Development Economics*  
B.A. (1981) Williams; M.B.A. (1987) Harvard  
Pamela D. Turton *Assistant Director*  
B.A. (1970) Colby College; M.Ed. (1971) University of Cincinnati

### **Center for Environmental Studies**

Henry W. Art *Director*  
A.B. (1966) Dartmouth; Ph.D. (1971) Yale  
Sarah S. Gardner *Assistant 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**

Regina Kunzel *Academic Director of the Multicultural Center*  
B.A. (1981) Stanford; Ph.D. (1990) Yale  
Gail Bouknight-Davis *Director of the Multicultural Center*  
B.A. (1988) Brandeis; Ph.D. (1997) Brown

## Offices of Administration

Stephen D. Collingworth, Jr. *Assistant Director/Queer Issues Coordinator*  
B.A. (1992) Ohio State University; M.A. (1994) Ohio State University

Marcela Villada Peacock *Multicultural Center Program Coordinator*

### Oakley Center for the Humanities and Social Sciences

Robert Kavanaugh *Director*  
B.A. (1967) Holy Cross; Ph.D. (1974) Boston University

### Academic Support

Bryce A. Babcock *Coordinator of Science Facilities and Staff Physicist*  
B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan

Mary K. Bailey *Systems Support Specialist*  
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts

Susan L. Engel *Director of Education Programs*  
B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.

Linda A. Reynolds *Slide Librarian*  
B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams

Anne R. Skinner *Safety Officer*  
B.A. (1961) Radcliffe; Ph.D. (1966) Yale

### Adams Memorial Theatre

Cosmo A. Catalano, Jr. *Production Manager*  
B.A. (1976) University of Iowa; M.F.A. (1979) Yale

Deborah A. Brothers *Costume Designer*  
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts

Maia Robbins-Zust *Technical Director*  
B.F.A. (2000) Massachusetts College of Liberal Arts

George T. Aitken, Jr. *Senior Scene Technician*

Laura Andruski *Production Associate*

### Buildings and Grounds

Irene Addison *Associate Vice President for Facilities and Auxiliary Services*  
B.S. (1985) South Dakota State University; M.E. (1993) Texas A&M University

Oliver S. Holmes, Jr. *Director of Facilities Planning and Construction*  
B.S. (1973) S.U.N.Y. Oneonta; B.S.M.E. (1981) Syracuse University

Earl L. Smith, Jr. *Director of Facility Operations*  
B.S.M.E. (1968) University of California, Davis; M.S. (1978) Naval Postgraduate School

Beatrice M. Miles *Manager of Custodial Services and Special Functions*

Joseph M. Moran *Manager of Environmental Health & Safety*  
A.S. (1998) Berkshire Community College

Timothy J. Reisler *Assistant Director for Administrative Services*  
B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College

Thomas A. Bona *Architectural Maintenance Supervisor*  
B.S. (2000) Westfield State College

Michael R. Briggs *Construction Supervisor*

Donald B. Clark *Utility Program Manager*  
B.S. (1971) St. Lawrence University

Christina A. Cruz *Special Assistant to the Associate Vice President for Facilities and Auxiliary Services*  
B.S. (1982) University of Wisconsin; Ed.M. (1997) Massachusetts College of Liberal Arts

Bruce J. Decoteau *Construction Supervisor*

David F. Fitzgerald *Horticulturist and Grounds Supervisor*  
B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University

Robert C. Jarvis *Construction Supervisor*  
B.A. (1952) University of Miami

Kenneth L. Jensen *Mechanical Maintenance Supervisor*

Thomas R. Mahar *Construction Supervisor*  
A.S. (1999) Berkshire Community College

Jean F. Richer *Manager of Telecommunications*  
A.S. (1967) St. Joseph College

Christopher Williams *Assistant Director for Architectural Services*  
B.F.A. (1978) Pratt Institute

### Dining Services

Robert Volpi *Director of Dining Services*  
A.S. (1973) Hudson Valley; A.S. (1974) Weber State University; B.S. (1976) Southern Vermont College

## *Offices of Administration*

Mark Petrino B.A. (2000) Harvard	<i>Associate Director</i>
Mark Thompson	<i>Executive Chef</i>
Jeanette Kopczynski A.S. (1992) Berkshire Community College	<i>Assistant Director/Catering</i>
Martin E. Blake	<i>Manager, Driscoll</i>
Michael A. Cutler	<i>Manager, Mission Park</i>
Erwin Bernhart B.S. (1993) College of the Hague, The Netherlands	<i>Manager of the Faculty House/Alumni Center</i>
Peter Landry A.S. (1991) Berkshire Community College	<i>Assistant Manager of the Faculty House/Alumni Center</i>
David A. Lamarre A.S. (1982) Berkshire Community College; A.S. (1991) New England Culinary Institute	<i>Assistant Manager, Baxter</i>
Carol A. Luscier	<i>Snack Bar Manager</i>
Roberta H. Marcyoniak	<i>Manager, Dodd House</i>
John I. Markland A.S. (1984) Berkshire Community College	<i>Manager, Greylock</i>
Michele N. O'Brien	<i>Manager, Baxter</i>
Gary L. Phillips B.A. (1973) Massachusetts College of Liberal Arts	<i>Office Administrator</i>
Virginia B. Skorupski A.S. (1979) Maria College	<i>Nutritionist</i>
Alan E. Wiles	<i>Catering Chef</i>
<b>Williams College Museum of Art</b>	
Suzanne Augugliaro B.A. (1995) Mary Washington College; M.F.A. (2000) University of Stony Brook	<i>Public Relations Coordinator</i>
Melissa C. Cirone B.A. (1979) Holy Cross College	<i>Director of Communications</i>
Lisa B. Dorin B.A. (1996) University of California, Santa Cruz; M.A. (2000) Williams	<i>Assistant Curator</i>
Marion M. Goethals B.A. (1968) Duke University; M.A. (1989) Williams	<i>Interim Director</i>
Diane Hart B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University	<i>Museum Registrar</i>
Stefanie Spray Jandl B.A. (1983) University of Southern California; M.A. (1993) Williams	<i>Andrew W. Mellon Foundation Associate Curator for Academic Programs</i>
Nancy Mowll Mathews B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts	<i>Eugénie Prendergast Senior Curator of 19th and 20th Century Art and Lecturer in Art</i>
Julia Morgan-Leamon B.A. (1983) Mount Holyoke	<i>Acting Director of Education</i>
Hideyo Okamura B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts	<i>Chief Preparator</i>
Vivian L. Patterson B.A. (1977) Williams; M.A. (1980) Williams	<i>Curator of Collections</i>
Judith M. Raab B.A. (1961) University of North Carolina, Chapel Hill	<i>Director of Membership and Events</i>
Deborah Menaker Rothschild B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts	<i>Senior Curator of Modern and Contemporary Art</i>
John R. Stomberg B.A. (1987) Georgetown University; M.A. (1990) Boston University; Ph.D. (1999) Boston University	<i>Associate Director of Administration and Programs</i>

# DEGREES CONFERRED JUNE, 2004

## *Conferring of the Degree of Master of Arts*

Amelia Brooke Kahl Avdic  
 \*David Conrad Breslin  
 Dina Deitsch  
 Emma Maria Hurme  
 Emy Kim  
 Keelan Hall Loftin

Catherine Meeking  
 James Proctor Nisbet  
 Elizabeth Dawn Quarles  
 Claire de Dobay Rifelj  
 Alison Weaver

\* *Clark Fellow*

## *Conferring of the Degree of Master of Arts or Certificate in Development Economics*

Jamshid Akhmedov  
 Mansab Ali  
 Syed Sajid Ali  
 Marie-France Anglade-Laleau  
 Mohib Kamal Azmi  
 RoseMarie Kadie KaiKai Broadbell  
 Colin Cannonier  
 Cesar A. Carrera Yalan  
 Edgar R. Cartagena  
 Teresa N. Evaristo Pascoal  
 Otilia Frolu  
 Ucha Gelashvili  
 Grigoli Gobejishvili  
 Daniel Hernaiz  
 Lin Huang  
 Akbar R. Kulmatov

Djyldyz Shakirova Kydyrova  
 Muhammad Amin Khan Lodhi  
 Nyawira Miano  
 Joel David Mokoena  
 Caswell M. Monyela  
 Hoa Thi Quynh Ngo  
 Dan Obiero  
 Kenita Cheryl Paul  
 Hector Riveros  
 Evis Rucaj  
 Raushan Seitkasymova  
 Aleksejs Sviridenkovs  
 Soulysak Thamnuvong  
 Antonio Levere Thompson  
 Abdul Qayyum Vance

## *Bachelor of Arts, Summa Cum Laude*

†\*David Edward Webster Arnolds, with highest honors in *Biology*  
 †\*Kai Chen, with honors in *Mathematics*  
 \*Shauna Marie Dineen, with highest honors in *Biology*  
 \*Keith Matthew Ericson  
 \*Lindsay Ann Ewan  
 \*Scott Stewart Grinsell, with highest honors in *History*  
 \*Emily Pembroke Ludwig  
 \*Shawn Michael Powers, with highest honors in *Economics*  
 \*David Randall J. Riskin, with honors in *Political Science*  
 \*Brent Abraham Yorgey

## *Bachelor of Arts, Magna Cum Laude*

†\*Katherine Clay Ackerly, with highest honors in *Geosciences*  
 \*Kristen Elise Adams  
 †\*Samuel Max Arons, with highest honors in *Physics*  
 Jessica Lang-chi Au  
 †Nicolas Augusto Bamat, with highest honors in *Psychology*  
 Abhishek Pratap Basnyat  
 \*Omri Bernard Bloch, with highest honors in *Psychology*  
 †\*Victoria Diane Bock, with highest honors in *Chemistry*  
 \*Emily Elizabeth Bright, with honors in *English*  
 \*Melissa Dorraine Brown  
 Natalie Simone Bump, with highest honors in *Anthropology*  
 †Mark Hutcheson Burkhardt, with honors in *Physics*

\*James Colby Chamberlain, with highest honors in *Art*  
 \*Elaine Kathryn Denny, with highest honors in *Chemistry*  
 \*Peter Alexander Deutsch, with honors in *Economics*  
 \*Michael Staton Dworsky  
 \*Jessica Lynn Ebberson  
 \*Jacob Morse Eisler, with highest honors in *Political Science*  
 †\*Eric Hershel Engler, with honors in *Mathematics*  
 Marsha Theodora Francis, with honors in *Economics*  
 †\*Janette Lynn Funk, with highest honors in *Psychology*  
 Rachel Katherine Gealy  
 Jesse Adam Geller  
 \*Sarah Frances Godbehere, with honors in *Religion*  
 \*James Alexander Golden, with honors in *Art*  
 \*Hannah Elizabeth Good  
 \*Adam Anderson Grogg  
 Anthony Paul Gulati  
 \*Briana Lyn Halpin, with highest honors in *Religion*  
 \*Rebecca Diane Herlan, with highest honors in *Psychology*  
 †Matthew Joseph Hoffman, with honors in *Astrophysics*  
 \*Sophie Anderson Hood  
 \*Hayley Elizabeth Horowitz, with honors in *English*  
 \*Sarah Miriam Iams  
 Margaret Leigh Inners  
 †\*Jeffrey Joseph Ishizuka, with highest honors in *Chemistry*  
 \*Ashley Elizabeth Kindergan  
 \*Daniel Stephen Knup

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

†\*Michelle Marie Kron, *with highest honors in Biology*  
 †\*Eli Dalton Lazarus, *with highest honors in Geosciences*  
 \*Gideon Kyoo Yung Lee  
 \*Heather Marie Lindenman  
 †\*Kari Frazer Lock, *with honors in Mathematics*  
 \*Mary Elisabeth Lydecker, *with highest honors in Art*  
 †\*Aaron Daniel Magid, *with highest honors in Mathematics*  
 \*Andrew Noah Marder, *with honors in Mathematics*  
 †\*Paige Marie McClanahan, *with honors in Geosciences*  
 \*Elliot Daniel Morrison  
 \*Sean Francis Mulrenan  
 Michael Stephen Obeiter  
 \*Sarah Bethany Oboyski  
 \*James Ryan O'Leary, *with highest honors in Music*  
 \*Alexandra Clare Orme, *with highest honors in History*  
 \*Peng Ou  
 \*Rachel Elizabeth Outtersen  
 \*Nicholas McCauley Perry  
 \*Christie Marlena Schueler  
 \*Jacob Aaron Hennessey Scott, *with honors in English*  
 †\*Steven Thomas Scroggins, *with honors in Chemistry*  
 \*Ingrid Bryhan Seyb  
 \*Taylor Myers Stapleton  
 \*James Osborne Strawbridge  
 \*Wit Suthirachartkul  
 \*Alison Reed Swigart  
 \*Andrew Lee Thomison  
 \*David Robert Ticehurst, *with honors in Astrophysics*  
 \*Joshua Thomas Weisenbeck, *with honors in Political Economy*  
 Rebecca Ellen Wertzer, *with honors in English*  
 \*Aaron Matthew Wilson  
 Spencer Geoffrey Wong

## Bachelor of Arts, Cum Laude

Tatiana Alexeevna Alekseeva  
 Neil Nathan Anderson  
 Suzanne Marie Armstrong  
 Sara June Arnold, *with highest honors in Sociology*  
 Daniel Adam Bishop  
 Lindsey Elizabeth Boland  
 Nicholas Alexander Borja  
 Anna Elizabeth Brittain, *with honors in Political Science*  
 Alexandra Elizabeth Brown  
 Joseph Bruno Buccina  
 Katharine Crenson Burgess, *with honors in Art*  
 Molly Creagh Cahill  
 †Daniel Richard Calnan, *with honors in Chemistry*  
 Cristin Conner Campbell  
 Diana Corina Carligeau  
 Ashley Bancroft Carter  
 Jennifer Lynne Chandler  
 Sumana Cooppan, *with honors in English*  
 Christopher Donald Cyll, *with honors in Computer Science*  
 Casey Alexis Czuby  
 †Eric Guido Daub, *with honors in Physics*  
 Laura Elizabeth Day, *with honors in Music*

Rhianon Tara DeLeeuw  
 †Gregory Quinn Del Prete, *with highest honors in Biology*  
 Jesse Oliver Pinkston Dungan, *with honors in Religion*  
 Nicole Sasha Eisenman  
 Peter Kincaid Endres  
 Kristin Elaine Engelbrecht Bleem  
 Ashley Erin English, *with honors in Political Science*  
 Jennifer Anne Ferri  
 Mary Katherine Flynn, *with honors in Biology*  
 Hannah Karpiw Fried, *with highest honors in Political Science*  
 Viral Suresh Gandhi  
 Erin Alexander Garrow  
 Vanessa Octavia Gisquet  
 Daniel Matthew Gittes, *with honors in Economics*  
 Jessie Lynn Grandgent  
 Alexandra Ivanova Grashkina, *with honors in Political Science*  
 David Waterhouse Gray  
 Elizabeth Ruth Grote  
 Mark Stephen Gundersen  
 William Orlando Hahn  
 Tomoko Harigaya, *with honors in Economics*  
 Elizabeth Ann Hatcher  
 †Tory Arminta Hendry, *with honors in Biology*  
 Amy Margaret Hobbie  
 †Nathan Oken Hodas, *with highest honors in Physics*  
 Jacqueline Marjorie Hom, *with honors in Biology*  
 Emily Sarah Isaacson  
 Craig Bradley Iturbe, *with honors in English*  
 †David Hay Jensen, *with highest honors in Mathematics*  
 Courtney Elizabeth Juliano, *with honors in Biology*  
 Elizabeth Arlene Kaplan  
 Nora Jane Kenworthy  
 Rebecca Ann Kiselewich, *with highest honors in Classics*  
 Jonathan Farr Langer, *with honors in History*  
 Geoffrey Steven Lee  
 Patricia Andrea Lenihan  
 Anne Pence Lewis  
 Jonathan Ira Lovett, *with honors in Mathematics*  
 Donald Arthur Macdonald III  
 Emily Marie Maglio, *with honors in Political Science*  
 Heather Lynne Maki, *with highest honors in English*  
 Gianna Marzilli, *with honors in Religion*  
 Camille Suzanne Mathieu  
 Andrea Chandry Matsuoka, *with honors in Political Science*  
 Margaret McDonald  
 Anne Livingston Moore  
 Anastasia Moro, *with honors in Political Science and honors in English*  
 Andrew Scott Murray  
 Daniel Emerson Murray  
 Jeffrey Robert Nelson  
 Yosuke Nishibayashi  
 Keith Curtis Olsen  
 Saerom Park  
 Kelsey Carlyon Peterson  
 Louisa Alden Pitt  
 Robert Ikemori Quay, *with highest honors in American Studies*  
 Shira Talia Anel Rosenberg  
 Benjamin Michael Roth

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

Christopher Patrick Ryan  
 †Kristin Alexis Sageser, *with honors in Neuroscience*  
 Leo Ostarch Salinger  
 James Edward Schroder  
 Sabrina Lee Schwager  
 Steven Michael Seigel  
 Carlos Edibaldo Silva  
 Emily Modin Simons  
 Michelle Marie Smith  
 Genevieve Roberta Sparling, *with honors in Theatre*  
 Emily Fay Steinhagen  
 Amanda Caroline Stout, *with highest honors in History*  
 Lindsay Marie Taglieri  
 Caroline Neisha Taylor, *with highest honors in Contract Major*  
 Joshua Anthony Temblador  
 Emily Dunn Throop  
 Tara Lynn Valcarcel  
 Christopher James Vaughan  
 Marina Vivero, *with honors in Biology*  
 Jennifer Caroline Vorse  
 Molly Ann Wasserman  
 †Leon Alfred Webster, *with honors in Physics*  
 Ronni Tara Weinstein  
 Kristen Rebecca Wilmer  
 Michael Garrison Wolf, *with highest honors in Classics*  
 Victoria Hancox Wolff  
 Cynthia Sen-Yee Wong  
 Nicholas Aaron Wood  
 Ariel Zetlin-Jones, *with honors in Political Economy*  
 Laura Amber Zuckerwise, *with honors in Philosophy*

### Bachelor of Arts

Charles Pasquale Abba  
 George Washington Adams IV  
 Morenikeji Isioma Adebayo  
 Khurram Khadim Ahmed  
 Julia Randall Allen  
 Michelle Christian Allen  
 Olga Valerievna Antonenko  
 Violeta Archilla  
 John Daniel Arendshorst  
 Claudia Lucia Arzeno  
 Elliott Benjamin Baer  
 Daniel David Bahl, *with honors in English*  
 Mitchell Alexander Baker  
 Torrey Christine Baldwin  
 Alix India Banham  
 Lucia Miles Bartholomew  
 Melanie Kristina Beeck  
 Kathleen Farley Berens  
 Edward John Bergeron III  
 Ria Angela Berns  
 Evelyn Blaire Besant  
 Eve Georgina Biddle  
 Graeme Anton Biervliet-Schranz  
 Justin Henry Blanch  
 Adam Ross Blankenheimer  
 Antonios Bletsis  
 †Flynn Boonstra, *with honors in Biology*  
 Clifton John Bowker III  
 Andreas Boye  
 Shamus Michael Brady, *with honors in English*  
 Nicholas Elijah Brandfon  
 Rizvana Giselle Braxton, *with highest honors in Political Science*

Marlena Beckmann Briggs  
 Denver Danecia Brown  
 Nora Sabeyifat Burns  
 Georgina Lisseth Calderon  
 Christopher Stine Calfee, *with honors in Mathematics*  
 Gary Charles Canner Jr.  
 Caitlin Elizabeth Canty  
 Andres Aristobulo Carrizo, *with honors in Music*  
 Jonathan Cartagena  
 Dean Antone Carvalho  
 Jacqueline Josett Castro  
 Brian Anthony Catanella  
 Samuel Christopher Cecala  
 Jenica Ann-Marie Chambers  
 Ya-wen Alice Chang  
 Leslie Pamela Chong  
 †Emily Caroline Clinch, *with honors in Maritime Studies*  
 Luis Diego Cob  
 Benjamin Ward Coffin  
 Kristin Marie Cole  
 Garrett Thomas Collins  
 Susan Marie Combs  
 Maura Lepore Commito  
 Sarah Beth Constantine  
 David Brian Conyers II  
 Lydia Crafts  
 Paul Max Crittenden, *with honors in Astrophysics*  
 Sarah Hitomi Croft  
 Michael Joseph Crotty Jr.  
 Michelle Lynn Cuevas  
 Matthew Stuart Dahlman  
 Christopher Mark D'Ambrosio  
 Réka Dóra Daróczy, *with honors in Psychology*  
 Charles Canning Davidson  
 Kathryn Erin Dempsey  
 Richard Paul DeRosa Jr.  
 Ohm Mohan Deshpande  
 Silvero Andrew De Silva  
 Lillian Marya Díaz-Przybyl  
 Sarah Cross Dickens  
 Ephraim Yan Sun Dickinson  
 †Jesse William Dill, *with honors in Astrophysics*  
 Brendan James Docherty  
 James Edward Doench  
 Daniel Brady Douglas  
 †Adrian Adams Dowst, *with honors in Chemistry*  
 Christina Marie Draghi  
 Ryan Thomas Driscoll  
 Jude Asabere Dumfeh  
 Broderick Coleman Dunn  
 Shilpa Duvoor  
 Allison Bernice Dymnicki  
 Deborah Regina Eames  
 Joshua Adam Earn, *with honors in Religion*  
 William Simmons Eide, *with honors in Political Economy*  
 Susan Elisabeth Eklund, *with honors in Economics*  
 Jennifer Riché Epps  
 †James Michael Eros, *with honors in Geosciences*  
 †Rosemary Eseh, *with honors in Psychology*  
 George Walton Evans III  
 Katherine Elizabeth Ewing  
 Benjamin Allan Fash  
 Diana Mary Ferguson  
 April Nicole Figueroa  
 Stephen Aidan Finley, *with honors in Biology*  
 Patrick Healey Fitzgerald  
 Devin Gerard Fitzgibbons  
 Benjamin Andrew Fleming  
 Victoria Christine Fletcher-Smith

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

Christopher Brian Flynn  
 Robertson Gibbs Follansbee  
 Heather Foran  
 Kimberly Rebecca Forrest  
 Jennifer Hastings Foss-Feig  
 Daniel Louis Friedman  
 Kali Kevin Gairy  
 Evan James Douglas Gee, *with honors in Economics*  
 Robert Anthony George, *with honors in Art*  
 Joseph Daniel Giardina  
 Andrew Paul Giarolo  
 Samuel Allen Gilford  
 Sara Jean Gilliam  
 Sean Wallace Gillispie  
 Eric David Gladstone  
 Matthew Lewis Goethals  
 Jeffrey Graham Goldwasser  
 Alexander Cooper Gordon  
 Mitchell Howard Green  
 Emily Anne Gustafson  
 Michael Richard Hackett  
 Katharine Carmela Haklisch  
 Stephanie Lynne Hall  
 Rene Atu Hamilton  
 Bryan Eric Harmon  
 Krista Lyn Harrison  
 Hannah Louise Harte  
 Anders Eirik Haugen  
 Zakariah Emrys Caruso Haviland  
 Whitney Lansing Hays  
 John Davis Haywood Jr.  
 Elisabeth Russell Healy  
 Joel Kevin Hebert, *with honors in History*  
 Mark Heinrich-Wallace  
 Jon Keller Hendrickson, *with honors in History*  
 Michael Svenson Henry  
 Preston James Hillman  
 Angela Joy Hines  
 Chin Hung Ho  
 †Neil Reardon Hoffman, *with honors in Mathematics*  
 Adam Lorenzo Holguin  
 Lindsay Cheryl Holland  
 Emmanuel Joseph Holowatz  
 †Galen Parker Holt, *with honors in Biology*  
 Pavel Hristov Hristov  
 Clifford Sterling Huang  
 Xiao Huang  
 Nora Kathryn Huvane  
 Robin Hwang  
 Daniel Louis Jacobs  
 Lowell Daniel Jacobson  
 †Charles Edward Jakobsche, *with highest honors in Chemistry*  
 Mary Mallory Jennings  
 Sarah Greene Jensen  
 Meredith Andros Jones  
 Tisha Terrianne Joseph  
 Elizabeth Schuback Just  
 Brooke Nicole Kaltsas  
 Andrew Sceyuan Kao  
 Abigail Sochea Kelton  
 Erin Marie Kempster  
 Jennifer Deborah Kennedy  
 Nicholas Nathan Kerr  
 Ari Scott Kessler  
 Kathleen Lee Kiernan  
 Miyun Kim  
 April Anne Marie King  
 Emily Fulghum Kirby  
 Catherine Therese Kiwala  
 Ross Albert Koller

Jeremy Daniel Koulisch  
 Joanna Franciszka Krawczyk  
 Zachary Michael Kung  
 Alaya Rachel Kuntz  
 Kristen Beth Lacey  
 Maria Elena Lapetina  
 Elisia Lau  
 Julian Lazalde  
 Jennifer Laura Lazar  
 Alexandra Lee  
 Margaret Elizabeth Lee, *with honors in African-American Studies*  
 Peter Michael Leonard  
 Gerald Charles Atkinson Lindo  
 Matthew Frederick Lipson, *with honors in Music*  
 Nicholas Egan Lowry  
 Bonnie Jan-Yu Lui  
 Audrey Jane Lumley-Sapanski, *with honors in American Studies*  
 Hayden Pendleton Lynch  
 Julia Elizabeth Mallory  
 Jonathan Drew Martin  
 Gabrielle Marie Martina  
 Carlyle Mae Massey  
 Allison Marie Matteodo  
 Andrew Kern Maurer  
 Gary Christopher McAleenan  
 Michael Nathan McBean  
 Bryan Sinclair McCoy  
 Joseph Robert McCurdy III  
 Corie Lee McDermott  
 Bridget Kennedy McDonough  
 †William Giles McDowell III, *with honors in Biology*  
 William John McGrath  
 Matthew James McNicholas  
 Tracy Menschel  
 Philip Randolph Michael  
 Christine Milkosky  
 James Wylie Mitchell  
 Susannah Kent Mitchell  
 Jamaal Barry Mobley  
 Inti Remko Montenegro-deWit  
 Jacob Eric David Moore  
 Blake Morgan  
 Martin Douglas Mudd  
 Daniel Patrick Murnane  
 Leigh Katherine Murnane  
 Kelly Ann Murphy  
 Joseph P. S. Nale  
 Andrew George Nathenson  
 Katherine Mary-Rebecca Neal  
 Michael Austin Needham  
 Anne Eleanor Newcomer  
 Andrew Michael Newman  
 Virginia Windham Newman, *with honors in Chemistry*  
 Hong Ngo  
 Andrea Elena Nogales  
 Chigozirim Prosper Nwankpa  
 John Francis O'Connor  
 Daniel Chester Ohnemus  
 Arthur Chukwuemeka Okwesili  
 Ryan Daniel Olsen  
 Meredith Ann Olson  
 Marian Elizabeth Oman  
 †Lissa Corinne Fisk Ong, *with highest honors in Astrophysics*  
 Mark Adam Orlowski  
 Elizabeth Anne Papa  
 Olivia Song Park, *with honors in Art*  
 Cassandra Rose Parrott  
 Akil Juma Pascal

\* Phi Beta Kappa

† Sigma XI



## Degrees Conferred

Timothy Cornwall Patterson  
 Hanika Joy Payan  
 Ryan Mark Paylor  
 Sarah Emily Pesin  
 Eben Hogan Pingree  
 Jamie Lee Pinnell  
 Tyler Browning Polk  
 Anna Vandermade Popick  
 Jason Randolph Potell  
 Carinne Marie Jeanne Prest  
 Nathaniel Hassan Putnam  
 Michael Paul Rabiner  
 David Allen Rackovan Jr.  
 Matthew Christian Rade  
 Juan Carlos Ramos  
 Joseph Patrick Reardon  
 Toby Seelye Reigeluth  
 Elizabeth Ann Remus  
 Carolyn Diana Robbs  
 Kate Michaelson Roberts  
 Denise Rodriguez  
 Akilah Naeem Rogers  
 Mark Timothy Rosenthal  
 Anne Forbes Rutherford, *with highest honors in History*  
 Marcos Jose Sahm  
 Claire Elizabeth Samuel  
 Rachel Alice Samuelson  
 John Robert Schneider  
 Victoria Elizabeth Scott  
 Eliza Dean Segell  
 Fern Dolores Senior  
 David John Serafin  
 Kameron Robert Shahid  
 Megan Aline Sharkey  
 Tyler MacKenzie Shea  
 Daniel Rees Shearer  
 Hilary Elizabeth Shepard  
 Monserrat Penelope Silva  
 Loren Janet Silvertrust  
 Michael Fuller Sirignano Jr., *with honors in Economics*  
 Grace Valentine Smith  
 Ryan Charles Sochacki  
 Federico Guillermo Sosa Otero  
 Myriam Elizabeth Southgate  
 Matthew Jason Stankiewicz  
 Charlette Shavon Steed  
 Khari Lasana Stewart Stephenson  
 Davis Virginia Stevenson, *with honors in Astrophysics*  
 Timothy Greer Stickney  
 Rana Suh

Justin Patrick Sullivan  
 Stephen Claude Szalkowski  
 Theophile Tanis  
 Brian Morris Teixeira  
 Samir Indravadan Thaker  
 Macon Warthen Thompson  
 Whitney Elizabeth Thompson, *with honors in Art*  
 Galen McKinley Thorp, *with honors in Astrophysics*  
 Alexander Victorovich Timofeyev  
 Erik John Tomberg  
 Sarah Hadley Torkelson  
 †Joanna Sara Touger, *with honors in Biology*  
 Katherine Marie Troy  
 Joshua Andrew Truitt  
 Cortney King Tunis  
 Nigina Mynette Turnbull  
 Melissa Marie Umezaki  
 Alexander Christopher Urban  
 Kaveri Vaid, *with honors in English*  
 Kristen Wood Van Woert  
 Christopher James Vazquez  
 Baemen Michael Vertovez  
 Andrew Berns Vinick  
 Christopher Scott Vollmond-Carstens  
 Simone Patrice Walker  
 Romel Newton Wallen  
 Caroline Terrell Wasserman  
 Matthew Carter Watson, *with honors in Art*  
 Alexis Stuart Weber  
 Charles Matthew Webster  
 Crystal Wei  
 Elizabeth Carole Westly  
 Lance Nathan White  
 Nicholls Alexander White  
 Thomas Henry White  
 Augustine Alexander Whyte  
 Scott Fallon Wilbur  
 Kellen Alexander Walker Williams  
 Thomas George-Owen Williams  
 Antoinette Niceaule Wilson  
 Sarah Elizabeth Wilson  
 Matthew James Winkler  
 Stephen David Winslow  
 Nathan Bernard Winstanley IV  
 Charlie Coleman Wittenberg  
 †Edward Alexander Wydysh, *with honors in Chemistry*  
 Jennifer Reed Yazzie  
 Trisha Jian Yuen Yeh  
 Zachary Yeskel  
 Andrew David Zimmer  
 Bowen Elizabeth Zunino

## CONFERRING OF HONORARY DEGREES

*Commencement, June 2004*

Nancy Hatch Dupree	L.H.D.	Peter John Gomes	D.D.
Shirin Ebadi	LL.D.	David Halberstam	D. Litt.
Allan W. Fulkerson	LL.D.	Anthony W. Marx	L.H.D.
Ellen V. Futter	L.H.D.		

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\* Phi Beta Kappa

† Sigma XI

## PRIZES AND AWARDS—2003-2004

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2004. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. David S. Ely, *Champlain Valley Union High School, Hinesburg, Vermont*; Michael Monahan, *James Wood High School, Winchester, Virginia*; Petya Rousseva, *American College of Sofia, Sofia, Bulgaria*; Emmanuel O. Sackeyfio, *Jane Addams High School for Academics and Careers, Bronx, New York*.

### *Fellowships Awarded by Williams College in 2003-2004*

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP. Katharine C. Burgess '04.  
 HORACE F. CLARK, CLASS OF 1833, FELLOWSHIPS. Kai Chen '04, James R. O'Leary '04.  
 CLASS OF 1945 STUDENT WORLD FELLOWSHIPS. Ashley R. Brock '05, Laurie-Ann S. Jackson '05, Joseph D. Robinson '05, Lla N. Sheren '05, Jennifer A. Steinberg '05, Lucy E. Thiboutot '05, Christina S. Villegas '05, Ricardo A. Woolery '05.  
 DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Eric H. Engler '04.  
 FRANCIS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIPS. Elizabeth A. Kaplan '04, Shawn M. Powers '04.  
 HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Sarah F. Godbehere '04, Matthew F. Lipson '04, Mary E. Lydecker '04, Heather L. Maki '04, Caroline N. Taylor '04.  
 NATHANIEL M. LAWRENCE TRAVELING FELLOWSHIPS. Marissa A. Black '05, Vivian Y. Schoung '05.  
 ALLEN MARTIN FELLOWSHIP. Hayley E. Horowitz '04.  
 MELLON-MAYS UNDERGRADUATE FELLOWSHIPS. Rebecca M. Burditt '06, Alexandra E. Fleary '06, Teresa E. Martinez '06, Lisha Perez '06, Richard J. Sosa '06, Drew A. Thompson '05.  
 JOHN EDMUND MOODY, 1921, FELLOWSHIP. Eric H. Engler '04.  
 RUCHMAN STUDENT FELLOWSHIPS. Marissa C. M. Doran '05, Marcos B. Gouvea '05.  
 DR. HERCHEL SMITH FELLOWSHIPS. Natalie S. Bump '04, Jacob M. Eisler '04, Sarah M. Iams '04, Benjamin M. Roth '04, Steven T. Scroggins '04.  
 WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIPS. Jessica J. Davis '06, Alana M. Frost '06, Nikhar Gaikwad '06, Avon Khawong '06, Muhammad E. Seegulam '06.  
 ROBERT G. WILMERS, JR., CLASS OF 1990, INTERNSHIP PROGRAM. Reuben G. Albo '05, Fran-Fredane L. Fraser '05, Roman Herman '06.  
 ROBERT G. WILMERS, JR., CLASS OF 1990, MEMORIAL FELLOWSHIP. Timothy I. Crawley '05, Nisha M. David '05, Jason T. Davis '05, Ingrid G. Diran '05, Sarah Y. Johnson '05, Jumi Song '05, Terry-Ann K. Suer '05, Louisa D. Swain '05.  
 CAROL A. WILSON FELLOWSHIP. Hayley E. Horowitz '04.

### *National Fellowships Awarded in 2003-2004*

ST. ANDREW'S SOCIETY SCHOLARSHIP. Emily S. Isaacson '04.  
 BEINECKE MEMORIAL SCHOLARSHIP. Noam M. Yuchtman '05.  
 FULLBRIGHT GRANTS. Christie M. Schueler '04.  
 MARSHALL SCHOLARSHIPS. Scott S. Grinsell '04, Adam A. Grogg '04.  
 MINISTRY OF EDUCATION SCHOLARSHIP FOR THE STUDY OF CHINESE. Thomas G. Williams '04.  
 RHODES SCHOLARSHIPS. Jeffrey J. Ishizuka '04, Emily P. Ludwig '04.  
 HARRY S. TRUMAN SCHOLARSHIPS. Marissa C. M. Doran '05, Marie Adele Sorel '05.  
 THOMAS J. WATSON FELLOWSHIP. Elaine K. Denny '04.

### *General Prizes Awarded in 2003-2004*

JOHN SABIN ADRIENCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Victoria D. Bock '04.  
 CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Maria E. Lapetina '04.  
 ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION. Andres A. Carrizo '04, Catherine T. Kiwala '04.  
 THE MICHAEL DAVITT BELL PRIZE. Jacob A. Scott '04.  
 ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) First Prize: Shauna M. Dineen '04, Second Prize: Michelle M. Kron '04; (*German*) Andrew L. Thomison '04; (*Greek*) First Prize: Richard J. Rodriguez, Second Prize: Sean F. O'Grady '07; (*History*) First Prize: Scott S. Grinsell '04, Second Prize: Emily P. Ludwig '04; (*Latin*) First Prize: William S. Murray '07, Second Prize: Emily L. Button '07; (*Mathematics*) Vojislav S. Sesum '06, Ya Xu '06.  
 GAUUS C. BOLIN, 1889, ESSAY PRIZE IN AFRICAN-AMERICAN STUDIES. Caroline N. Taylor '04.

## Prizes and Awards

RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. Scott S. Grinsell '04.  
 KENNETH L. BROWN, CLASS OF 1947, PRIZES IN AMERICAN STUDIES. Robert I. Quay '04.  
 THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Shamus M. Brady '04.  
 W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. David E. W. Arnolds '04.  
 DAVID TAGGART CLARK PRIZE IN LATIN. Lauren P. McLaughlin '06.  
 CLASS OF 1925 SCHOLAR-ATHLETE AWARDS. Rachel K. Gealy '04.  
 WILLIAMS COLLEGE COMMUNITY BUILDERS OF THE YEAR. Melissa D. Brown '04, Kristin Engelbrecht Bleem '04, Nicholas N. Kerr '04.  
 JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. David E. W. Arnolds '04.  
 HENRY RUTGERS CONGER, CLASS OF 1899, MEMORIAL LITERARY PRIZE. Ainsley E. O'Connell '06.  
 DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. Leigh K. Murnane '04.  
 GARRET WRIGHT DEVRIES, 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Tatiana A. Alekseeva '04.  
 DEWEY PRIZE. Kai Chen '04.  
 JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Corie L. McDermott '04.  
 HENRY A. DWIGHT, 1829, BOTANICAL PRIZE. Flynn Boonstra '04.  
 THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. Alexandra I. Grashkina '04.  
 FREEMAN FOOTE PRIZE IN GEOLOGY. Paige M. McClanahan '04.  
 ROBERT W. FRIEDRICHS AWARD IN SOCIOLOGY. Sara J. Arnold '04.  
 GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. Genevieve R. Sparling '04.  
 SAM GOLDBERG PRIZES. (*Computer Science*) Stephen D. Winslow, Brent A. Yorgey '04; (*Mathematics*) Matthew J. Hoffman '04.  
 WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Gregory Q. DelPrete '04, Marina Vivero '04.  
 ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) J. Colby Chamberlain '04, (*Economics*) Keith M. Ericson '04, (*History*) Anne F. Rutherford '04, (*Philosophy*) Laura A. Zuckerwise '04, (*Political Science*) Ria A. Berns '04, (*Religion*) Briana L. Halpin '04.  
 THE GRAVES PRIZES FOR DELIVERY OF ESSAY. Rhianon T. DeLeeuw '04, William S. Eide '04, Nora K. Huvane '04, Matthew J. McNicholas '04.  
 FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Anthony P. Gulati '04.  
 TOM HARDIE 1978 MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Samuel M. Arons '04.  
 C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Keith M. Ericson '04.  
 WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. David E. W. Arnolds '04.  
 CHARLES W. HUFFORD BOOK PRIZE. Elizabeth A. Kaplan '04, Anastasia Moro '04.  
 ARTHUR JUDSON PRIZES IN MUSIC. James R. O'Leary '04.  
 ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Jessica L. Ebberson '04.  
 MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Kristin Engelbrecht Bleem '04.  
 WILLIAM W. KLEINHANDLER PRIZES FOR EXCELLENCE IN MUSIC. Jessica L. Au '04, Lillian M. Diaz-Przybyl '04, Tomoko Harigaya '04, Emily S. Isaacson '04, Jennifer D. Kennedy '04, Corie L. McDermott '04, Loren J. Silvertrust '04, Matthew Stankiewicz '04, James O. Strawbridge '04, Brent A. Yorgey '04.  
 ROBERT M. KOZELKA PRIZE IN STATISTICS. Kari F. Lock '04.  
 RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Adam A. Grogg '04.  
 JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZES. Daniel Hernaiz (M.A. in Development Economics)  
 RICHARD LATHERS, CLASS OF 1877, ESSAY PRIZE IN GOVERNMENT. Anna E. Brittain '04.  
 LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Japanese*) Lillian M. Diaz-Przybyl '04, (*Asian Studies*) Peng Ou '04, (*Chinese*) Wit Suthirachartkul.  
 H. GANSE LITTLE, JR. PRIZE IN RELIGION. Sarah F. Godbehere '04, Gianna Marzilli '04.  
 DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. James M. Eros '04, Paige M. McClanahan '04.  
 LEVERETT MEARS PRIZE IN CHEMISTRY. Jeffrey J. Ishizuka '04.  
 WILLIS I. MILHAM PRIZE IN ASTRONOMY. David R. Ticehurst '04.  
 JOHN W. MILLER PRIZES IN PHILOSOPHY. Benjamin M. Roth '04.  
 MORGAN PRIZES IN MATHEMATICS. Zachary Yeskel '04.  
 WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS. Rene Hamilton '04.  
 JAMES ORTON AWARD IN ANTHROPOLOGY. Natalie S. Bump '04.  
 FREDERICK M. PEYSER PRIZE IN PAINTING. Matthew C. Watson '04.

## *Prizes and Awards*

URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Nora J. Kenworthy '04.  
 JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. Rebecca A. Kiselewich '04, Michael G. Wolf '04.  
 ROBERT F. ROSENBERG PRIZE IN ENVIRONMENTAL STUDIES. Carlos E. Silva '04.  
 ROBERT F. ROSENBERG AWARDS FOR EXCELLENCE IN MATHEMATICS. David H. Jensen '04, Aaron D. Magid '04.  
 MURIEL B. ROWE PRIZE. Samuel M. Arons '04.  
 SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Carlos E. Silva '04.  
 BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Rachel K. Gealy '04, Andrew S. Kao '04.  
 RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Pavel H. Hristov '04.  
 SCHEFFEY AWARD FOR ENVIRONMENTAL LEADERSHIP. Mark A. Orlowski '04.  
 ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. Scott S. Grinsell '04, Alexandra C. Orme '04.  
 SENTINELS OF THE REPUBLIC ADVANCED STUDY PRIZES. Paul B. Simon '05.  
 SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Adam A. Grogg '04.  
 EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Jacob A. Scott '04.  
 JAMES F. SKINNER PRIZE IN CHEMISTRY. Steven T. Scroggins '04.  
 ELIZUR SMITH RHETORICAL PRIZE. Matthew B. Kugler '05.  
 HOWARD P. STABLER PRIZE IN PHYSICS. Nathan O. Hodas '04.  
 SHIRLEY STANTON PRIZE IN MUSIC. Laura E. Day '04.  
 STANLEY R. STRAUSS, CLASS OF 1936, PRIZE IN ENGLISH. Jacob A. Scott '04.  
 TOMPKINS PRIZE IN JAPANESE. Roderick J. McLeod '05.  
 WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Jacob A. Scott '04.  
 WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN HISTORY. Robert I. Quay '04, Amanda C. Stout '04.  
 CARL VAN DUYN PRIZES IN ECONOMICS. Abigail Whitbeck '05, Saroj Bhattarai '05.  
 LASZLO G. VERSENYI MEMORIAL PRIZE. Benjamin M. Roth '04.  
 A. V. W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Daniel D. Bahls '04.  
 BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Miriam F. Lawrence '06, Anastasia Moro '04.  
 HAROLD H. WARREN PRIZE IN CHEMISTRY. Wen-Hsin Kuo '06.  
 DAVID A. WELLS PRIZES IN POLITICAL ECONOMY. Shawn M. Powers '04.  
 KARLE WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. (*Art History and Practice*) Mary E. Lydecker '04, (*Art Studio*) Olivia S. Park '04, (*Art History*) Taylor M. Stapleton '04.  
 WITTE PROBLEM SOLVING AWARD. Kai Chen '04.

## *Athletic Prizes Awarded in 2003-2004*

FRANCIS E. BOWKER, JR. SWIMMING PRIZE. (Men) Stephen Spinelli III '07.  
 BRIGGS AWARD. Matt Dahlman '04.  
 BELVIDERE BROOKS FOOTBALL MEDAL. Michael Hackett '04, William McGrath '04.  
 J. EDWIN BULLOCK WRESTLING TROPHY. (Men) Justin Sullivan '04, Augustine Whyte '04.  
 CLASS OF 1981 BASKETBALL AWARD. (Women) Colleen Hession '05.  
 DR. EDWARD J. COUGHLIN, JR. BOWL. (Football) Brian Catanella '04.  
 DR. I. S. DRIBBEN '24 AWARD. Bryan Harmon '04.  
 HANK N. FLYNT, JR. WOMEN'S FIRST-YEAR PLAYER SOCCER AWARD. Pilar Macdonald '07.  
 FOX MEMORIAL SOCCER TROPHY. (Men) Bryan S. McCoy '04.  
 MATTHEW GODRICK AWARD. Charles P. Abba '04.  
 KATE HOGAN 25th ANNIVERSARY OF WOMEN IN ATHLETICS PRIZE. Katherine M. Troy '04.  
 HOYT SCHOLAR ATHLETE. David. E. W. Arnolds '04.  
 TORRENCE M. HUNT '44 TENNIS AWARD. (Men) Daniel E. Murray '04, Andrew S. Murray '04.  
 NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Steven C. Lunau '07.  
 JOHNSTON TROPHY. Edward J. Bergeron III '04.  
 WILLIAM E. MCCORMICK COACH'S AWARDS. Fumimasa N. Fox '04.  
 MEN'S HOCKEY MOST IMPROVED AWARD. Kevin M. Child '06.  
 MEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Devon R. O'Rourke '06.  
 ROBERT B. MUIR MEN'S SWIMMING TROPHY. Christopher S. Vollmond-Carstens '04.

## *Prizes and Awards*

ROBERT B. MUIR WOMEN'S SWIMMING TROPHY. Meredith A. Olson '04, Julia R. Allen '04, Rachel K. Gealy '04.

OUTSTANDING SENIOR OARSWOMAN. Anne Lewis '04.

OARSWOMAN OF THE YEAR. Hayley Horowitz '04

FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men) Mitchell A. Baker '04.

ANTHONY PLANSKY TRACK AWARDS. Shamus Brady '04, Matt Winkler '04.

LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. (Women) Sara M. Buckley '07, Laura C. McCarthy '07.

PURPLE AND GOLD AWARD. (Women) Sarah Dickens '04.

PURPLE KEY TROPHY. (Men) Michael J. Crotty '04.

PURPLE KEY TROPHY. (Women) Mary M. Jennings '04.

PAUL B. RICHARDSON SWIMMING TROPHY. Patricia D. Chambers '06, Christopher S. Vallmond-Cars-  
tens '04.

SCRIBNER MEMORIAL TENNIS TROPHY. (Men) Alexander C. Urban '04.

EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) Charles P. Giammattei '05.

CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Men's Tennis) Scott D. MacKenzie '06, Daniel E.  
Murray '04.

SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Women) Kathleen E. Shattuck '05.

SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Men) Scott D. MacKenzie '06, Andrew S. Murray  
'04.

SQUASH RACQUETS PRIZE. (Men) Daniel A. Bishop '04.

THE SQUIRES CUP. (Men) John D. Haywood, Jr. '04.

THE SQUIRES CUP. (Women) Julie E. Mallory '04.

OSWALD TOWER MOST VALUABLE PLAYER AWARD. Michael J. Crotty, Jr. '04, Benjamin W. Coffin '04.

DOROTHY TOWNE AWARD. (Women's Track) Meredith Jones '04.

TOWNSEND SKI AWARD (Men) Timothy G. Stickney '04, Mark Heinrik-Wallace '04.

WOMEN'S ALUMNAE SKI. Ashley Carter '04.

WOMEN'S ALUMNAE SOCCER AWARD. Kristen Van Woert '04.

WOMEN'S LACROSSE AWARD. Lindsay C. Holland '04.

WOMEN'S LACROSSE MOST IMPROVED PLAYER. Meghan E. Dwyer '06.

WOMEN'S LACROSSE MOST VALUABLE PLAYER. Mary M. Jennings '04.

WOMEN'S SQUASH AWARD. Alexandra Lee '04.

YOUNG-JAY HOCKEY TROPHY. Edward J. Bergeron III '04.

## ENROLLMENT

### BY CLASSES, SEPTEMBER 2003

Graduate Students	57
Seniors	526
Juniors	515
Sophomores	525
First-Year Students	536
Total	2159

### BY CLASSES, FEBRUARY 2004

Graduate Students	56
Seniors	514
Juniors	508
Sophomores	526
First-Year Students	535
Total	2139

Of the 544 new first-year students who entered in the Fall of 1997, 92% graduated from Williams within 4 years and 96% within 6 years; of the 537 who entered in 1998, 92% graduated within 4 years and 96% within 6 years. Additional information on this topic is available at the Office of the Registrar.

### GEOGRAPHICAL DISTRIBUTION

Alabama	6	Austria	2
Alaska	4	Bangladesh	1
Arizona	8	Barbados	1
Arkansas	4	Belgium	2
California	115	Bolivia	1
Colorado	22	Botswana	3
District of Columbia	16	Brazil	2
Connecticut	108	Bulgaria	3
Delaware	3	Canada	8
Florida	40	People's Republic of China	12
Georgia	24	Colombia	1
Hawaii	8	Czechoslovakia	1
Idaho	5	Denmark	1
Illinois	62	England	4
Indiana	6	Finland	1
Iowa	4	France	1
Kansas	5	Georgia	2
Kentucky	10	Germany	3
Louisiana	7	Ghana	3
Maine	31	Greece	1
Maryland	65	Grenada	1
Massachusetts	345	Haiti	1
Michigan	7	Hong Kong	6
Minnesota	28	Hungary	2
Mississippi	1	India	5
Missouri	12	Indonesia	1
Montana	1	Israel	1
Nebraska	2	Jamaica	11
New Hampshire	32	Japan	4
New Jersey	133	Kenya	3
New Mexico	5	Republic of Korea	8
New York	383	Kuwait	1
North Carolina	23	Kyrgistan	2
Ohio	34	Laos	1
Oklahoma	3	Latvia	1
Oregon	17	Lithuania	1
Pennsylvania	84	Madagascar	1
Puerto Rico	7	Nepal	5
Rhode Island	14	Netherlands	1
South Carolina	4	Netherlands Antilles	1
South Dakota	1	Nigeria	1
Tennessee	14	Norway	1
Texas	48	Pakistan	8
Utah	5	Paraguay	1
Vermont	44	Peru	2
Virginia	49	Philippines	2
Washington	42	Poland	1
West Virginia	3	Romania	4
Wisconsin	10	Scotland	1
Wyoming	1	Singapore	1
		South Africa	3
		Spain	1
		Sri Lanka	1
		Sweden	1
		Switzerland	1
		Taiwan	3
		Thailand	6
		Trinidad and Tobago	6
		Turkey	4
		Vietnam	3
		West Indies	1
		Yugoslavia	2
		Zimbabwe	1

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