

# **Williams College Bulletin**



## **2012-2013**

August, 2012 Edition

# WILLIAMS COLLEGE BULLETIN



## *COURSE CATALOG    SEPTEMBER 2012*

### **DIRECTIONS FOR CORRESPONDENCE**

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

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

Other inquiries should be addressed to the officers named below:

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Alumni matters	Director of Alumni Relations
Business matters	Controller
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Financial aid	Director of Financial Aid
Graduate study in art history	Director of Master of Arts in Art History
Graduate study in policy economics	Chair of Master of Arts in Policy Economics
Transcripts and records	Registrar

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

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

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

Barbara Casey  
*Editor*

## HISTORY OF THE COLLEGE

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

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

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

### I

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

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

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

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

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

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

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

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

### II

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

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

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

### III

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

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

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

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

This curricular expansion, and another in the first decade of this century, reflected, and in part resulted from, the fact that the makeup of the college community was changing to mirror more closely the growing racial, ethnic, and religious diversity of American society and of the world more broadly. The percentage of students who identified themselves as members of one or more American minority group or were overseas citizens rose to 40 percent, of faculty to 22 percent.

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

## MISSION AND PURPOSES

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

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

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

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

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

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

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

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

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

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



## THE CURRICULUM

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

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

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

## REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

### Academic Requirement

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

### Distribution Requirement

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

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

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

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

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

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

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

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

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

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

#### DIVISION II. *Social Studies*

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

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

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

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

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

- 2) **THE EXPLORING DIVERSITY INITIATIVE REQUIREMENT**—Williams College is committed to creating and maintaining a curriculum, faculty, and student body that reflects and explores a diverse, globalized world and the multi-cultural character of the United States. Courses designated "(D)" in the College Bulletin are a part of the College's Exploring Diversity Initiative (EDI); they represent our dedication to study groups, cultures, and societies as they interact with, and challenge, each other. Through such courses, students and faculty also consider the multiple approaches that engage these issues. Rather than simply focus on the study of specific peoples, cultures, or regions of the world, in the past or present, however, courses fulfilling the requirement actively promote a self-conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the requirement is to lay the groundwork for a life-long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.

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

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

All students are required to complete ONE course that is part of the Exploring Diversity Initiative. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

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

[Click here](#) for a list of courses offered in 2012-2013 that meet the requirement.

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

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers). [Click here](#) for a list of courses offered in 2012-2013 that meet the requirement.

- 4) **WRITING REQUIREMENT**—All students are required to take two writing-intensive courses: one by the end of sophomore year, and one by the end of the junior year. Students will benefit most from the writing-intensive courses by taking them early in their college careers, and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

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

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

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

[Click here](#) for a list of courses offered in 2012-2013 that meet the requirement.

## Major Requirement

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

Majors are offered in the following fields:

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

## GENERAL STRUCTURE OF MAJORS

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

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

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

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

## CONTRACT MAJOR

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

## TWO MAJORS

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

## Physical Education Requirement

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

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

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

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

## Residence Requirement

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

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

## ADDITIONAL CURRICULAR OPPORTUNITIES

### Advanced Placement and International Baccalaureate

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

### Degree Credit Based on A-Level Examination Grades

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

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

### Certificate in Foreign Languages

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

### Combined Program in Liberal Arts and Engineering

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

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

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

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

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

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

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

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

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

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

### **Co-ordinate Programs**

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

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

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

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

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

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

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

[Click here](#) for a list of CRAAS courses offered in 2012-2013.

### **Cross-Enrollment Programs**

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

### **Experiential Education at Williams**

Experiential education, involving “learning by doing” outside the classroom, has been a relatively understated but successful part of the Williams curriculum for a number of years. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Courses involving experiential education as defined above range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program ([www.williams.edu/williamsmystic](http://www.williams.edu/williamsmystic)) to courses involving one small field research project. The amount and nature of the experiential component(s) varies according to the instructor’s judgment. [Click here](#) for a list of 2012-2013 courses involving experiential education.

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

#### *Community Service:*

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

#### *Internships and Research Opportunities:*

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



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

#### *Museum Associates:*

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

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

#### **Honors Program**

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

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

#### **Independent Study**

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

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

Many students decide to study at another college or university, in this country or abroad, during their undergraduate education. The College encourages students to think about the option of study away as they begin the process of considering major fields and course requirements during the sophomore year.

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

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

#### **The Williams Tutorial Program**

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

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

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

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

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

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

*Registration information:* Students pre-register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special logistical arrangements

involved in organizing tutorials, students may not drop a tutorial after 4:00 PM on the day before the first scheduled day of organizational meetings each semester. It is therefore important that students determine, before the start of the term, their interest in and commitment to the course. If they are uncertain whether they wish to take the tutorial, they should consult with the instructor. Tutorials may not be taken on a pass/fail basis.

*More information:* [Click here](#) for a list of tutorials offered in 2012-2013. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a "T" after the course number.) For general information, advice, or suggestions about the program, please contact Professor Stephen Fix, Tutorial Program Director for 2012-2013, in Hollander 136.

#### **Williams-EPRI-UCT-Interstudy Cape Town Policy in Action Program**

Williams offers a unique fall semester program of studies in Cape Town, South Africa in partnership with the Economic Policy Research Institute, Interstudy and the University of Cape Town. This innovative experiential study away program teaches students about South African politics, society and development. Students take courses at the University of Cape Town and the Economic Policy Research Institute where they also hone their research skills through a policy fieldwork placement. The program's unique feature is the unifying seminar/tutorial on contemporary social and political issues in South Africa. This course partners Williams students with South African Parliamentarians in a collaborative learning effort focused on policy issues of mutual interest. Interested students should consult the Dean's Office or [www.williams.edu/go/africa](http://www.williams.edu/go/africa) for more information.

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

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

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

#### **Williams-Mystic Maritime Studies Program**

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

## ACADEMIC STANDARDS AND REGULATIONS

### Attendance

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

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

### Registration

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

New students register online in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made after these meetings. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester as follows:

- First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.
- Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
- Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.
- A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.
- Any exception to the above *early concentration rule* may be requested by a petition (goldenrod) to the Committee on Academic Standing (C.A.S.) filed at the time of registration.

### Course Change Period

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

First-year and first-semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may withdraw from a course under the same conditions once in subsequent years. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. *See "Deficiencies," page 13 of this document.*

### Course Load

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

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

### Fifth Course Pass-Fail Option

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

### The Gaudino Option

There are **TWO steps** to the Gaudino Option. The first step must be completed during DROP/ADD:

- Step 1)** you need to designate a course with the "OPTION" at the beginning of the semester during drop/add  
**Step 2)** you choose to "INVOKE" the option after you receive the grade in that particular course

It's important to read the overview and guidelines that follow because there are limits to how and when you can use the option and also special rules that relate to year-long courses.

### Overview and Guidelines for the Gaudino Option:

The Gaudino Option initiative attempts to encourage students to engage in courses of interest beyond their area of focus or expertise and are yourself to enroll in challenging but intriguing courses that you would otherwise not take!

- ◆ You can declare a G-option at the beginning of the semester for courses taken at Williams, starting as early as the spring semester of your first year and as late as the fall semester of your senior year. You can sign up for at most one G-option course per semester, and at most two in your undergraduate career.
- ◆ You cannot invoke the G-option on a course used to satisfy divisional or other college requirements (EDI, Q, W).
- ◆ You cannot invoke the G-option for any course that fulfills major or concentration requirements unless it is the very first course you take in that major or concentration.
- ◆ You will have up to 30 days after grades are posted to elect to invoke the G-option for a course from the previous semester. If your course grade is above a certain floor and the instructor of the course approves, then the course grade will be changed to G on your transcript and

the GPA will not be affected by the original grade. The course will count toward graduation, but the transcript will reflect that you declared the course to be an intellectual stretch.

- ◆ Any course can be taken with the G-option unless the course description in the College Bulletin explicitly states otherwise.
- ◆ This is a 5-year experiment that the faculty is offering to all Williams students. Use it or not as you wish; however, don't abuse this invitation from the faculty to explore uncomfortable worlds that interest you. If this option is abused, then this initiative will go away. Enjoy it!

### ***Declaring the Gaudino Option during Drop/Add***

- ◆ You can declare a regular course at Williams as one of your two G-options any time during the drop/add period of any semester for which you are eligible to declare one.
- ◆ You cannot declare the G-option after the end of drop/add.
- ◆ You cannot un-declare the G-option after the end of drop/add.
- ◆ You cannot change which course is declared with the G-option after the end of drop/add.
- ◆ Year long courses are a special case. If a student elects to declare a hyphenated course then s/he has three options once the student completes the \*second\* of the two courses:
  - (a) take no action (and thus the two grades stay on the transcript);

(b) invoke the option for the first of the two courses but not the second (ie, only the second grade stays... thinking: I was uncomfortable at first, but then I conquered the discomfort);

(c) invoke the option for \*both\* courses (both grades go away).

Note that a student cannot keep the first course grade and G-option the second one—that is \*not\* allowed! Also, no matter which choice the student selects (a), (b), or (c), this only counts for \*one\* of his/her two allowable options in his/her college career. The implication of this:

- ◆ First-year students cannot declare the second half of a year-long course as Gaudino since they were ineligible to declare the option for the first-half in their first semester.
- ◆ Seniors may declare the first-half of a year long course as Gaudino and may invoke the option, but may not declare the second half as Gaudino.
- ◆ Sophomores and Juniors who did not declare the Gaudino option on the first half of a year-long course cannot declare the Gaudino option on the second half of the course

### ***Invoking the G-option after Grading***

You may ask the Registrar's Office to invoke your option for a G-option course within 30 days after grades are posted. After 30 days you will keep the grade you earned in that class if you don't notify the Registrar that you wish to invoke the G-option. To apply the option, your course grade has to be no lower than the lesser of: (a) your current GPA minus 0.67; or (b) the grade of B-. In addition, the registrar will ask the instructor of the course to assert that you were "intellectually present." If either of these conditions is not met, then the grade you earned cannot be removed. "Intellectual presence" implies that you have attended and participated in all the class meetings and that you have done all the required work. Some instructors might have other requirements. You should feel free to meet with and interact with your instructor to get the most out of the experience.

### ***Winter Study Project***

Students must pass a Winter Study Project in each of their four years. Winter Study Projects are graded Honors, Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work may be accepted after this date only with the permission of a dean. Students who fail their Winter Study Projects will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency. (See "*Deficiencies*," page 13 of this document.) Students who fail through gross neglect of work will normally be required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course, which may be graded on the regular A-E or pass/fail basis, in the following spring or fall semester.

### ***Grading System and Records***

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

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

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

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

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

### ***First-Year Student Warnings***

In the middle of each semester, instructors report to the Registrar those first-year students whose grades at that time are unsatisfactory. The students and their academic advisors receive notices of warnings as a matter of routine. The Dean's Office may inform parents of students who receive two or more warnings.

### ***Extensions of Deadlines***

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

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

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

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



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

### *Deficiencies*

A student receives credit for a course by obtaining a grade of at least *D minus*. A student may not repeat a course for which degree credit has been awarded. If the student fails a course, he or she must make up the deficiency.

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

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

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

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

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

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

### *Separation for Low Scholarship*

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

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

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

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

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

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

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

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

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

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

### *Refunds*

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

### *Eligibility for and Completion of Majors*

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

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

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

### *Eligibility for Extracurricular Activities*

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

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

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

### *Dean's List*

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

### *Phi Beta Kappa Society*

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

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

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

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

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

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

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

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

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

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

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

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

### *Awarding of Degrees*

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

### *Graduation with Distinction*

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

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

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

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

## ACADEMIC ADVISING

A variety of academic advice and counsel is offered to students. Instructors, departmental and administrative officers and some special programs are available to help students explore and develop their academic interests and talents and take advantage of the academic and intellectual opportunities available at the College.

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

In the sophomore year, students continue to meet with their first-year advisors and it is recommended that they seek advice from deans and instructors, along with pre-professional and other special advisors ([click here for a list](#)). Sophomores are also encouraged to discuss major options and requirements with faculty members from departments and programs in which they have an interest before declaring a major in the spring semester.

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

### ACADEMIC ASSISTANCE

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

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

### STUDY AWAY AND INTERNATIONAL STUDENTS

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

### POSTGRADUATE AND PROFESSIONAL STUDY

[Click here.](#)

## ACADEMIC HONESTY

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

### *Statement of Academic Honesty*

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

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

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

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

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

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

Adopted 1971

### *Guidelines*

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

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

The basic rules of attribution require that:

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

### *Procedures for Alleged Violations*

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

## EXPENSES

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

### *Payment of Term Bills*

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

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

### *College Bills*

College charges for tuition, room, board, and fees for the academic year 2012-2013 are as follows:

Tuition	\$44,660
Board	5,840
Room	6,010
Activities and Residential House Fees	260
	<hr/>
	\$56,770

### *Other Expenses*

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

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

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

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

### *Additional Items*

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

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

The College offers a qualifying student health insurance plan to all students. Students may waive participation in the College's plan if the student certifies prior to August 1, 2012 at [www.gallagherkoster.com/williams](http://www.gallagherkoster.com/williams) that the coverage offered by an alternative program chosen by the student is comparable to the plan offered by the College.

Information about the student health insurance plan offered by the College is e-mailed to every student in June. Questions about the College's plan or about the online waiver/enrollment process should be directed to the Koster Insurance Agency at 800-406-5205 or by e-mail at [williamsstudent@gallagherkoster.com](mailto:williamsstudent@gallagherkoster.com)

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

### *Payment of College Bills*

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

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

Students who receive a scholarship(s) that was not awarded through the Williams Office of Financial Aid must complete a Scholarship Information Sheet and mail it to the Financial Aid Office by early June. Provisional credit will be posted to the semester bill for the following; anticipated disbursements of direct loans for which a promissory note has been signed and returned to the Office of Financial Aid, anticipated disbursements of outside loans approved by the lender, outside scholarships which have not yet been received and applied against the student account and any remaining semester contract amount for the 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 \$25.00 will be assessed. The College reserves the right to require that payment be made in the form of cash, cashier check or money order.

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

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

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

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

### ***Refund Policy***

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. In accordance with that regulation, below is the Williams College Refund Policy for the 2011-2012 academic year.

#### **Fall Semester 2012**

##### *Date of Withdrawal*

Prior to start of classes September 6	100% (tuition and all fees)
Week 1 September 6-12	90% (tuition, board only)*
Week 2 September 13-19	80% (tuition, board only)*
Week 3 September 20-26	70% (tuition, board only)*
Week 4 September 27-October 3	60% (tuition, board only)*
Week 5 October 4-10	50% (tuition, board only)*
Week 6 October 11-17	40% (tuition, board only)*
Week 7 October 18-24	30% (tuition, board only)*
Week 8 October 25-31	20% (tuition, board only)*
No refund after October 31, 2012	

#### **Winter Study/Spring Semester 2013**

##### *Date of Withdrawal*

Prior to start of classes January 30
January 30-February 5
February 6-12
February 13-19
February 20-26
February 27-March 5
March 6-12
March 13-19
March 20-26
No refund after March 26, 2013

\*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the College's student health insurance plan will continue for the length of the plan (August 15, 2012-August 14, 2013).

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

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

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

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

### ***Financial Aid***

Williams has a substantial financial aid program to promote the greatest possible diversity in the social and economic background of the student population. Students interested in financial aid policies and procedures should consult *Williams College Prospectus*, the *Student Handbook*, or the Office of Financial Aid ([finaid@williams.edu](mailto:finaid@williams.edu)).

## ENDOWED SCHOLARSHIPS AND TUTORIALS

### *Distinctive Undergraduate Scholarships*

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

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

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

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

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

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

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

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

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

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

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

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

**SPENCER FAMILY SCHOLARSHIP**—Established at Williams in 1991 by Mrs. Harriet Spencer, a former Trustee of the College, in honor of her husband's (Edson W. Spencer '48) 65th birthday and her great affection and respect for Williams College. Preference in this award is to be given to students of Native American, African-American, Latino, or Asian-American descent.

**C. V. STARR SCHOLARSHIP**—Established in 1981 by the C. V. Starr Foundation with preference to be given to international students.

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

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

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

### *Alumni Funded Tutorials*

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

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

## PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

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

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

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

### *Visual Arts*

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

The College Art Association (CAA) has written:

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

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

Some institutions use the MA degree as a qualifying prerequisite for final acceptance into MFA candidacy, allowing the student to apply the earned credits toward the higher degree."

Students are advised to take into consideration not only current minimum requirements but also recommended courses.

### *Business Administration*

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

Within this broad prescription it may be desirable to have at least one year of economics and one year of mathematics (including statistics and calculus). For those interested in production management or operation research, additional work in any quantitative course and/or a course in computer science would be helpful.

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

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

### *Engineering*

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

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

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



## *Law*

Williams graduates regularly proceed directly to law schools on the strength of their liberal arts education. As a rule, law schools do not require particular pre-law curriculum for undergraduates. Consequently, application and admission to law school is open to qualified students from all academic disciplines. This does not mean, however, that law schools are indifferent to one's undergraduate academic experience. In fact, law schools will be very conscious of the quality and rigor of one's undergraduate education. A serious student, considering law school, will heed this advice and undertake a challenging program.

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

## *The Health Professions*

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

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

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

Jane Cary, the Health Professions Advisor, will be happy to discuss goals and specific steps that might help a student realize them. Detailed information is available at the Health Professions website (<http://careers.williams.edu/students/advanced-study/pre-health-2/>).

## *Pre-College and College Teaching/Research*

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

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

## *Teaching After Williams*

There are many options for teaching after Williams, including independent and public school teaching. Many states now offer streamlined programs to certify public school teachers, and many states offer a wide range of options for acquiring certification while you teach.

Students interested in teaching may want to consider participating in the Program in Teaching at Williams which is designed to enable undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study (see page ? for more details). Students should contact Susan Engel, the Director of the Program, to find out how they might participate in the program.

Students who want career advice should contact the Career Center which has a very active on-campus educational recruiting program that includes many private schools as well as Teach for America and similar programs. The program begins in the fall and continues through the spring. Students interested in teaching at independent elementary- or secondary-level schools or participating in the Teach for America or similar programs directly after graduation from Williams (certification is not required) should consult with the Career Center.

## *Religious Study*

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

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

Students with vocational interests that may include ordination or certification as a religious professional in a field such as chaplaincy, religious education or some other form of ministry are urged to make themselves known to one of the chaplains (or, where appropriate, one of the local clergy) as soon as these interests begin to come into focus. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases it may be possible to make progress on certain credentials in academic study or field experience during the college years. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. Undergraduate study in other disciplines—music and the arts, political science and economics, anthropology, psychology and sociology—may also enhance preparations at the graduate level for future service to communities of faith.

## GRADUATE PROGRAMS AT WILLIAMS

### *Master of Arts in Policy Economics*

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Course electives for 2011-2012 include the following: developing country macroeconomics II; finance and development; empirical methods in macroeconomics; computable general equilibrium modeling; tax policy; institutions and governance; international trade; environmental policy; international financial institutions; development successes; the role of social safety nets; the practice and empirics of monetary policy; and micro-simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE. Admission to the master's degree program is highly selective, with several hundred applicants each year for approximately 25 to 30 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave.

More information is available on the CDE website, [cde.williams.edu](http://cde.williams.edu). All communications relating to the degree of Master of Arts in Policy Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, MA 01267, or e-mail [cde@williams.edu](mailto:cde@williams.edu).

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

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in the visual arts, including schools and museums, and to enable them to pursue further research whether independently or at institutions offering higher graduate degrees. The curriculum consists of seminars in a wide range of art historical subjects. Opportunities are provided for practical experience in museum work at The Clark, the Williams College Museum of Art, the Massachusetts Museum of Contemporary Art, and other local collections. The study of primary materials is further extended by field trips to other collections. The degree is normally awarded after two years of resident graduate study. To earn the degree, students must take ten courses, of which at least six must be graduate seminars (including ARTH 504 and ARTH 506). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ARTH 509), to be graded pass/fail, in their fourth semester. A demonstration of proficiency in reading two foreign languages is required. Of these two, German is *required*, and French is recommended. In January of the first year, students participate in a European study trip with selected faculty; in January of the second year, students must complete a draft of their Qualifying Paper. In addition to all course work, students must, at the end of the second year, present a shortened version of the Qualifying Paper in a graduate symposium to be held on Commencement weekend. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art history is not required for acceptance to the program.

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

## PRIZES AND AWARDS

[Click here for the names of persons to whom awards have been made in 2011-2012.](#)

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

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

### *Prizes in Special Studies*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**FULKERSON AWARD FOR LEADERSHIP IN THE ARTS.** Awarded to a graduating senior or Williams-Clark graduate student in art history for his/her initiative in raising awareness of the visual arts on campus and showing the characteristics of a future arts leader.

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

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

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

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

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

**LAWRENCE S. GRAVER PRIZE IN THEATRE.** A cash prize to a junior or senior showing great potential in the performing arts as exemplified through excellence in criticism and scholarship.

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

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

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

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

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

**THE JEFFREY OWEN JONES 1966 FELLOWSHIP IN JOURNALISM.** Established in 2009 by a group of friends and family of Jeffrey Owen Jones, Class of 1966, to honor his memory. The fellowship is an annual award to a graduating senior for post-graduate work or study in the field of journalism, the profession Jeff practiced with dedication and distinction over the course of his lifetime.

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

**LAWRENCE J. AND CAROLYN M. KAPLAN PRIZE FOR DEDICATION TO AND LEADERSHIP IN THE WILLIAMS COLLEGE JEWISH ASSOCIATION.** Established in honor of Professor (Williams Chemistry Department, 1971-) and Mrs. Kaplan's dedication and commitment to enriching the lives of the Jewish students at Williams College, this prize is awarded annually to a senior who has shown sincere participation, responsibility, engagement, and *menschlichkeit* on behalf of the Williams College Jewish Community throughout his/her college career. In addition to a cash prize, a book of Jewish interest, to be selected by the Jewish Chaplain, the faculty advisor to the WCJA, and/or the professors in Jewish Studies, will be given to the recipient. A copy of this book will be donated to the library in the Jewish Religious Center in honor of the recipient. The selection of the recipient or recipients is made by a committee of the student leaders of the WCJA in consultation with the Jewish Chaplain or, in the event there is no Jewish Chaplain, the faculty advisor of the WCJA and/or Dean of the College.

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

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

**WILLIAM W. KLEINHANDLER PRIZE FOR EXCELLENCE IN MUSIC.** Established in 1991 in memory of William Kleinhandler, 1950, as an annual prize for excellence by a student in the department of Music.

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

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

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

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

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

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

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

**NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES.** A cash prize established by Gwen Rankin, 1975, for impressive contributions by a graduating senior to Women's and Gender Studies.

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

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

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

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

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

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

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

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

**ROBERT F. 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Essay Prizes*

**GAUS C. BOLIN, 1889, PRIZE IN AFRICANA STUDIES.** A cash prize established in memory of the first black graduate of Williams and prominent Poughkeepsie lawyer, for the best scholarly work submitted by a Williams' undergraduate in the field of Africana Studies.

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

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

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

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

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

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

**RICHARD LATHERS 1877 ESSAY PRIZE IN GOVERNMENT.** From a fund given by Richard Lathers, 1877, a prize given to the senior who writes the best essay of not less than one thousand words on the duty or relation of citizens to the government.

**THE URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE.** Established in 1999 from a bequest to the Political Science Department given by Ursula Prescott, a Williamstown resident who audited many political science classes in her retirement, a cash prize is awarded to the senior who writes the best essay on international relations or comparative politics.

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

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

**SHIRIN SHAKIR, 2003, PRIZE IN POLITICAL SCIENCE.** Established in 2006 in memory of Shirin Shakir, Class of 2003, a book prize awarded to the graduating senior who writes the best essay in an international relations senior seminar.

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

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

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

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

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

### *General Prizes*

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

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

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

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

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

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

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

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

### *Rhetorical Prizes*

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

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

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

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

### *Athletic Prizes*

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

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

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

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

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

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

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

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

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

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

**DANIEL A. CREEM MEMORIAL TRACK PRIZE.** Awarded annually to the male track athlete who has exhibited loyalty to the team, determination, perseverance under adversity, and hard working dedication to reach the maximum of his potential goal.

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

**DR. I. S. DRIBBEN 1924 AWARD.** Presented annually as a tribute to two Williams College golf coaches, Richard Baxter and Rudy Goff. Awarded on the basis of dedication, sportsmanship, and perseverance.

**FOX MEMORIAL SOCCER TROPHY.** In tribute to the inspiring qualities of leadership and integrity which distinguished Myles Fox, 1940, Williams soccer captain, killed in action on Tulagi while serving with the United States Marine Corps. Each year there shall be inscribed on the trophy the name of the soccer player whose achievements of character and sportsmanship best typify those of the "Skipper." The trophy was awarded anonymously by a Williams alumnus in 1953.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

**WILLIAMS COLLEGE ALUMNI ASSOCIATION OF MARYLAND LACROSSE AWARD.** Presented in 1959 by the Williams College Alumni Association of Maryland as a permanent trophy on which is inscribed each year the name of the outstanding men's varsity lacrosse player.

**WILLIAMS COLLEGE ALUMNI ASSOCIATION OF MARYLAND WOMEN'S LACROSSE AWARD.** Awarded to the most valuable player of the year.

**WILLIAMS WOMEN'S HOCKEY MOST VALUABLE PLAYER AWARD.** To be presented to the most valuable player of the year.

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

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

### *Fellowships Awarded by Williams College*

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

### *George J. Mead Fund*

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

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

### *Teaching Fellowships, Hong Kong and Guangzhou*

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

# COURSES OF INSTRUCTION 2012-2013

## COURSE NUMBERING SYSTEM

Courses designated by a single number are semester courses.

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

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

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

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

## REGISTRATION REMINDERS:

On-campus students must register online with SELFREG.

- 1) A course in which registration is deemed insufficient may be withdrawn at the beginning of the semester without prior notice.
- 2) An instructor has the right to: a) require a student to drop a course if the student does not attend the first scheduled meeting of that course; b) refuse permission to add a course if a student has not attended the first scheduled meeting of that course.
- 3 a) First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.  
b) Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.  
c) Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.  
d) A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.  
e) Any exception to the above *early concentration rule* may be requested by a petition (goldenrod) to the Committee on Academic Standing (C.A.S.) filed at the time of registration.
- 4) An incoming junior must declare a major by filing a "Major Declaration Form" during preregistration. A current junior or senior may change or add a major by filing a "Major Declaration Form" subject to the approval of the C.A.S.
- 5) Declaration of two majors is subject to the approval of the C.A.S. Contract majors are ineligible for a second major.
- 6) Students wishing to undertake an independent study must submit a petition to the C.A.S. before the start of the semester in which the student plans to take the independent study.
- 7) Forms for any of the above requests may be obtained at the Registrar's Office or at the website.
- 8) When choosing a course cross-listed in two or more subjects, students should specify which designation they wish to have recorded—at the time they register for that course.
- 9) Courses normally meet three times a week in fifty-minute periods, twice a week in seventy-five-minute periods, or once a week for 150 minutes as indicated within the course description. The days of the week that courses meet are represented by the first letter of each day, for example, *M* for *Monday* (except that *R* is used for *Thursday*).
- (10) Tutorials may not be taken on a pass/fail basis. Students may not drop a tutorial after 4:00 PM on the day before the first scheduled day of organizational meetings each semester.

## AFRICANA STUDIES (Div. II)

Chair, Professor GRETCHEN LONG

Core Faculty: BENSON, BRAGGS, LONG, J. MANIGAULT-BRYANT, R. MANIGAULT-BRYANT, MUTONGI, ROBERTS, SINGHAM, D.L. SMITH. Sterling Brown '22 Distinguished Visiting Artist in Music: SHARPE.

## GENERAL PROGRAM DESCRIPTION

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

## CONCENTRATION IN AFRICANA STUDIES

Candidates for a concentration in "Africana Studies: African Americans, Africans, and the Diaspora" complete two required core courses and three electives, for a total of five courses. The required core courses are AFR 200 as an introductory course; and one of the two AFR 400-level senior seminar capstone courses, which emphasize special topics or themes each year. In 2012-2013, the two senior seminar choices are AFR 406(F) Crafting Research: Methods in Africana Studies, and AFR 405(S) Africana Studies and the Disciplines. Additional courses may be taken with affiliated faculty and visiting professors associated with the program. We encourage students to take at least one course in a program/department other than Africana Studies and consider an experiential learning Winter Study session; however, the majority of your courses should be selected from among those offered by Africana Studies core faculty, including our visiting Sterling Brown Professor.

## HONORS PROGRAM IN AFRICANA STUDIES

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

## AFRICANA STUDIES AND OTHER PROGRAMS

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

*Africana Studies courses required for the concentration:*

AFR 200 Introduction to Africana Studies

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

AFR 406(F) Crafting Research: Methods in Africana Studies

AFR 405(S) Africana Studies and the Disciplines

## ELECTIVES (a total of three required for the concentration)

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

100-Level Courses

**AFR 104(S) Travel Narratives and African History (Same as HIST 104) (W)**  
(See under HIST 104 for full description.)

MUTONGI

**AFR 108(S) What Passes for Freedom?: Mixed-Race Figures in U.S. Culture (Same as ENGL 108 and AMST 107) (W)**  
(See under ENGL 108 for full description.)

SCHLEITWILER

**AFR 113(S) Musics of Africa (Same as MUS 113) (D)**  
(See under MUS 113 for full description.)

DOSUMNU

**AFR 129(S) Twentieth-Century Black Poets (Same as ENGL 129) (W)**  
(See under ENGL 129 for full description.)

D. L. SMITH

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

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónké Oyewùmí, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.

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

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

Hour: 2:35-3:50 MR

ROBERTS

**AFR 149 The 1959 Cuban Revolution: Precedents, Processes, and Legacies, 1898-2009 (Same as HIST 149) (Not offered 2012-2013) (W)**  
(See under HIST 149 for full description.)

BENSON

**AFR 155(F) John Coltrane and the Revolutionary Tradition in African American Music (Same as AMST 155 and MUS 155) (D)**  
(See under MUS 155 for full description.)

SHARPE

**AFR 156(S) Thirteen Ways of Looking at Jazz (Same as AMST 156, COMP 156, ENGL 223, and MUS 156) (W) (D)**

Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write short close analyses of multiple types of media, ultimately building up to an argumentative essay. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.

Format: lecture. Evaluation will be based on class participation, one quiz, weekly 2-page response essays in course journal, two 4-page close analyses, one oral presentation/performance with 2-page critical report, and one 6- to 8-page argumentative essay, totaling slightly over 20 pages of written work.

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

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 TF

BRAGGS

**AFR 164 Slavery in the United States (Same as HIST 164) (Not offered 2012-2013) (W)**  
(See under HIST 164 for full description.)

L. BROWN

**AFR 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (Same as HIST 193) (Not offered 2012-2013) (D) (W)**

Obama's recent successful bid for the Presidency has reminded Americans of the strong links between African-Americans and Africans and of the international dimensions of the struggle for racial justice. This struggle has its roots in the post-World War II transformation of the world associated with the decolonization struggles led by individuals like C.L.R. James, Aimé Césaire, Kwame Nkrumah, Franz Fanon and Nelson Mandela. This course will examine this movement, focusing on activists in the Caribbean and Africa, the new ideas and cultural movements they inspired (Pan-Africanism, Negritude, and Socialism), their organizational activities in London and Paris, and their success in breaking free of European imperialism only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence—in the Caribbean, in independent Ghana, and in anti-apartheid South Africa—this course will grapple with the ways in which racism, political power, and cultural difference affected relations between Blacks, mulattoes, whites, and Indians in these countries as they fought for independence. The comparative and transatlantic scope of this course, combined with its focus on race relations, power, and privilege helps it meet the requirements of the Exploring Diversity Initiative.

Format: discussion. Requirements: Evaluation will be based on class participation, oral reports, 1 short paper, and a 10- to 12-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, and then sophomores who have not previously taken a 100-level seminar: Preference also given to future Africana Studies concentrators.*

Groups B and C

Meets the EDI requirement.

SINGHAM

200-Level Courses

**AFR 200(F,S) Introduction to Africana Studies (Same as AMST 200)**

This course introduces students to the content and contours of Africana Studies as a vibrant field of knowledge. Through exploration of the genealogy, disciplinary diversity, and evolution of the field, we will examine the depth and range of experiences of African-descended peoples throughout the Americas, the Caribbean, Europe, and Africa. We will also give some attention to how members of the Diaspora remember and encounter Africa, as well as their diverse responses to the history of enslavement, colonialism, apartheid, racism, and globalization. Through materials that embrace both historical and contemporary perspectives, we seek to help students develop critical frameworks for understanding African diasporic experience while simultaneously illuminating disjunctures and challenges for the field. This course features two pedagogical strategies: 1) a rotational, interdisciplinary approach that includes the expertise, methods, and specializations of Africana faculty; and 2) the incorporation of aesthetic materials—film, photography, music, dance, performance, and artwork—to enhance student ability to draw ongoing connections between visual and textual sources covered in the course. Close textual analysis, vibrant debate, and engaging discourse are expected!

Format: discussion/lecture. Evaluation will be based upon class participation, weekly reading response papers, two short essays, and a final research project.

No prerequisites. *Enrollment limit fall: 20; spring: none (expected fall: 15; expected spring 25). Preference to underclassmen who are considering concentrating in Africana Studies.*

Hour: 1:10-2:25 MR

11:20-12:35 TR

First Semester: BRAGGS

Second Semester: R. MANIGAULT-BRYANT

**AFR 201(F) African Dance and Percussion (Same as DANC 201 and MUS 212)**  
(See under DANC 201 for full description.)

TBA

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

MUTONGI

**AFR 204 Introduction to Francophone Studies (Same as RLFR 203) (Not offered 2012-2013) (D)**  
(See under RLFR 203 for full description.)

PIEPRZAK

**AFR 206(S) African Dance and Percussion (Same as DANC 202 and MUS 213)**  
(See under DANC 202 for full description.)

TBA

**AFR 210 Culture and Incarceration (Same as AMST 210, INTR 210, PSCI 210 and WGSS 210) (Not offered 2012-2013)**  
(See under PSCI 210 for full description.)

JAMES

**AFR 211(F) Race and the Environment (Same as AMST 211, ENVI 211 and SOC 211) (D)**

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to

environmental injustice and imagine the natural world. By exploring the myriad ways in which people of color confront, negotiate and challenge dominant U.S. hierarchies of race and environmental injustice, this class fulfills the EDI requirement.

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

No prerequisites; open to all. *Enrollment limit: 30 (expected: 20). If this class is overenrolled, preference will go to Africana Studies concentrators.*

Hour: 11:20-12:35 TR

J. MANIGAULT-BRYANT

**AFR 212 Jazz Theory and Improvisation I (Same as MUS 203) (Not offered 2012-2013)**

(See under MUS 212 for full description.)

JAFFE

**AFR 214(S) Jazz Theory and Improvisation II (Same as MUS 204)**

(See under MUS 212 for full description.)

JAFFE

**AFR 216(S) Black Politics in the United States (Same as AMST 213 and PSCI 213) (D)**

(See under PSCI 213 for full description.)

WATTS SMITH

**AFR 217(S) Race(ing) Sports: Issues, Themes and Representations of Black Athletes (Same as AMST 217, ENGL 215 and SOC 217) (D)**

Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of black athleticism are manipulated to increase financial strength and institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to combat it.

Format: discussion/lecture. Evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project.

No prerequisites; open to all. *Enrollment limit: 30 (expected: 20). If this class is overenrolled, preference will go to Africana Studies concentrators.*

Hour: 11:00-12:15 WF

BRAGGS

**AFR 220(F) Introduction to African American Writing (Same as AMST 220 and ENGL 220) (W)**

(See under ENGL 220 for full description.)

SCHLEITWILER

**AFR 221T Racial-Sexual Violence (Same as INTR 221 and WGSS 221) (Not offered 2012-2013) (W)**

(See under INTR 221 for full description.)

JAMES

**AFR 222(F) Modern African Societies (Same as SOC 220) (W)**

(See under SOC 220 for full description.)

MANGLOS

**AFR 223(F) Popular Music and Resistance in Africa and the African Diaspora (Same as MUS 222) (W) (D)**

(see under MUS 222 for full description.)

DOSUMNU

**AFR 229 European Imperialism and Decolonization (Same as HIST 229) (Not offered 2012-2013) (D)**

(See under HIST 229 for full description.)

SINGHAM

**AFR 240 Introduction to the Music of Duke Ellington (Same as MUS 251) (Not offered 2012-2013) (W)**

(See under MUS 240 for full description.)

JAFFE

**AFR 242 Introduction to the Music of John Coltrane (Same as MUS 252) (Not offered 2012-2013) (W)**

(See under MUS 241 for full description.)

JAFFE

**AFR 248 History of the Caribbean: Race, Nation, and Politics (Same as HIST 248) (Not offered 2012-2013) (D)**

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

This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

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

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

BENSON

**AFR 253(F) Comparative Race and Ethnic Politics (Same as PSCI 253) (D)**

(See under PSCI 253 for full description.)

WATTS SMITH

**AFR 256(F) Politics of Africa (Same as PSCI 243)**

(See under PSCI 243 for full description.)

MUNEMO

**AFR 267(F) Race in the Americas (Same as AMST 267 and SOC 267) (D)**

This course is designed to provide students with a fundamental understanding of the historical development and changing dynamics of race in North America, the Caribbean, and South America. In doing so, we will take on the fundamental position that race is a meaningful classification of human bodies. The question we will keep in front of us at all times is this: How does social milieu determine the meaningfulness of race? Racial classifications, like all classifications, are collectively imagined, and appear mired in various spheres of social life. We will devote a fair amount of attention to the meaning of race in personal experience, economic production and distribution, political organization, and popular culture. The complexity of race will be explored within a number of writings by authors such as Michael Hanchard, Edwidge Danticat, and Patricia Hill Collins. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European social hierarchies.

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

No prerequisites; open to all. *Enrollment limit: 30 (expected: 20). Preferences to Africana Studies and Sociology Majors.*

Hour: 2:35-3:50 MR

J. MANIGAULT-BRYANT

**AFR 280 African American History: An Introduction (Same as HIST 280) (Not offered 2012-2013) (D)**

(See under HIST 280 for full description.)

LONG

**AFR 281 African-American History, 1619-1865 (Same as HIST 281) (Not offered 2012-2013) (D)**

(See under HIST 281 for full description.)

LONG

**AFR 282 African-American History From Reconstruction to the Present (Same as HIST 282) (Not offered 2012-2013) (D)**

(See under HIST 282 for full description.)

L. BROWN

300-Level Courses

**AFR 300(S) Lessons of 'The Game': The Wire and American Culture (Same as AMST 300 and SOC 306)**

The critically acclaimed television program, *The Wire*, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Though a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequality in inner-city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream

America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct *The Wire* per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson's *Code of the Street* and Sudhir Venkatesh's *Gang Leader for a Day*.

Format: lecture. Evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages).

No prerequisites. Enrollment limit: 50 (expected: 50). No preference.

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

LONG and J. MANIGAULT-BRYANT

**AFR 302 Rastafari: Dread, Politics, Agency (Same as PSCI 372 and REL 261) (Not offered 2012-2013)**

The emergence of Rastafari in the twentieth-century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

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

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

ROBERTS

**AFR 303(F) Race and Abstraction (Same as AMST 303, COMP 301 and ENGL 344)**

(See under AMST 303 for full description.)

WANG

**AFR 304 South Africa and Apartheid (Same as HIST 304) (Not offered 2012-2013) (D)**

(See under HIST 304 for full description.)

MUTONGI

**AFR 305 The Sociology of Black Religious Experience (Same as AMST 304, REL 315 and SOC 305) (Not offered 2012-2013)**

The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African-American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.

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

No prerequisites; open to all. Enrollment limit: 25 (expected: 15). Preference to Africana Studies concentrators and Anthropology/Sociology majors.

J. MANIGAULT-BRYANT

**AFR 306(S) Queer of Color Critique (Same as AMST 306, LATS 306 and WGSS 306) (D)**

(See under WGSS 306 for full description.)

MITCHELL

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

(See under RLFR 309 for full description.)

PIEPZAK

**AFR 308(S) Gender and Society in Modern Africa (Same as HIST 308 and WGSS 308)**

(See under HIST 308 for full description.)

MUTONGI

**AFR 309 (formerly 273) Scriptures and Race (Same as LATS 309 and REL 309) (Not offered 2012-2013)**

(See under REL 309 for full description.)

HIDALGO

**AFR 310 Womanist/Black Feminist Thought (Same as AMST 309, REL 310 and WGSS 310) (Not offered 2012-2013) (D)**

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.

Format: discussion/lecture. Evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project.

No prerequisites. Enrollment limit: 25 (expected: 20). Preference given to Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors.

R. MANIGAULT-BRYANT

**AFR 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros (Same as REL 311) (Not offered 2012-2013)**

In one of the most memorable lines from the classic *Souls of Black Folk*, W. E. B. Du Bois described the Black minister as "the most unique personality developed on U. S. soil." This course will draw from Du Bois's social-psychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministerial expressions, such as Barack Obama's campaign for the U.S. presidency; Mike Singletary's career as a Hall of Fame linebacker for the Chicago Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane's "A Love Supreme."

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

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

J. MANIGAULT-BRYANT

**AFR 312 Francographic Islands (Same as COMP 312 and RLFR 312) (Not offered 2012-2013) (D)**

(See under RLFR 312 for full description.)

PIEPZAK

**AFR 314 Groovin' the Written Word: The Role of Music in African American Literature (Same as AMST 314 and COMP 321) (Not offered 2012-2013)**

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Format: lecture/discussion. Evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 6- to 8-page paper comparing two works, final group project (possibly producing a radio show/ podcast), and a final written component.

No prerequisites; open to all. Enrollment limit: 25 (expected: 20). Preference given to Africana, Comp Lit, American Studies concentrators, and English majors.

BRAGGS

**AFR 315(F) Blackness 2.0: Race, Film and New Technologies (Same as AMST 315)**

Media theorists have raised three key questions regarding representations of race (or the lack thereof) within contemporary media forms: (1) Is race a liability in the 21st century where utopian forecasts suggest a race-free or 'post-race' future? (2) Is there more to new media and race than assumptions about a "digital divide"? (3) Are race distinctions truly eliminated with digital technologies? In this course we will respond to these questions by investigating the nuanced ways that race becomes constructed in popular media forms. Although we will largely focus on representations of blackness in modern film, we will also explore the implications of 'new' medias and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avatar-based social and entertainment medias become viable forums for conceptualizing race, and whether or not these formats are somehow 'better' spaces in which racialized 'bodies' can exist. Additional discussion topics may include: how racial discourses in the 'real world' are (or are not) reshaped and redefined in the virtual world; blogo-

sphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.

Format: seminar. Evaluation will be based upon class participation, maintenance and update of a personal blog (including weekly reading-related posts), and the design of a final, original multimedia project explicitly connected to race and new media or race and new technologies.

Prerequisites: ?. *Enrollment limit: 13. (expected 13). Preference: Africana concentrators.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

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

R..MANIGAULT-BRYANT

**AFR 316 Sacred Cinema: Black Religion and the Movies (Same as REL 265) (Not offered 2012-2013)**

Although they represent different genres, what popular films *Madea's Family Reunion* (2006), *First Sunday* (2008), *The Princess and the Frog* (2009) have in common is that they each offer complex and at times contradictory images of black religious expression in North America. These films, which present varied perspectives of African American experience, implicitly and explicitly engage themes inherent to the study of religion, such as the role of faith in decision-making processes and the use of religious tradition as a means of reinforcing or contesting socio-cultural norms. This course is as much about the use of film to study black religious expression as it is about the use of paradigms of religious thought to study the intersections of gender, race, and religion in film. We will study films of different genres to facilitate discussion about the various dimensions of black religious expression. Conversely, we will use images, metaphors, and teachings found in Religious Studies to discuss what appears on screen. Through interdisciplinary, critical approaches in Film Studies and Popular Culture Studies, this course will examine how black religious expression pervades modern cinema, and will offer constructive strategies for engaging in dialogue with this phenomenon.

Format: seminar/discussion. Evaluation will be based on class participation, film viewings, two review essays, and the completion of an original documentary/short film.

No prerequisites; open to all. *Enrollment limit: 13 (expected: 13). Preference given to Africana Studies concentrators, Religion majors/minors.*

R. MANIGAULT-BRYANT

**AFR 317 Black Migrations: African American Performance at Home and Abroad (Same as AMST 317, COMP 319, DANC 317, ENGL 317 and THEA 317) (Not offered 2012-2013)**

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.

Format: discussion. Evaluation based upon class participation, one 5- to 7-page paper analyzing a performance/text, student-led class facilitation, final performance/ presentation, and a final paper.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 20). Preference given to Africana Studies and Comparative Literature concentrators and English majors.*

BRAGGS

**AFR 319 Ethnographic Approaches to Africana Studies (Same as AMST 319 and SOC 319) (Not offered 2012-2013)**

Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.

Format: seminar. Evaluation will be based upon class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography.

No prerequisites. *Enrollment limit: 25 (expected: 15). Preference given to Africana Studies concentrators, especially juniors, Women's, Gender and Sexuality Studies concentrators, and Religion/Sociology/Anthropology majors.*

R. MANIGAULT-BRYANT

**AFR 320(S) Dangerous Bodies: Black Womanhood, Sexuality and Popular Culture (Same as AMST 320 and WGSS 402)**

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality. This course is part of the Gaudino Danger Initiative.

Format: seminar. Requirements: evaluation will be based on class participation, short response papers, and the completion of an original research paper or project.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to Africana concentrators and Women's, Gender and Sexuality Studies majors.*

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

R. MANIGAULT-BRYANT

**AFR 321(S) Gender, Genre, and Sexuality in Afrodiasporic Literature (Same as COMP 304, ENGL 313, and WGSS 304) (D)**

(See under WGSS 304 for full description.)

SULLIVAN

**AFR 323(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AMST 323, ARTH 223, COMP 322, and ENGL 356) (D)**

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software to create their own graphic short stories based on historical and/or autobiographical narratives. This course is part of the Gaudino Danger Initiative.

Format: seminar. Evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life).

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

Hour: 11:00-12:15 MW

BRAGGS

**AFR 338 Garveyism (Same as PSCI 338) (Not offered 2012-2013) (W)**

This course explores the life, work, political thought, and activism associated with the Jamaican Pan-Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that Garvey ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid-twentieth century, and the contemporary branches of the Garvey movement in our own late modern times. The implications of Garvey's conflict with W. E. B. Du Bois and the subsequent cleavages in political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; the limitations of understanding Garveyism by the phrase "Back-to-Africa"; the moral philosophy of respect, reparation, and redemption; prophetic political theory; Pan-Africanism; the impact of Garveyism on political theological movements, such as the Nation of Islam and the Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times. Format: lecture/discussion. Evaluation will be based upon attendance and participation, weekly online reading response papers, two 5- to 7-page essays, and one 12- to 15-page final research paper.

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

ROBERTS

- AFR 345 "In Our Own Backyard?" U.S. and Latin American Relations (Same as HIST 345) (Not offered 2012-2013)**  
(See under HIST 345 for full description.) BENSON
- AFR 346 History of Modern Brazil (Same as HIST 346) (Not offered 2012-2013) (D)**  
(See under HIST 346 for full description.) KITTLESON
- AFR 360(S) The Political Thought of Frantz Fanon (Same as PHIL 360 and PSCI 370)**  
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth-century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.  
Format: seminar. Evaluation will be based upon attendance and participation, weekly 1-page reading response papers, a class presentation, and one 25-page final research paper containing an abstract, keywords, text, and endnotes.  
Prerequisites: open to Juniors and Seniors with a background in Africana Studies, political philosophy, and/or political theory (or permission of instructor). *Enrollment limit: 15 (expected: 15). Preference will be given to Senior Africana Studies concentrators.*  
Hour: 9:55-11:10 TR ROBERTS
- AFR 364(F) History of the Old South (Same as HIST 364)**  
(See under HIST 364 for full description.) DEW
- AFR 365(S) History of the New South (Same as HIST 365)**  
(See under HIST 365 for full description.) DEW
- AFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as COMP 370 and RLFR 370) (Not offered 2012-2013)**  
(See under RLFR 370 for full description.) PIEPRZAK
- AFR 371 Women Activists and Social Movements (Same as INTR 371, PSCI 371 and WGSS 370) (Not offered 2012-2013)**  
(See under INTR 371 for full description.) JAMES
- AFR 375 History of American Childhood (Same as HIST 375) (Not offered 2012-2013) (D)**  
(See under HIST 375 for full description.) LONG
- AFR 379 Black Women in the United States (Same as HIST 379 and WGSS 379) (Not offered 2012-2013) (D)**  
(See under HIST 379 for full description.) LONG
- AFR 380(S) Black Modernisms and the Great Migration (Same as AMST 381 and ENGL 381)**  
(See under ENGL 381 for full description.) SCHLEITWILER
- AFR 381(S) From Civil Rights to Black Power (Same as HIST 381) (D)**  
(See under HIST 381 for full description.) L. BROWN
- 400-Level Courses
- AFR 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as AMST 403, COMP 375, ENGL 375 and LATS 403) (D)**  
(See under AMST 403 for full description.) WANG
- AFR 404 Making it in Africa (Same as HIST 403 and Leadership Studies 403) (Not offered 2012-2013)**  
(See under HIST 403 for full description.) MUTONGI
- AFR 405(S) Africana Studies and the Disciplines (Africana Studies Senior Seminar) (Same as AMST 404)**  
Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information—written texts, music, visual art, film—that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.  
Format: seminar. Evaluation will be based upon class participation, a couple of short papers and the completion of a final research paper or project.  
No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to Africana Studies concentrators.*  
Hour: 1:10-3:50 W J. MANIGAULT-BRYANT
- AFR 406(F) Crafting Research: Methods in Africana Studies (Africana Studies Senior Seminar) (Same as AMST 406)**  
Any student of Africana Studies swiftly recognizes there is a limitless breadth to what constitutes "Africana experience" and that there are diverse means through which Africana experience is examined. For example, while some scholars utilize a more historical approach to chronicle Africana experience, others study the black body via performance to unearth nuanced meanings of Africana experience. This capstone seminar will explore a variety of methods and strategies for crafting research within the field of Africana Studies. We will focus on approaches that derive from traditional disciplines as well as techniques that have emerged with the advent of dynamic new media and digital technologies. Some of the methodologies we will engage include: historiography; archival research; digital archiving; quantitative data analysis; ethnographic and qualitative analysis; critical textual analysis; reading the body as art and text; blogging and digital publishing; and evaluating films as text. Serving as a practicum, the course will provide considerable background in a variety of methods as well as hands-on learning. Students will have the opportunity to craft a final research project that is best explored through one or more of the methods we examine.  
Format: seminar. Requirements: evaluation will be based upon class participation, response papers, and a final research project.  
No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to Africana Studies concentrators.*  
Hour: 1:10-3:50 W R. MANIGAULT-BRYANT
- AFR 443 Slavery, Race and Ethnicity in Latin America (Same as HIST 443) (Not offered 2012-2013) (D)**  
(See under HIST 443 for full description.)
- AFR 444 The Black Republic: Haiti in History and Imagination (Africana Studies Senior Seminar) (Same as HIST 444) (Not offered 2012-2013) (D)**  
This senior Africana capstone course/History seminar explores the central role of Haiti in the American and the transnational pan-African imaginations. As home to the world's only successful slave rebellion, Haiti has been a role model of tremendous importance, stimulating slave rebellions in America and throughout the Caribbean, playing an instrumental role in the liberation of South America from the Spaniards, and inspiring decolonization movements in Africa and the Caribbean in the 20th century. Not surprisingly, it has had tumultuous relations with both its colonial occupier, France, and its most powerful neighbor, the United States. From isolation and sanctions, to occupation and U.S. supported dictatorship, this seminar traces the historical silencing suffered by Haiti at the hands of western historians, the vivid images Haitians evoke in the American imagination—from boat people and carriers of Aids, to practitioners of voodoo and creators of a uniquely African-Caribbean art—and the role of the French and American governments in the recent coup against President Jean-Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own as the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—noirisme—this class fulfills the requirements of the Exploring Diversity Initiative.  
Format: discussion. Evaluation will be based on student participation, a short paper, and the completion of an original research paper or project (all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.)  
No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to Africana Studies concentrators and History majors.*  
Group D  
SINGHAM
- AFR 448 Latin American and Caribbean Narratives: Testimonios, Historical Novels, and Travel Accounts (Same as HIST 448) (Not offered 2012-2013)**  
(See under HIST 448 for full description.) BENSON

**AFR 450(S) Melville, Mark Twain, and Ellison (Same as ENGL 450) (D)**  
(See under ENGL 450 for full description.)

D. L. SMITH

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

DEW

**AFR 459 Jim Crow (Same as HIST 459) (Not offered 2012-2013) (D)**  
(See under HIST 459 for full description.)

L. BROWN

**AFR 481T Race and Revolution in Latin America (Same as HIST 481) (Not offered 2012-2013) (W)**

Are Latin American societies really post-racial? Since the period of independence and abolition, many Latin American intellectuals and policy makers have made such claims. Yet, others, including many Afro-Latin American activists have challenged this view. This course will examine the centrality of discourses about race in Latin America by reading both classic works such as Gilberto Freyre, *The Master and the Slaves* (1933) and José Vasconcelos, *The Cosmic Race* (1926) along with the newest transnational scholarship on the spread of racial ideologies throughout the Americas. We will also explore how and why some 20th century revolutionary movements chose to incorporate promises of racial equality in their platforms when others did not. In doing so, the course seeks to answer questions such as: Why has racism persisted in Latin America despite political revolution? What historically have been the benefits and challenges of post-racial discourses? And how have AFRO-Latinos and indigenous populations been both incorporated and excluded from Latin American nations?

Format: tutorial. Students will meet with the instructor in pairs for one hour each week. Every week, one student from the pair will write a short 5-6 page response of the week's reading. The other student will respond orally with a 2-3 page critique of their partner's paper. Evaluation will be based on class attendance, weekly essays, critiques, and a final written exercise.

*Enrollment limit: 10 (expected 10). Preference given to Africana Studies concentrators and History majors.*

BENSON

**AFR 482T Fictions of African-American History (Same as HIST 482) (Not offered 2012-2013) (W)**  
(See under HIST 482 for full description.)

LONG

**AFR 483T African Political Thought (Same as HIST 483T) (Not offered 2012-2013) (W)**  
(See under AFR 483 for full description.)

MUTONGI

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

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

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

## AMERICAN STUDIES (Div. II)

*Chair; Professor: LIZA JOHNSON*

*Faculty 2012-2013: Professor: L. JOHNSON. Associate Professors: CEPEDA, RÚA, WANG. Assistant Professor: HOWE. Senior Lecturer: CLEG-HORN. Visiting Assistant Professor: UM. Bolin Fellow: VIGIL.*

### GENERAL PROGRAM DESCRIPTION

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

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

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

### COURSES AND COURSE NUMBERING

American Studies offers courses at all levels. Our 100-level courses, which give preference to first-year students, explore a substantive topic in-depth without seeking to introduce the field as a whole. Our introductory course, AMST 201, explores questions of American identity but also stresses the interdisciplinary approach and diverse cultural artifacts that distinguish American Studies as a form of inquiry. Both this course and our occasional 200-level electives are appropriate for students at all levels, including first-years. The intermediate electives at the 300 level are offered primarily for juniors and seniors, although, when space and instructor policy permits, they are open to sophomores who have had AMST 201. Beginning with the class of 2012, all majors are required to take AMST 301, the junior seminar, which teaches students how to employ theories and methods central to the field. The 400-level courses designated as Senior Seminars are designed for senior majors, though open to others with suitable preparation.

### THE MAJOR

#### *Required major courses:*

American Studies 201

American Studies 301, *Junior Seminar* (required of majors beginning with the class of 2012)  
one 400-level course designated *Senior Seminar*

#### *Elective courses:*

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

### THE DEGREE WITH HONORS IN AMERICAN STUDIES

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

### ADVISING

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

### AMERICAN STUDIES AND OTHER PROGRAMS

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

### STUDY AWAY FROM WILLIAMS

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

Students planning to be away in the junior year should have taken American Studies 201 before they leave; those who can take the Junior Seminar before they go away are encouraged to do so. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

**AMST 101(S) Artists Respond to Dangerous Times (Same as Arts 101) (D)**  
(See under ARTS 101 for full description.)

L. JOHNSON



**AMST 107(S) What Passes for Freedom?: Mixed-Race Figures in U.S. Culture (Same as AFR 108 and ENGL 108) (W)**  
(See under ENGL 108 for full description.)

SCHLEITWILER

**AMST 108 First-Hand America (Same as ENGL 244) (Not offered 2012-2013)**

Gonzo journalism, the nonfiction novel, literary journalism, the “new new journalism.” Before “American Studies” was named and developed as an academic field the study of American culture thrived in the able hands of writers, reformers and amateur anthropologists whose works continue to form the basis of the curriculum. This course is an introduction to American culture through the eyes of extraordinary writers who work as public intellectuals, addressing a readership that reaches beyond the university. We will travel to Alaska with John McPhee, to Miami with Joan Didion, to Sing Sing prison with Ted Conover, and to the Hmong community of Northern California with Ann Fadiman, examining at every stop both the cultures in which these acute observers immerse themselves and their interpretive techniques. Works will be drawn from the following list of authors: Jane Addams, Zora Neal Hurston, Truman Capote, Hunter S. Thompson, Tom Wolfe, Studs Terkel, John Edgar Wideman, Peggy Orenstein, Jon Krakauer, Susan Orlean, and Mitchell Duneier.

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

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

CLEGHORN

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

(See under AFR 132 for full description.)

ROBERTS

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

(See under ENGL 144 for full description.)

UM

**AMST 155(F) John Coltrane and the Revolutionary Tradition in African American Music (Same as AFR 155 and MUS 155) (D)**

(See under MUS 155 for full description.)

SHARPE

**AMST 156(S) Thirteen Ways of Looking at Jazz (Same as AFR 156, COMP 156, ENGL 223, and MUS 156) (W) (D)**

(See under AFR 156 for full description.)

BRAGGS

**AMST 200(F,S) Introduction to Africana Studies (Same as AFR 200)**

(See under AFR 200 for full description.)

First Semester: BRAGGS

Second Semester: J. MANIGAULT-BRYANT

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

To be an “American” means something more than U.S. citizenship. In this course, we focus on the problems and possibilities of American identity. Access to Americanness is shaped by factors such as class, race, ethnicity, gender, sexuality, religion, and region—categories which themselves change in meaning over time. Given the geographical, racial, and cultural diversity of the United States, the ways in which Americans imagine nation inevitably vary over time, according to place, and among different individuals and groups. Rather than a survey of any one aspect or period of American history, literature, or popular culture, this course is an introduction to the interdisciplinary field of American Studies, a field defined both by the range of texts we read (essays, novels, autobiographies, photographs, films, music, architecture, historical documents, legal texts), and by the questions we ask of them: How have different Americans imagined what it means to be an American? What ideas about national history, patriotism, and moral character shape their visions of Americanness? How do the educational system, mass media, government policies regarding citizenship and immigration shape American identities? How are boundaries of inclusion and exclusion in the nation drawn? What uses have been made of the claim to an American identity, and what is at stake in that claim? How have Americans imagined a national landscape, a national culture, and to what ends?

Format: discussion. Evaluation will be based on a midterm, two papers, two short response papers, and class participation.

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

Hour: 11:20-12:35 TR

TBA, 8:30-9:45 MF

First Semester: WANG

Second Semester: CORNELL, RUA

**AMST 203 Introduction to Native American Studies (Same as ANTH 203) (Not offered 2012-2013) (D)**

From Longfellow's *The Song of Hiawatha* (1855) and D.H. Lawrence's *Studies in Classic American Literature* (1923) to Disney's *Pocahontas* (1995) and James Cameron's *Avatar* (2009), representations of the indigenous as Other have greatly shaped cultural production in America as vehicles for defining the nation and the self. This seminar introduces students to the broad field of Native American studies, engaging a range of texts from law to policy to history to art and literature as well as music and film. In addition to visual culture analysis, we'll examine literary texts and refer to historical inquiries. By keeping popular culture, representation, and the nature of historical narrative in mind, we will consider the often mutually constitutive relationship between American identity and Indian identity as we pose the following questions: How have imaginings of a national space and national culture by Americans been shaped by a history marked by conquest and reconciliation with indigenous peoples? And, how has the creation of a national American literary tradition often defined itself as both apart from and yet indebted to Native American cultural traditions? This course also considers how categories like race, class, ethnicity, gender, sexuality, and religion have defined identities and changed over time with particular regards to specific Native American individuals and tribal nations. Students will be able to design their own final research projects that may focus on either a historically contingent or contemporary issue related to Native American people in the United States. This course is an Exploring Diversity Initiative course, because it encourages students to reflect critically on how difference has shaped cultural production and political decision-making in the United States with regards to the sovereignty of distinct indigenous societies.

Format: discussion. Requirements: regular discussion question posts via “Glow,” active participation in all class discussions and online formats, facilitation of at least one class reading, formal presentations, and original research culminating in a final paper, which is no more than 15 pages in length.

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

VIGIL

**AMST 205(F) Chicana/o Film and Video (Same as ARTH 203, WGSS 203 and LATS 203)**

(See under LATS 203 for full description.)

CHAVOYA

**AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life (Same as ANTH 209 and ENVI 209) (Not offered 2012-2013)**

(See under ENVI 209 for full description.)

HOWE

**AMST 210 Culture and Incarceration (Same as AFR 210, INTR 210, PSCI 210 and WGSS 210) (Not offered 2012-2013)**

(See under PSCI 210 for full description.)

JAMES

**AMST 211(F) Race and the Environment (Same as AFR 211, ENVI 211 and SOC 211) (D)**

(See under AFR 211 for full description.)

J. MANIGAULT-BRYANT

**AMST 213(S) Black Politics in the United States (Same as AFR 216 and PSCI 213) (D)**

(See under PSCI 213 for full description.)

WATTS SMITH

**AMST 215 Experimental Asian American Writing (Same as COMP 215 and ENGL 217) (Not offered 2012-2013)**

Asian American literature did not begin in the 1980s with Amy Tan's *The Joy Luck Club*. Nor has the writing primarily been confined to autobiographical accounts of generational conflict, divided identities, and glimpses of Chinatown families. Asian American literature in English began with poetry in the late nineteenth century, and has encompassed a variety of aesthetic styles across the last century—from Modernism to New York School poetry to protest poetry to digital poetics. This course will explore Asian American writings that have pushed formal (and political) boundaries in the past 100+ years, with a particular focus on avant-garde writers working today. We will look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, John Yau, Theresa H., Cha, Adrian Tomine, Tan Lin, Pamela Lu, Prageeta Sharma, Bhanu Kapil, Linh Dinh, and Tao Lin.

Format: seminar. Requirements: two papers (6-8 pp. and 10-12 pp.) plus in-class presentation, brief response papers, and class participation.

No prerequisites. *Enrollment limit: 25 (expected: 18). If the course is overenrolled, preference will be given to American Studies Majors.*

WANG

**AMST 217(S) Race(ing) Sports: Issues, Themes and Representations of Black Athletes (Same as AFR 217, ENGL 215 and SOC 217) (D)**

(See under AFR 217 for full description.)

BRAGGS

**AMST 219(S) Arabs in America: A Survey (Same as ARAB 219 and COMP 219)**

(See under ARAB 219 for full description.)

NAAMAN

**AMST 220(F) Introduction to African American Writing (Same as ENGL 220 and AFR 220) (W)**

(See under ENGL 220 for full description.)

SCHLEITWILER

<b>AMST 221 Introduction to Urban Studies: Shaping and Living the City (Same as ENVI 221 and LATS 220) (Not offered 2012-2013)</b> (See under LATS 220 for full description.)	RÚA
<b>AMST 223(S) Religious Roots and Trajectories of Asian Americans (Same as REL 223)</b> (See under REL 223 for full description.)	RÚA
<b>AMST 224 U.S. Latina/o Religions (Same as LATS 224 and REL 224) (Not offered 2012-2013) (D)</b> (See under LATS 224 for full description.)	HIDALGO
<b>AMST 225 Religions of North America (Same as REL 225) (Not offered 2012-2013)</b> (See under REL 225 for full description.)	SHUCK
<b>AMST 226 New Religions in North America (Same as REL 226) (Not offered 2012-2013)</b> (See under REL 226 for full description.)	SHUCK
<b>AMST 227 Utopias and Americas (Same as ENVI 227, LATS 227 and REL 227) (Not offered 2012-2013)</b> (See under REL 227 for full description.)	HIDALGO
<b>AMST 228T(F) North American Apocalyptic Thought (Same as REL 228T) (W)</b> (See under REL 228 for full description.)	SHUCK
<b>AMST 229(F) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (Same as REL 229) (W)</b> (See under REL 229 for full description.)	HIDALGO
<b>AMST 238 Racial Formations and Transformations in America: 1945-Present (Same as ENGL 238) (Not offered 2012-2013) (D)</b> Sociologist Howard Winant has argued that World War II heralded a significant "break" in racial order: that is, it signaled the beginning of marked shifts in how people—and the State—perceived, thought about, and managed race and racial inequality. Subsequent decades in the United States witnessed the end of segregation, passage of Civil Rights, liberalization of immigration policies, and the rise and dominance of "multiculturalism" in social, political, and academic spheres. These landmark events and shifts contributed to a narrative of progress as the defining story of race in post-war America. However, as Winant cautions, the "break" neither resolved nor abolished racism and racial hierarchies. Our class will examine how this narrative of racial progress has been constructed, as well as the ways in which it has been critiqued and complicated. In doing so, we will also pay attention to: shifting perception(S) of race/racial difference in global and transnational contexts, representations of race in cultural texts and discourse, cross-racial connections and formations, and inter-articulation of gender, sexuality, and class formations with race. This course reflects the goals of the Exploring Diversity Initiative through its comparative approaches to study of race and in its emphasis on the centrality of racial formations to the structure and logic of national life. Format: seminar. Requirements: active in-class participation, 3-4 short response papers, final project (8-10 pages) and an in-class workshop/presentation of final project. No prerequisites. Enrollment limit: 25 (expected: 20). Preference given to American Studies majors. UM	
<b>AMST 240(S) Latina/o Language Politics: Hybrid Voices (Same as COMP 210 and LATS 240) (D)</b> (See under LATS 240 for full description.)	CEPEDA
<b>AMST 254(S) Workers' Stories, Workers' Lives: Narrative Approaches to U.S. Labor History (Same as HIST 254)</b> This course will use novels, comics, poetry, autobiographies, zines, films, and visits to historic sites as windows into the complex histories of work and working-class life in U.S. history. Reading labor studies texts alongside these literary and cinematic accounts, we will survey major developments in the U.S. economy, labor force, types of work, and the lives of working people. Topics include: the transition from household economies to wage labor; work regimes under slavery; divergent experiences of immigrant labor and cultural assimilation; industrialization and the consumer society; deindustrialization and structural unemployment; the sexual division of labor; and the rise of knowledge and service economies. Throughout, we will focus on ways in which working people cope with or resist the burdens of their work lives and organize to seek greater control over decisions that affect them, including: union organizing, political engagement, stealing, and sharing their own interpretations and representations of their experiences. Format: Requirements: Prerequisites: Enrollment limit: (expected:). Preference given to American Studies majors. Hour: TBA	
<b>AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as COMP 272, LATS 272 and RLSP 272) (Not offered 2012-2013) (W) (D)</b> (See under COMP 272 for full description.)	CORNELL
<b>AMST 257(F) Social Justice Traditions from the 1960s to Occupy Wall Street (Same as HIST 257)</b> In 2011 <i>Time</i> magazine declared "the protestor" the person-of-the-year in acknowledgement of the massive social movements that swept the globe over the previous twelve months. This course is designed to clarify how movements like Occupy Wall Street came from and to evaluate how they might shape American life and politics in the near future. Taking a historical approach, we will begin by studying the civil rights, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and a variety of other sources, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events, and how the very idea of "social justice" has been reconfigured in their wake. Students will give an in-class presentation on a supplementary text and will write a research paper at the end of the term. Format: Requirements: Prerequisites: Enrollment limit: (expected:). Preference given to American Studies majors. Hour: 11:20-12:35 TR	
<b>AMST 264 American Art and Architecture, 1600 to Present (Same as Arth 264) (Not offered 2012-2013)</b> (See under ARTH 264 for full description.)	CORNELL
<b>AMST 265(S) Pop Art (Same as ARTH 265) (W)</b> (See under ARTH 265 for full description.)	M. LEWIS
<b>AMST 267(F) Race in the America's (Same as AFR 267 and SOC 267) (D)</b> (See under AFR 267 for full description.)	CHAVOYA
<b>AMST 272(S) American Postmodern Fiction (Same as ENGL 272) (W)</b> (See under ENGL 272 for full description.)	J. MANIGAULT-BRYANT
<b>AMST 282(F) The Ultimate City: Immigrant New York (Same as COMP 282 and RUSS 282)</b> (See under COMP 282 for full description.)	LIMON
<b>AMST 283 Topics in Asian American Literature (Same as ENGL 287) (Not offered 2012-2013) (D)</b> This course examines a sampling of Asian American texts from the late nineteenth century to the present and contextualizes them historically. Produced by writers from various Asian American groups and in a variety of styles, these works by such writers as Maxine Hong Kingston, Jose Garcia Villa, YOUNGHILL Kang, Hisaye Yamamoto, and Linh Dinh, provide a sense of heterogeneity of Asian American literature. They also force us to examine the intersections, material and psychic, of historical events/larger structural forces with individuals and groups. Our readings will prod us to call into question assumptions we make about what is "Asian American" but also, crucially, what is "American." Both domestic issues (e.g., American politics, racism, links with other minority groups) and global considerations (e.g., U.S. immigration and foreign policies, the three wars with Asian countries in the last century)-and how they have shaped Asian American histories and literatures-will figure importantly in our discussions. Format: seminar. Requirements: two papers, one midterm, and class participation. No prerequisites. No enrollment limit (expected: 25). WANG	KLOTS
<b>AMST 284 Topics in Asian American History (Same as ASST 284 and HIST 284) (Not offered 2012-2013) (D)</b> (See under HIST 284 for full description.)	WANG
<b>AMST 300(S) Lessons of 'The Game': The Wire and American Culture (Same as AFR 300 and SOC 306)</b> (See under AFR 300 for full description.)	MANIGAULT-BRYANT and LONG

**AMST 301(F) Theories and Methods in American Studies (Junior Seminar)**

This course aims to provide a “how to” of American Studies from an integrative, multiracial, and socio-cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how cultures work, the Junior Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields, and in the process gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity and Diaspora; Arts in Context; and Critical and Cultural Theory). The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will thus, for instance, develop rhetorical analyses, gather ethnographic data, and “read” assorted spaces and buildings, as the class explores such problems or topics as national narratives, ethnoracial formations, the American prison system, and the circulation of commodities.

Format: discussion. Requirements: evaluation will be based on class participation and a wide variety of student assignments, ranging from postings to the class Glow site, to short, analytical essays (5 pp.), to field work exercises, to in class presentations.

Prerequisites: AMST 201, junior or senior standing, or permission of the instructor. *Enrollment limit: 15 (expected: 12). Preference given to juniors majoring in American Studies.; required of junior majors.*

Hour: 11:20-12:35 TR

CLEGHORN

**AMST 302 Public Sphere/Public Space (Same as PSCI 335) (Junior Seminar) (Not offered 2012-2013) (W)**

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

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

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

*Political Theory Subfield*

REINHARDT

**AMST 303(F) Race and Abstraction (Same as AFR 303, COMP 301 and ENGL 344)**

Minority artists-writers and visual artists, mainly, and, to a lesser degree, musicians-face a difficult “double bind” when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by “abstract” standards of aesthetic subtlety, philosophical sophistication, and so on.

At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, “other,”

marginalized, non-universal—while “unmarked” (white) artists occupy the position of being universal and individual at once. The irony, of course, is that, say, an African American poet’s being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas.

This course will ask questions about the problem of race and abstraction by looking at the work of various writers, visual artists and musicians—including Will Alexander, Cecil Taylor, David Hammons—as well as critics. We will pay particular attention to formally experimental works.

Format: seminar.

No prerequisites; at least one previous literature or art or music class would be helpful. *Enrollment limit: 13.*

Hour: 1:10-3:50 W

WANG

**AMST 304 The Sociology of Black Religious Experience (Same as AFR 305, REL 315 and Sociology 305) (Not offered 2012-2013)**

(See under AFR 305 for full description.)

J. MANIGAULT-BRYANT

**AMST 305 Cities of the Anglophone Chinese Imagination (Same as ASST 305, COMP 303 and ENGL 374) (Not offered 2012-2013) (D)**

The current academic vogue for the “diasporic” and the “transnational” has shifted the emphasis away from viewing ethnic literatures solely, or primarily, as minority national literatures and towards reading them more “globally.” Such a re-framing, while potentially exciting, raises new questions. For example, what exactly is shared by subjects in a given diaspora? Does the term “diaspora” necessarily invoke the specter of racial essentialism? What happens to concepts of race, racialization and racism when one moves away from local and national politics? Is the idea of a diasporic subject much less vexing than the idea of a racially minoritized person? How important a role does the shared English language play in these diasporas? In this course, we will look at the works of a specific diasporic literary group, English-language writers of Chinese descent, living in England, former British settler colonies (the United States, Canada, Australia) and other sites in Asia formerly colonized by the British. We will consider how geographic sites function as material spaces and places of the imagination and how the English language is itself a material and imaginary space.

Format: discussion/seminar. Evaluation will be based on one 5- to 7-page paper, one 8- to 10-page paper, short response papers, participation. Prerequisites: those taking this as an English class must have previously taken a 100-level English course. *Enrollment limit: 17 (expected: 10). Preference given to American Studies majors.*

WANG

**AMST 306(S) Queer of Color Critique (Same as AFR 306, LATS 306 and WGSS 306) (D)**

(See under WGSS 306 for full description.)

MITCHELL

**AMST 307(F) Neoliberalism: A Key Concept for Our Times (Same as PSCI 307)**

Neoliberalism is, in essence, the belief that unencumbered market mechanisms will maximize prosperity and happiness. Over the past thirty years this idea has come to shape the global economy, the ways governments function, and how individuals understand themselves and their relations with other people in their lives. However, political movements around the world have challenged these principles – pointing to growing wealth inequality, environmental destruction, and negative cultural changes that have followed the implementation of neoliberal policies. This interdisciplinary course will provide students with a detailed understanding of the concept and these ongoing debates. We will begin by tracing the rise of neoliberal thinking in the fields of economics and public policy. We will then explore its impact on American society, relying on sociological accounts of changes in welfare provision and education, as well as analyses of the political implications of reality television shows. Anthropological studies will help us assess neoliberalism’s effects on the Global South. The course will conclude by looking at political movements resisting neoliberalism and asking whether the current economic crisis marks the end of this policy agenda and mode of governance.

Format: Requirements:

Prerequisites: *Enrollment limit: (expected:). Preference given to American Studies majors.*

Hour: 8:30-9:45 TR

CORNELL

**AMST 309 Womanist/Black Feminist Thought (Same as AFR 310, REL 310 and WGSS 310) (Not offered 2012-2013) (D)**

(See under AFR 310 for full description.)

R. MANIGAULT-BRYANT

*This course will fulfill the body of theory seminar requirement for Religion majors.*

**AMST 312 Chicago (Same as ENVI 313 and LATS 312) (Not offered 2012-2013)**

(See under LATS 312 for full description.)

RÚA

**AMST 313(F) Gender, Race, Beauty, and Power in the Age of Transnational Media (Same as COMP 313, LATS 313 and WGSS 313) (D)**

(See under LATS 313 for full description.)

CEPEDA

**AMST 314 Groovin’ the Written Word: The Role of Music in African American Literature (Same as AFR 314 and COMP 321) (Not offered 2012-2013)**

(See under AFR 314 for full description.)

BRAGGS

**AMST 315(F) Blackness 2.0: Race, Film and New Technologies (Same as AFR 315)**

(See under AFR 315 for full description.)

R. MANIGAULT-BRYANT

**AMST 317 Black Migrations: African American Performance at Home and Abroad (Same as AFR 317, COMP 319, Dance 317, ENGL 317 and Theatre 317) (Not offered 2012-2013)**

(See under AFR 317 for full description.)

BRAGGS

**AMST 318(S) California: Myths, Peoples, Places (Same as COMP 328, ENVI 318, LATS 318 and REL 318) (W)**  
(See under LATS 318 for full description.)

HIDALGO

**AMST 319 Ethnographic Approaches to AFR (Same as AFR 319 and Sociology 319) (Not offered 2012-2013)**  
(See under AFR 319 for full description.)

R. MANIGAULT-BRYANT

**AMST 320(S) Dangerous Bodies: Black Womanhood, Sexuality and Popular Culture (Same as AFR 320 and WGSS 402)**  
(See under AFR 320 for full description.)

R. MANIGAULT-BRYANT

**AMST 321(S) Theories of U.S. Power (Same as PSCI 321)**

Is it true that the U.S. remains the most powerful country in the world due to the combination of noble values that its citizens hold dear? What does "American Freedom" mean at a time when the U.S. has the highest rate of incarceration in the world? This course is designed to introduce students to different theories of "power" and how it functions in the contemporary world, using the United States as a case study. Beginning at the domestic level, we will explore how the U.S. has remained relatively politically stable despite deep racial divisions and polarizations of wealth. Are residents simply satisfied with their lives? Are they intimidated or physically prevented from seeking change? Or is control maintained in more subtle ways having to do with how we view ourselves and interpret the world? Moving to the international scale, we will analyze whether the United States should be deemed an empire, ways in which the country's economic and military influence has been justified, and how its position in the global economy and system of states is changing. Throughout, we will question how these forms of domestic and international power may be linked. The course will pair challenging theoretical texts with accessible accounts of historical events or processes that exemplify the forms of power under examination. Using texts drawn from history, political science, philosophy, and American Studies, students will develop an understanding of key terms such as class, racial projects, hegemony, governmentality, citizen-subjects, colonialism, the world-system, and transnational states.

Format: Requirements:

Prerequisites: Enrollment limit: (expected:). Preference given to American Studies majors.

Hour: TBA

CORNELL

**AMST 323(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AFR 323, ARTH 223, COMP 322, and ENGL 356) (D)**

(See under AFR 323 for full description.)

BRAGGS

**AMST 329 Cultures of War: U.S. Wars in Asia and American Culture (Same as ENGL 329) (Not offered 2012-2013)**

The nations and continent of Asia have often figured as sites onto which the U.S. has projected various hopes, anxieties, and desires since the 18th century. Throughout the 20th century, the rise of U.S. as a global power has been inaugurated and marked perhaps most prominently through its wars in Asia—in the Philippines, Pacific Islands, Korea, Viet Nam. This class explores how America's military interventions in Asia have impacted and shaped numerous aspects of American life: how have representations and remembrances of different wars been instrumental in shaping national identities and narratives? How have these wars also been central to our understandings of and discourse about race in America? And why and how has the work of "culture" been central to wars and vice versa? While the main focus of the class is on the making of American culture, we will also examine non-U.S. centric texts and critiques and in doing so, our approaches and methods of analyses will seek to be mindful of ways in which certain ideas of "America"—and nationalism—gets privileged.

Format: seminar. Requirements: active in-class participation, four unit projects/papers (3-5 pages; length will vary depending on the unit and the assignment), including at least one in-class workshop and informal presentation on unit project, and a final paper (8-10 pages).

Prerequisites: if registered through English, a 100-level English class, or with consent of the instructor. Enrollment limit: 16 (expected: 15). Preference given to American Studies majors, then English majors.

UM

**AMST 330(S) Connective Approaches to Race, Ethnicity, and Diaspora (Same as LATS 330)**  
(See under LATS 330 for full description.)

RÚA

**AMST 338(F) The American Renaissance (Same as ENGL 338)**

(See under ENGL 338 for full description.)

DAVIS

**AMST 339(S) Latina/o Musical Cultures and the Dynamics of the Everyday (Same as COMP 338 and LATS 338) (W) (D)**

(See under LATS 338 for full description.)

CEPEDA

**AMST 340(F) Reading Americans Reading (Same as ENGL 340) (W)**

(See under ENGL 340 for full description.)

CLEGHORN

**AMST 346 Latinas/os and the Media: From Production to Consumption (Same as COMP 359 and LATS 346) (Not offered 2012-2013) (W) (D)**

(See under LATS 346 for full description.)

CEPEDA

**AMST 372T(F) American Modernist Fiction (Same as ENGL 372T) (W)**

(See under ENGL 372T for full description.)

LIMON

**AMST 377T(F) From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (Same as ENGL 377) (W) (D)**

(See under ENGL 377 for full description.)

SCHLEITWILER

**AMST 379 American Pragmatism (Same as PHIL 379) (Not offered 2012-2013)**

(See under PHIL 379 for full description.)

GERRARD

**AMST 381(S) Black Modernisms and the Great Migration (Same as AFR 380 and ENGL 381)**

(See under ENGL 381 for full description.)

SCHLEITWILER

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

**AMST 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as AFR 403, COMP 375, ENGL 375 and LATS 403) (D)**

Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant-garde writing is seen to concern itself "purely" with formal questions, divorced from the socio-historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant-garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant-garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres..

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

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

Hour: 1:10-3:50 T

WANG

**AMST 403 American Music (Senior Seminar) (Not offered 2012-2013)**

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.

CLEGHORN

**AMST 404(S) AFR and the Disciplines (Same as AFR 405)**  
(See under AFR 405 for full description.)

J. MANIGAULT-BRYANT

**AMST 405 Home and Belonging: Displacements, Relocations, and Place-Making (Same as LATS 405) (Senior Seminar) (Not offered 2012-2013) (W) (D)**

The metaphor of "home" and idea of "belonging" bring insight to theories and investigations centered on community building and identity formation within and across national borders. These constructions give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place-making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in "rooting" migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban-Americans, Native American and West Indian festive forms, and place-claiming and racial sincerity among African Americans. This course explores the experiences and expressions of racialized populations in the United States, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.

Format: seminar. Evaluation will be based on class participation, annotated bibliography, short essay, writing workshop participation (and related assignments), research paper related assignments, and a final research paper and presentation.

Prerequisites: Prior courses in Latino Studies, American Studies, or permission of instructor. *Enrollment limit: 19 (expected 15). Preference given to senior Latino Studies concentrators and American Studies majors.*  
RÚA

**AMST 406(F) Crafting Research: Methods in Africana Studies (Same as AFR 406)**

(See under AFR 406 for full description.)

R. MANIGAULT-BRYANT

**AMST 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as LATS 408) (Senior Seminar) (W) (D)**

(See under LATS 408 for full description.)

RÚA

**AMST 410 American Avant Garde Poetry Since 1950 (Same as ENGL 410) (Not offered 2012-2013)**

This course examines American poetry from what one critic has called "the other side of the century"—the lineage of poetry descending from two Modernist forebears, Ezra Pound and Gertrude Stein. Focusing on experimental poetry since 1950, we will read poems and essays by those working in Black Mountain, New York School, Beat, Black Arts, Language, Conceptual, Flarf, and digital poetics and poetics.

Format: seminar. Requirements: several short assignments (presentation, response papers), class participation, and {either} one long seminar paper (20-25 pp.) or two shorter papers (one 8-10 pp., the other 12-15 pp.).

Prerequisites: AMST 201 or permission of instructor. *Enrollment limit: 16 (expected: 15). Preference given to American Studies senior majors, then other American Studies and English majors.*

WANG

**AMST 415(S) Edward Said (Same as ENGL 415 and COMP 403)**

Edward Said (1935-2003), one of the major critics of the last century, is best known for his groundbreaking 1978 book *Orientalism*, which inaugurated the field of postcolonial studies, and for his activist work on behalf of the Palestinian peoples. But his intellectual interests were wide-ranging: from French literary theory to Vico to Middle East politics to Glenn Gould. A true public intellectual, Said was a rarity among university academics. Besides writing several important scholarly books, he also wrote for various non-academic publications, such as *The Nation*, *Al-Ahram*, and *The London Review of Books*; co-founded, with the musician Daniel Barenboim, the West-Eastern Divan Orchestra; and, from 1977-1991, served as a member of the Palestinian National Council. In this course, we will focus on works that represent different, though interconnected, facets of Said's oeuvre: his more strictly literary critical work (*Beginnings and The World, The Text*, and the *Critic*); his work on society and culture (*Orientalism* and *Culture and Imperialism*); his writings on the Palestinian question and the Middle East (*The Question of Palestine*, *Covering Islam*, *From Oslo to Iraq*); his writings on music (*Parallels and Paradoxes* co-authored with Daniel Barenboim), and his late work (*On Late Style*). We will also examine criticism of his work—Orientalism in particular.

Format: seminar.

No prerequisites; some literature background helpful. *Enrollment limit: 12. Preference given to American Studies, English and Comparative Literature majors.*  
Hour: 1:10-3:50 W WANG

**AMST 462(F) Art of California: "Sunshine or Noir" (Same as Arth 462 and LATS 462)**

(See under ARTH 462 for full description.)

CHAVOYA

**AMST 469(F) Notions of Race and Ethnicity in American Culture (Same as HIST 469) (Senior Seminar) (D)**

While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory. This course fulfills the Exploring Diversity Initiative because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.

Format: seminar. Requirements: evaluation will be based on weekly response papers, a museum exercise, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion.

Prerequisites: previous upper division courses in History. *Enrollment limit: 15 (expected: 10-15). Preference given to senior History majors.*

*Not available for the Gaudino option.*

Group F

Hour: 1:10-3:50 W

WONG

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

**SPECIALIZATION FIELDS**

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

**ARTS IN CONTEXT**

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

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

*Elective courses:*

AFR 302/PSCI 372/REL 261 Rastafari: Dread, Politics, Agency  
AFR 314/AMST 314/COMP 321 Groovin' the Written Word: The Role of Music in African American Literature  
AMST 108/ENGL 244 First-Hand America  
AMST 203/ANTH 203 Introduction to Native American Studies  
AMST 283/ENGL 287 Topics in Asian American Literature  
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination  
ARTH 264/AMST 264 American Art and Architecture, 1600 to Present  
ARTH 265/AMST 265 Pop Art  
ARTH 462/AMST 462/LATS 462 Art of California: "Sunshine or Noir"  
ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation  
ARTH 470 Image-making, Orientalism and Visual Culture  
ARTS 101/AMST 101 Artists Respond to Dangerous Times  
ENGL 220/AMST 220/AFR 220 Introduction to African American Writing

ENGL 258 Poetry and the City  
 ENGL 338/AMST 338 The American Renaissance  
 ENGL 340/AMST 340 Reading Americans Reading  
 ENGL 372/AMST 372 American Modernist Fiction  
 ENGL 381/AFR 380/AMST 381 Black Modernisms and the Great Migration  
 HIST 395/WGSS 395 Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present  
 HIST 482/AFR 482 Fictions of African-American History  
 LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video  
 LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices  
 LATS 258/ARTH 258 Latina/o Installation and Site-Specific Art  
 LATS 346/AMST 346/COMP 359 Latinas/os and the Media: From Production to Consumption  
 MAST 231/ENGL 231 Literature of the Sea  
 MUS 115 American Music  
 MUS 117 African-American Music  
 MUS 151 History of Jazz  
 MUS 251/AFR 240 Introduction to the Music of Duke Ellington  
 MUS 252/AFR 242 Introduction to the Music of John Coltrane  
 RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics

### COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

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

#### Elective courses:

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy  
 AFR 200/AMST 200 Introduction to Africana Studies  
 AFR 302/PSCI 372/REL 261 Rastafari: Dread, Politics, Agency  
 AFR 314/AMST 314/COMP 321 Groovin' the Written Word: The Role of Music in African American Literature  
 AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A Black Migrations: African American Performance at Home and Abroad  
 AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora  
 AFR 338/PSCI 338 Garveyism  
 AFR 360/PSCI 370/PHIL 360 The Political Thought of Frantz Fanon  
 AMST 203/ANTH 203 Introduction to Native American Studies  
 AMST 283/ENGL 287 Topics in Asian American Literature  
 AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination  
 AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing  
 ENGL 144/AMST 144 American Ethnic Detective Fictions and Variations  
 ENGL 220/AMST 220/AFR 220 Introduction to African American Writing  
 ENGL 381/AFR 380/AMST 381 Black Modernisms and the Great Migration  
 HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality  
 HIST 164/AFR 164 Slavery in the United States  
 HIST 243 Modern Latin America, 1822 to the Present  
 HIST 281/AFR 281 African-American History, 1619-1865  
 HIST 282/AFR 282 African-American History From Reconstruction to the Present  
 HIST 284/AMST 284/ASST 284 Topics in Asian American History  
 HIST 286/LATS 286 Latina/o History From 1846 to the Present  
 HIST 364/AFR 364 History of the Old South  
 HIST 365/AFR 365 History of the New South  
 HIST 380 Comparative American Immigration History  
 HIST 381/AFR 381 From Civil Rights to Black Power  
 HIST 384 Comparative Asian-American History, 1850-1945  
 HIST 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
 HIST 386/WGSS 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households  
 HIST 443/AFR 443 Slavery, Race and Ethnicity in Latin America  
 HIST 456/AFR 456 Civil War and Reconstruction  
 HIST 459/AFR 459 Jim Crow: American Apartheid  
 HIST 482/AFR 482 Fictions of African-American History  
 LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions  
 LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video  
 LATS 330/AMST 330 Connective Approaches to Race, Ethnicity, and Diaspora  
 LATS 338/AMST 339/COMP 338 Latina/o Musical Cultures and the Dynamics of the Everyday  
 LATS 346/AMST 346/COMP 359 Latinas/os and the Media: From Production to Consumption  
 LATS 382/HIST 382/WGSS 382 Latina/o Politics  
 LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People  
 LATS 471/HIST 471 Comparative Latina/o Migrations  
 MUS 117 African-American Music  
 MUS 151 History of Jazz  
 PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration  
 PSCI 248 The USA in Comparative Perspective  
 PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination  
 RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics

### CRITICAL AND CULTURAL THEORY

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

#### Elective courses:

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy  
 AFR 302/PSCI 372/REL 261 Rastafari: Dread, Politics, Agency  
 AFR 360/PSCI 370/PHIL 360 The Political Thought of Frantz Fanon  
 AMST 302/PSCI 335 Public Sphere/Public Space (Junior Seminar in AMST)  
 ANSO 206 Social Theory  
 ANTH 328 Emotions and the Self  
 COMP 340/ENGL 363 Literature and Psychoanalysis  
 ENGL 230/COMP 240 Introduction to Literary Theory  
 ENGL 340/AMST 340 Reading Americans Reading  
 ENGL 396/COMP 396 Introduction to Cultural Theory  
 HIST 483/AFR 483 African Political Thought  
 INTR 221/WGSS 221/AFR 221 Racial-Sexual Violence  
 LATS 338/AMST 339/COMP 338 Latina/o Musical Cultures and the Dynamics of the Everyday  
 PHIL 205 Continental Philosophy: Reading the Critics of Reason  
 PHIL 228/WGSS 228 Feminist Bioethics

PHIL 271/WGSS 271 Woman as "Other"  
 PHIL 304 Authenticity: From Rousseau to Poststructuralism  
 PHIL 305 Existentialism and Phenomenology  
 PHIL 327/WGSS 327 Foucault  
 PHIL 379/AMST 379 American Pragmatism  
 POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics  
 PSCI 230 American Political Thought  
 PSCI 234 Contemporary American Conservative Political Thought  
 PSCI 236/WGSS 236 Sex, Gender, and Political Theory  
 PSCI 326 Empire and Imperialism  
 PSCI 339 Politics and Aesthetics  
 REL 303/JWST 280/PHIL 282 The Turn to Religion in Post-Modern Thought  
 REL 304/COMP 344/ENGL 386 From Hermeneutics to Post-Coloniality and Beyond  
 REL 305 Foucault  
 WGSS 101 Women's, Gender and Sexuality Studies  
 WGSS 202 Introduction to Sexuality Studies  
 WGSS 225/PHIL 225 Classics in Western Feminist Thought

#### SPACE AND PLACE

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

#### Elective courses:

AMST 302/PSCI 335 Public Sphere/Public Space (Junior Seminar in AMST)  
 AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination  
 ARTH 264/AMST 264 American Art and Architecture, 1600 to Present  
 ARTH 405 Seminar in Architectural Criticism  
 ECON 383 Cities, Regions and the Economy  
 ENVI 101 Nature and Society: An Introduction to Environmental Studies  
 ENVI 307/PSCI 317 Environmental Law  
 GEOS 105 Geology Outdoors  
 GEOS 201/ENVI 205 Geomorphology  
 GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus  
 HIST 364/AFR 364 History of the Old South  
 HIST 365/AFR 365 History of the New South  
 HIST 380 Comparative American Immigration History  
 LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City  
 LATS 258/ARTH 258 Latina/o Installation and Site-Specific Art  
 LATS 312/AMST 312/ENVI 313 Chicago  
 LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place-Making  
 LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People  
 MAST 352/HIST 352 America and the Sea, 1600-Present

### ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Professor ANTONIA FOIAS

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

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

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

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

#### MAJORS

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

#### Requirements

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

- (1) *Core Courses.* Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. We strongly encourage students to take ANSO 205 and 206 during their sophomore year. The sequences are:

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

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

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

#### STATISTICS AND DATA ANALYSIS

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

#### AREA STUDIES CONCENTRATION

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

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

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



## THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

## ANTHROPOLOGY / SOCIOLOGY COURSES

### JOINT CORE COURSES

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

An exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. There will also be some practical training in basic field methods, census and survey interpretation, and archival research.

Format: seminar. Requirements: full participation in the seminar and a series of short papers.

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

*Not available for the Gaudino option.*

Hour: 1:10-3:50 W

SHEVCHENKO

#### ANSO 206(F) Social Theory

An introduction to social theory in anthropology and sociology. The course explores both disciplines' stances toward the puzzles of tradition and modernity through the works of major thinkers such as Marx, Weber, Durkheim, Freud, and others. In particular, the course examines ways in which the two disciplines approach the fundamental problems of human experience: how do men and women in different societies and epochs construct and maintain social order? How do they allocate authority, responsibility, and blame, as well as social prestige, power, and material wealth? How do they regulate sexual relationships and organize work? What systems of beliefs and reinforcing symbols do they fashion to come to grips with evil, misfortune, transgression, and mortality? What epistemological frameworks underpin their worlds? What happens when social worlds fall apart? The course also reconstructs the intellectual trajectories and social histories of both disciplines.

Format: seminar. Requirements: full participation in the seminar, class presentations, several short papers.

Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor. *Enrollment limit: 25 (expected: 25). Preference given to Students who are already declared majors in Anthropology or Sociology.*

*Not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

M. F. BROWN

#### ANSO 402(S) Senior Seminar

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

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

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

Hour: 2:35-3:50 TF

FOIAS

## ANTHROPOLOGY COURSES

#### ANTH 101(F,S) The Scope of Anthropology (D)

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

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

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

Hour: 2:35-3:50 MR

11:00-12:15 MWF

First Semester: BROWN

Second Semester: SEARLE

#### ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology? (Not offered 2012-2013)

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

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

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

FOIAS

#### ANTH 105(F) Introduction to Public and Global Health (Same as INTR 150)

Public health focuses on improving health at the level of individuals, communities, or populations. It seeks to understand both individual and collective behaviors that shape health outcomes in the world today. This class introduces students to core concepts and methods within the fields of public and global health. It investigates the interrelationship of individual and social choices with demographic and biological factors in producing health outcomes. We look at the pathology and epidemiology of the major diseases and health disparities in the world today, focusing as much on health equity as on the social and cultural constructions of illness, disease, and health-seeking behaviors. We explore several case studies to understand the contributing causes of and policy initiatives around the major crises in global health today including HIV/AIDS, tuberculosis, malaria, and maternal mortality. The course involves multiple disciplinary perspectives including anthropology, sociology, economics, biology, bioethics, and political science. By the end of the semester, we will understand what creates effective public health policy for individuals as well as communities. How does one reconcile the competing moral, social, and human rights claims in shaping health policies and practices at a variety of levels?

Format: seminar/discussion. Evaluation will be based upon participation in class blog, class discussion, one presentation, and final paper.

*No prerequisites. Enrollment limit: 25 (expected: 20). Preference given to first-year students and sophomores.*

Hour: 11:00-12:15 MW

GUTSCHOW

#### ANTH 203 Introduction to Native American Studies (Same as AMST 203) (Not offered 2012-2013) (D)

(See under AMST 203 for full description.)

VIGIL

#### ANTH 207 North-American Indians (Not offered 2012-2013) (W) (D)

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

Class format: seminar, with a high level of class participation expected.



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

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

M. F. BROWN

**ANTH 209 Ecologies of Place: Culture, Commodities and Everyday Life (Same as AMST 209 and ENVI 209) (Not offered 2012-2013)**  
(See under ENVI 209 for full description.)

HOWE

**ANTH 210(S) Music Theater in World Cultures (Same as MUS 214 and THEA 215) (D) (W)**  
(See under MUS 214 for full description.)

DOSUNMU

**ANTH 214(F) The Rise and Fall of Civilizations (Same as ENVI 224)**

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

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

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

Hour 9:55-11:10 TR

FOIAS

**ANTH 216(S) Indigenous Peoples of Latin America (D)**

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

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

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

Hour: 1:10-2:25 MR

M. F. BROWN

**ANTH 219 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Arth 209) (Not offered 2012-2013)**

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

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

No prerequisites, but an introductory Art History or Anthropology course recommended. *No enrollment limit (expected: 16). Preference: given to Anso and Art History majors.*

FOIAS

**ANTH 222 Charisma and Celebrity (Same as REL 273) (Not offered 2012-2013) (W)**

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

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

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Anthropology/Sociology majors.*

D. EDWARDS

**ANTH 223 Ethnic Minorities in China: Past and Present (Same as Chinese 223) (Not offered 2012-2013) (D)**

(See under CHIN 223 for full description.)

YU

**ANTH 225 Visible Culture: Documentary and Nonfiction (Same as English 236) (Not offered 2012-2013)**

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

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

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

D. EDWARDS

**ANTH 234 Masculinities (Same as WGSS 234) (Not offered 2012-2013)(W)**

What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross-culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.

Format: seminar. Requirements: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper. No prerequisites; open to all. *Enrollment limit: 19 (expected: 19). Preference given to Anthropology and Sociology majors and to achieve gender balance.*

JUST

**ANTH 235 Roman Archaeology and Material Culture (Same as Arth 235, CLAS 224 and HIST 224) (Not offered 2012-2013)**

(See under CLAS 224 for full description.)

RUBIN

**ANTH 240 Roman Cities in the Near East (Same as CLAS 340 and HIST 340) (Not offered 2011-2012) (D)**

(See under CLAS 340 for full description.)

RUBIN

**ANTH 244(S) Globalizing India (D)**

India's dramatic rise to global prominence has captured public attention. In newspapers, magazines, and popular books, we read about economic prosperity, growing cities, and new consumers. In this course, we will investigate the social issues behind these headlines by drawing on ethnographic accounts of contemporary life in India. Case studies will provide us with nuanced perspectives on issues such as migration, outsourcing, consumption, and economic development and enable us to re-consider popular and scholarly characterizations of globalization. As we explore the re-configurations of politics, power, and social life that have occurred since economic liberalization began in the early 1990s, we will tease apart the complex relationships between global economic integration and socio-cultural change. We will investigate how globalization presents possibilities for social mobility and political change as well as for exploitation along existing fault lines of inequality and exclusion. Course materials will include ethnographic case studies, documentary films, commercial films, and items from contemporary Indian media. Lectures will contextualize this material by providing background on India's history, cultural traditions, and politics.

Format: lecture/discussion. Requirements: attendance at film screenings; participation and class presentations; two quizzes, midterm and final.

No prerequisites; open to all students. *Enrollment limit: 20 (expected 20). Preference given to Anthropology and Sociology majors.*

Hour: 8:30-9:45 TR

SEARLE

**ANTH 246 India's Identities: Religion, Caste, and Gender (Same as REL 246 and WGSS 246) (Not offered 2012-2013) (D)**

(See under REL 246 for full description.)

GUTSCHOW

**ANTH 248(F) Body Politics, Gender and Religion in South Asia (Same as ASST 248, REL 248 and WGSS 249) (D)**

(See under REL 248 for full description.)

GUTSCHOW

**ANTH 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as ASST 256, REL 256 and WGSS 256) (Not offered 2012-2013) (W) (D)**

(See under REL 256 for full description.)

GUTSCHOW

**ANTH 258 Divine Kingship in the Ancient Mediterranean (Same as CLAS 394, HIST 258 and REL 213) (Not offered 2012-2013)**  
(See under CLAS 394 for full description.)

RUBIN

**ANTH 266T(S) Cultural Evolution (W)**

The past decade has seen a revival of Big History in the form of studies of large-scale, persistent patterns in human cultural development. This interdisciplinary tutorial draws on the insights of Big History by bringing together evolutionary thought and complexity theory to consider the emergence of recognizably human social behavior in the distant past, the impact of such innovations as language, tool-making, and ritual on human adaptation, and the circumstances that eventually led to the domestication of plants and animals and the rise of ranked societies and social inequality. Readings will include works by the historian David Christian, the philosopher Daniel Dennett, and the physical anthropologist Barbara King, among others. Questions to be considered in the tutorial include: What is the evolutionary significance of religion? Why did human populations shift from hunting and gathering to agriculture even though farming is risky and requires much more work? What can complexity theory tell us about the trajectory of human societies as the global population increases? How plausible is that claim that digital technologies and sophisticated prosthetics are destined to transform us into a posthuman species?

Format: tutorial; each student will write and present orally an essay of approximately 7 double-spaced pages every other week on a topic assigned by the instructor; students not presenting an essay have the responsibility of critiquing the work of their colleague. Evaluation will be based on weekly essays and critiques. No prerequisites, but prior exposure to anthropology and evolutionary theory is desirable. *Enrollment limit: 10 (expected: 10). Preference given to majors in Anthropology or Sociology; open to sophomores.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Tutorial meetings to be arranged.

M. F. BROWN

**ANTH 272 (formerly 392) Sex in Society: Cultural Constructions of Reproduction (Same as WGSS 272) (Not offered 2012-2013)**

Why is reproduction such a controversial subject in medicine as well as religious and cultural discourses more broadly? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. The class will pursue a comparative analysis of reproduction across major cultures and religions, as well as a deeper understanding of specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the fracas over motherhood in the US popularly dubbed the ‘Mommy Wars’. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround birth in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and women’s studies. By the end of the course, we will appreciate how and why reproduction in such a contentious issue today.

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

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

GUTSCHOW

**ANTH 290T(F) Urban Space, Culture, and Power (D) (W)**

We will address two central questions with which scholars of urban life have wrestled. First, does city life engender certain kinds of social relationships? And second, can one reshape society by changing the physical spaces people inhabit? To answer the first question, we will read classic theories about urban life and compare them to ethnographic case studies, paying close attention to the question of whether urban living leads to the breakdown of traditional social ties and to the production of “modern” rationalities. To answer the second question, we will examine the politics of urban restructuring, studying struggles over urban space to understand different constellations of power from the colonial era to the globalizing present. We will tease out the moral, racial, and modernist ideologies that have underpinned both colonial and postcolonial urban projects, as well as the relationships between those ideologies and scholarly theories of the city. In the final section of the course, we will focus on the repositioning of cities as sites of capital investment, global economic integration, and elite consumption in the contemporary era. We will examine the social and aesthetic visions that have inspired attempts to produce “World Cities” as well as the Format: tutorial. Requirements: participation, short response papers, midterm, and final paper.

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

Tutorial meetings to be arranged.

SEARLE

**ANTH 299 Ritual, Power and Transgression (Same as REL 274) (Not offered 2012-2013) (W)**

Anthropology began, in part, as an effort to study “savage” cultures before they disappeared under the onslaught of modern civilization, and indeed most of the societies investigated by early anthropologists no longer exist or survive in completely altered form. As they lost their original object of study, however, anthropologists also discovered that the tools and concepts developed in the study of “primitive” cultures could be applied to the contemporary world. Exploring this possibility, this course examines the relevance of fundamental anthropological concepts that have developed through the structural and symbolic study of myth and ritual to the contemporary world in which we live.

The course is divided into four sections. In the first unit, we read and discuss the work of Mary Douglas, Victor Turner, and Marshall Sahlins on myth and ritual, focusing in particular on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, pure and impure, while also creating the “in between” spaces within which both creativity and transgression emerge. On this foundation, we move to the second unit in which we discuss the structural relationship between ritual, power, and transgression in western contexts, taking the majority of our examples from early modern European and American history. In the third section of the course, we consider what an anthropological perspective can reveal about some seminal events in 20th century history, and we end the course by considering how anthropological theory informs two critical areas of current concern: immigration and national security. Format: seminar. Requirements: class participation, two short response papers, 10-page research paper, final exam.

Prerequisites: ANTH 101, SOC 101, REL 101, or any other ANTH or SOC course. *Enrollment limit: 19 (expected: 19). Preference given to Anthropology, Sociology or Religion majors.*

D. EDWARDS

**ANTH 324(F) Empires of Antiquity (W)**

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

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

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

Hour: 2:35-3:50 TF

FOIAS

**ANTH 326(S) Financial Lives (W)**

Since the 1970s, the international financial sector has grown dramatically, outpacing its traditional role in facilitating international trade and production. New markets in countries which had previously restricted foreign investment, new financial instruments, and new market participants have precipitated growth in the volume of financial flows and in their significance to economies and livelihoods worldwide. In this course, we will consider the financial system from the point of view of those who operate it. We will begin with historical accounts that highlight both the technological advances and the cultural work that have contributed to the development of the American financial system. Then, after an overview of expansion of financial markets since the 1970s, we will investigate the working lives, practices, and perspectives of those who make markets, with case studies from the U.S., the UK, and Japan. Considering financial traders as social beings who form communities, we will investigate their everyday experiences and beliefs, and we will examine how traders build trust, assess risk, forge identities, and create distinction (including along lines of race and gender). We will examine the interplay between knowledge and practice in the financial industry by examining practices of calculation and speculation and by investigating the role of technologies—from paper to mathematical formulae to stock tickers and computers—in shaping those practices. We will also consider shifting definitions of financial success, failure, and corruption in the history of American finance and how traders have attempted to mold public perception of their activities.

Format: seminar. Requirements: participation, three short papers, and a 10-page research proposal.

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

Hour: 1:10-3:50 W

SEARLE

**ANTH 328T Emotions and the Self (Not offered 2012-2013) (D) (W)**

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology,

we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Format: tutorial.

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

JUST

### **ANTH 330(F) Materiality and Meaning (Same as ARTH 230) (W)**

In this course we will study the things people make and use, from works of art to clothing, buildings, and tools. We will use anthropological theory to explore the social and communicative roles that objects play in human society and to explain how people use objects to communicate, rebel, exert power, or make sense of the world around them. We will begin by reconsidering the category “art” and by exploring the idea that visual practices are culturally constructed. Through reading ethnographic case studies, we will investigate how meaning and value are produced in different cultural contexts. In particular, we will focus on semiotic theories of value and on theories of exchange, building on Marcel Mauss’s seminal work *The Gift*. In the second half of the course, we will attend to the role of material culture in capitalist societies by exploring the processes whereby things become commodities; by investigating the relationship between style, aesthetics, and class; and by tracing the interrelationships between design, advertising, and consumer society. Readings will include the work of Pierre Bourdieu, Dick Hebdige, Bronislaw Malinowski, Karl Marx, Annette Weiner, and others.

Format: seminar. Requirements: participation and class presentations, three short papers, and a final project.

Prerequisites: none, open to all students. Enrollment limit: 19 (expected 19). Preference given to Anthropology and Sociology majors.

Hour: 1:10-3:50 W

SEARLE

### **ANTH 335 In Between: The Ritual Construction of Identity and Difference (Not offered 2012-2013)**

This course examines the categories of inclusion and exclusion, safe and dangerous, pure and impure, right and wrong that constitute cultural worlds, while also creating the middle zones that make cultural creativity possible. Beginning with an examination of “liminality” and rites of passage in the work of Arnold Van Gennep and Victor Turner, we will go on to look at Mary Douglas’s seminal work on the construction of categories of inclusion and exclusion and other theoretical works on ritual and the sacred. In the course of the semester, we will consider a variety of cultural contexts in which liminality is of central importance, including transvestitism in traditional Native American and contemporary US cultures, various avant garde artistic movements, and the ritual construction of the suicide bomber/martyr in Islamist practice.

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

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

EDWARDS

### **ANTH 347 Tribe and State on the Afghan-Pakistan Border (Same as ASST 347) (Not offered 2012-2013)**

One of the major challenges President Obama will face in his first term in office involves the perilous situation on the border between Afghanistan and Pakistan. While the problems in the region are generally framed in relation to Islamic extremism, the more fundamental issue is the failure of the Afghan and Pakistani governments to exercise control over the tribes that occupy the mountainous frontier. This course will look first at the history of the Afghan and Pakistani states and of the Pushtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will go on to consider the role of Islam as a political force in the region, with particular emphasis on the ways in which outside religious groups, most recently al-Qaeda, have managed to gain a foothold in the borderlands, despite the historic resistance of the tribes to outsiders of any kind. The course will also examine the efforts of, first, the Soviet Union in the 1980s and, more recently, the United States and its allies to control the borderlands, and we will conclude with a consideration of the geopolitical implications if Afghanistan and Pakistan prove in the end to be “failed states.” Readings will include theoretical discussions of tribe/state relations, British and Soviet era accounts of the frontier (non-fiction and fiction), ethnographies of tribal societies, and contemporary studies.

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

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

EDWARDS

### **ANTH 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as HIST 391 and INTR 391) (Not offered 2012-2013)**

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

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

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

JUST

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

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

(See under ANSO 402 for full description.)

FOIAS

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

## **SOCIOLOGY COURSES**

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

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

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

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

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

Hour: 11:20-12:35 TR

11:20-12:35 TR

First Semester: MANGLOS

Second Semester: MANGLOS

### **SOC 202(S) Terrorism and National Security**

An analysis of the roots, goals, and social organization of contemporary radical Islamist terrorism and of the state efforts to defeat it. A focus on: the recruitment, training, and indoctrination of Islamist terrorists; their ideologies and self-images; and case studies of specific terrorist attacks and the vulnerabilities of modern societies that such attacks reveal. The course analyzes the exigencies and dilemmas of ensuring public safety in a democratic society. Special attention to: the structure and ethos of intelligence work; the investigation of terrorist networks and their financing; the relationship between organized and semi-organized crime and terrorism; the legal dilemmas of surveillance, preemptive custody, and “extraordinary rendition” in democratic societies; and the technology and organization

of ascertaining identities in modern society. The course also addresses the crisis facing European societies—particularly the United Kingdom, France, Belgium, the Netherlands, and Germany—with growing populations of radical Islamist minorities who reject cultural assimilation into Western social or legal frameworks, a crisis paralleled in the United States, with important differences, by widespread illegal immigration. An assessment of the ideology of multiculturalism and its intended and unintended consequences in the fight against terror. The course also examines the threat of terrorists' use of biological, chemical, and nuclear weapons of mass destruction and the defenses against such threats. Finally, it appraises the structure and content of mass media coverage of terrorism, as well as official and nonofficial propaganda on all sides of these issues. *A Gaudino Fund Course.*

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

Enrollment limit: 25 (expected: 25). All students are required to submit an application in order to be included in the course.

Not available for the Gaudino option.

Hour: 1:10-3:50 T

JACKALL

### **SOC 211(F) Race and the Environment (Same as AFR 211, AMST 211 and ENVI 211) (D)**

(See under AFR 211 for full description.)

J. MANIGAULT-BRYANT

### **SOC 215(S) Crime**

An examination of crime, criminals, and crime-fighters. Topics include: violent urban youth gangs in America; the recruitment, socialization, argot, culture, worldviews, and ethics of professional criminals, both in America and in the international arena; the stages of criminal careers; the violence inherent in the drug trade; human trafficking of women and girls; white-collar scams and financial depredations; identity theft; the work worlds and habits of mind of crime-fighters, with a special focus on the work of uniformed police officers, detectives, federal agents, and state and federal prosecutors; the symbolic representations of criminals and crime-fighters in American and international popular culture; and the crisis of public social order. Special attention to the nature of criminal investigation.

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

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

Not available for the Gaudino option.

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

JACKALL

### **SOC 216(S) The City**

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries.

This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Format: seminar. Requirements: final paper and exam.

No prerequisites. Enrollment limit: 19 (expected: 15). Preference given to Anthropology and Sociology majors.

Hour: 11:00-12:15 MWF

RULIKOVA

### **SOC 217(S) Race(ing) Sports: Issues, Themes and Representations of Black Athletes (Same as AFR 217, AMST 217 and ENGL 215) (D)**

(See under AFR 217 for full description.)

BRAGGS

### **SOC 218 Law and Modern Society (Not offered 2012-2013)**

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

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

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

NOLAN

### **SOC 219(S) Images and Society**

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

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

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

Hour: 2:35-3:50 MR

SHEVCHENKO

### **SOC 220(F) Modern African Societies (Same as AFR 222) (W)**

Africa is a place of extremes: its nation-states are some of the world's youngest and poorest; its societies are some of the most diverse and most unequal; and its landscapes are some of the most stunning, fertile, and severe. This sociological study of the continent will focus on the larger sub-tropical or sub-Saharan region. We will utilize both macro-level and micro-level approach, connecting the workings of the state and other large-scale institutions such as markets and NGOs (nongovernment organizations) to the most intimate behaviors of individuals such as marrying, starting families, building households, making livelihoods, and migrating. By the end of the course, students will have familiarity with the most relevant (and controversial) topics in African affairs: religion, sexuality, gender, corruption, ethnic identity, HIV/AIDS, and health care. Students will also have a stronger understanding of Africa's place in the world and the processes that perpetuate its under-development.

Format: seminar. Requirements: bi-weekly intellectual journal entries, term paper in multiple drafts, midterm and final exam.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to juniors and seniors.

Hour: 8:30-9:45 MWF

MANGLOS

### **SOC 242 Food and Society (Not offered 2012-2013)**

The French critic Roland Barthes famously said that food is a system of communication. This multidisciplinary course is designed to introduce students to different ways of thinking about food through an exploration of the complex social and cultural rules that underlie food's consumption. Because our food choices communicate who we are—or what we aspire to be—the study of food reveals how societies throughout the world construct difference, whether religious, ethnic, national, or racial. The class will also examine nutrition, hunger, ideals of desirability in body image, and visual representations of food in advertising and art. Probable readings include: primatologist Richard Wrangham on how cooking made us human; nutritionist Marion Nestle on food politics; R. Marie Griffith on the Christian diet movement; policy analyst Raj Patel on the global food system; Psyche A. Williams-Forsen on black women, food, and power; journalist Michael Pollan on ethical food choices; philosopher Carolyn Korsmeyer on taste; archaeologist Martin Jones on why humans share food; and sociologist Gary Alan Fine on the culture of restaurant work.

Format: seminar. Requirements: active class participation, weekly response papers, two 6- to 8-page papers, final exam.

No prerequisites; not open to first-year students. Enrollment limit: 19 (expected: 19). Preference given to students with a demonstrated interest in the study of food. Not available for the Gaudino option.

D. GOLDSTEIN

### **SOC 244 What They Saw in America (Not offered 2012-2013)**

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? Who did they talk to? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capital-

ism, and race.

Format: seminar. Requirements: active class participation, two or three short papers, and a class presentation/final paper.

No prerequisites; Sociology 101 recommended. *Enrollment limit: 20 (expected: 20). Preference given to Sociology and Anthropology majors.*  
NOLAN

### **SOC 245(F) Global Migration**

Calls for "immigration reform" abound in politics and the media. Legislation in border states (Arizona, Texas, Alabama) is national news, often sparking protests around the country. Communities of foreigners reside in small towns as well as big cities, making up 12 percent of the U.S. population. Similar tensions in Europe have resulted in anti-Muslim legislation and even violence. Yet is global migration a problem or an opportunity? In order to answer that question, we will analyze the social dimensions of global migration flows, focusing first on the politics of migration in the modern economic era and secondly on the migrant experience. We will look historically at how migration has been defined alternately as "good" and "bad" for societies, and discuss the most common arguments on either side. As case studies of large-scale migration, we will focus on three significant flows: from Asia to Western Europe; from West Africa to the U.S. and Europe; and from Latin America to the U.S.

Format: seminar. Requirements: weekly response papers, two short papers, midterm and final in short answer format.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to junior and seniors.*

Hour: 1:10-2:25 MR

MANGLOS

### **SOC 267(F) Race in the America's (Same as AFR 267 and AMST 267) (D)**

(See under AFR 267 for full description.)

J. MANIGAULT-BRYANT

### **SOC 268(S) Class and Inequality**

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

Format: seminar. Requirements: final paper and exam.

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

Hour: 9:55-11:10 TR

RULIKOVA

### **SOC 291(S) Religion and the American Environmental Imagination (Same as ENVI 291 and REL 291) (W)**

(See under ENVI 291 for full description.)

HOWE

### **SOC 303(F) Cultures of Climate Change (Same as ENVI 303) (W)**

(See under ENVI 303 for full description.)

HOWE

### **SOC 304T(S) Religion, Identity, and Place (Same as REL 324T) (W)**

In this course, we will explore the role that religion has played in answers to the question of identity, specifically focusing on the peoples of the four continents surrounding the Atlantic. We will begin with an introduction to some important theorists in the social sciences and how they have explained the relationship between religion and identity. Then we will focus on the narratives of five individuals as case studies through which to explore this question, using their personal writings as well as biographies. All of these individuals have adhered to a religious tradition, have moved across countries and regions, and are exemplary of larger movements of people throughout the Atlantic World. The course will also serve as a basic introduction to three major religious traditions: Christianity, Islam, and African traditional religion.

Format: tutorial. Requirements: bi-weekly intellectual journal entries, term paper in multiple drafts, midterm and final exam.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to juniors and seniors.*

*May not be taken on a pass/fail basis.*

Tutorial meetings to be arranged.

MANGLOS

### **SOC 305 The Sociology of Black Religious Experience (Same as AFR 305, AMST 304 and REL 315) (Not offered 2012-2013)**

(See under AFR 305 for full description.)

J. MANIGAULT-BRYANT

### **SOC 306(S) Lessons of 'The Game': The Wire and American Culture (Same as AFR 300 and AMST 300)**

(See under AFR 300 for full description.)

MANIGAULT-BRYANT and LONG

### **SOC 311(F) Espionage**

An exploration of the occupational world of intelligence officers. A focus on the 20th-century history of intelligence in the United States, Britain, and the Soviet Union, and on the post 9/11 Western intelligence efforts against Islamist terrorists. An appraisal of the structure and ethos of intelligence work both in the field and in the headquarters analysis of field materials. An examination of the training, social psychology, moral rules-in-use, and world views of intelligence officers, including those engaged in counterintelligence and counterespionage. A look at remarkable intelligence successes and catastrophic failures. Extensive reading of memoirs written by former intelligence officers.

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

No prerequisites. *Enrollment limit: 25 (expected: 25). All students are required to submit an application in order to be included in the course.*

*Not available for the Gaudino option.*

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

JACKALL

### **SOC 315 Culture, Consumption, and Modernity (Not offered 2012-2013)**

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

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

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

SHEVCHENKO

### **SOC 317T The Public and the Private (Not offered 2012-2013) (W)**

The sharp distinction between the private and the public spheres is often taken as one of the defining features of the Western modernity itself. Furthermore, the existence and vibrancy of the public sphere is a crucial precondition for participatory democracy, whereas respect for privacy and provisions and guarantees that ensure personal autonomy remain fundamental for the daily operations of society. This tutorial course will address the public and the private as concepts that are always in a state of tension, and will explore these tensions from a sociological and historical vantage point. Topics include: democracy and the public sphere, publicity and its institutions, from the coffee house to the mass media, individual and collective identities, the "religion of individualism" and its rites and priests, public and private uses of space, the shifting lines of differentiation between the private and the public and the contestations of this distinction, as well as the impact of new technologies on the relationship between the public and the private. The tutorial will mainly address the Western cultural tradition, although it will involve intercultural comparisons, drawing on a wide range of literature, from Jurgen Habermas to Svetlana Boym, Nancy Fraser and Richard Sennett. Format: tutorial; students will meet in pairs with the instructor for one hour each week. Requirements: students will write a 5- to 7- page paper based on the readings every other week (totaling 5 each); in the alternate weeks they will write and present a 2-page response to their peer's paper. The evaluation will be based on the analytical qualities of the students' written and oral work and on their weekly participation in discussion.

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

SHEVCHENKO

### **SOC 319 Ethnographic Approaches to Africana Studies (Same as AFR 319 and AMST 319) (Not offered 2012-2013)**

(See under AFR 319 for full description.)

R. MANIGAULT-BRYANT

**SOC 324 Memory and Identity (Not offered 2012-2013)**

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).

SHEVCHENKO

**SOC 368 Technology and Modern Society (Not offered 2012-2013)**

With expanding access to and use of the Internet, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement in the contemporary United States.

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

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

NOLAN

**SOC 385 (formerly ANSO 402) The Foundations of American Society (Not offered 2012-2013)**

An examination of the social, cultural, epistemological, and moral foundations of contemporary American society. This seminar will pay special attention to the: economic and social consequences of the de-industrialization and concomitant globalization of the American economy and America's new debtor-nation status; social and cultural effects of ongoing massive immigration, legal and illegal; increasing bureaucratization of every sphere of life, especially the growth of the leviathan state apparatus; proliferation of claims on public and private bureaucracies fueled by adroit and competing advocacy; clashes between the manifold cultural frameworks that give meaning to personal experiences; institutionalization of adversary political cultures, on both the left and right; entrenchment of centrifugal ideologies of multiculturalism and diversity; polarization of our elites and stalemating of America's political system; and the remarkable multiplicity of moral codes that often conflict with presumably common laws. In all, the course addresses a crucial question: who are we now as a nation? It proceeds entirely through discussion and student presentations of lively contemporary materials. Students are expected to have read certain classical sociological and political texts before the class begins.

Format: seminar. Requirements: several class presentations, major term paper.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference: Sociology and Anthropology majors. Not available for Gaudino option.

JACKALL

**SOC 387(F) Propaganda**

A sociological analysis of the phenomenon of mass persuasion in modern society. The course will examine the institutional and technical apparatus of modern propaganda and the role of intellectuals and technicians in shaping and disseminating propaganda. The symbolic content of specific kinds of propaganda—political, commercial, social, and organizational—will be considered with attention to propaganda that seeks to overthrow social structures as well as maintain them. The course will proceed through a series of intensive case studies with a particular focus on propagandists themselves, considered as experts with symbols, and on the institutional milieux in which they work. Among other examples, we will examine the U.S. Committee on Public Information during the First World War; the Nazi Ministry of Propaganda; the propaganda machinery in contemporary states and non-state actors of both the left and right; conservative and liberal "public interest" groups; propaganda in contemporary social movements and national political campaigns; the workings of corporate and university personnel offices; and advertising and public relations agencies in the United States. Throughout the course, we will analyze how the language, ideologies, and visual symbols of particular varieties of propaganda seem to affect mass audiences.

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

Enrollment limit: 25 (expected: 25). All students are required to submit an application in order to be included in the course.

Not available for the Gaudino option.

Hour: 1:10-3:50 T

JACKALL

**SOC 397(F), 398(S) Independent Study****ANSO 402(S) Senior Seminar**

(See under ANSO 402 for full description.)

FOIAS

**SOC 493(F)-W31-494(S) Senior Thesis****ARABIC STUDIES (Div. I, with some exceptions as noted in course descriptions)**

Coordinator, Associate Professor CHRISTOPHER BOLTON

Assistant Professors NAAMAN, VARGAS. Affiliated Faculty: Professors: DARROW, D. EDWARDS, ROUHI. Associate Professors: BERNHARDSSON, PIEPRZAK. Visiting Assistant Professor: EL-ANWAR. Senior Lecturer: H. EDWARDS.

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

*The Major in Arabic Studies*

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

ARAB 101-102 Elementary Arabic

ARAB 201 Intermediate Arabic I

ARAB 202 Intermediate Arabic II

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

ARAB 216/COMP 216 Protest Literature: Arab Writing Across Three Continents

ARAB 219/COMP 219/AMST 219 Arabs in America: A Survey

ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies

ARAB 228/COMP 228 Modern Arabic Literature in Translation

ARAB 233/COMP 233 Introduction to Classical Arabic Literature

ARAB 245/COMP 245 Revolution in Arab Cinema

ARAB 262/COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins

ARAB 301 Advanced Arabic

ARAB 302 Topics in Advanced Arabic

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

ARAB 402 Topics in Translation

ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages  
 ARTH 220 The Mosque  
 ARTH 278 The Golden Road to Samarkand  
 ARTH 472 Forbidden Images?  
 HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East  
 HIST 207/JWST 217/REL 239/ARAB 207/INST 101 The Modern Middle East  
 HIST 305/ARAB 305 Nation Building: The Making of the Modern Middle East  
 HIST 307 Islam and Modernity  
 HIST 310/ARAB 310 Iraq and Iran in the Twentieth Century  
 HIST 311/ARAB 311 The United States and the Middle East  
 HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present  
 HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict  
 HIST 491/ARAB 491 Political Islam: Past, Present, Future  
 REL 201/COMP 201/JWST 201 The Hebrew Bible  
 REL 230/COMP 260 Reading Reading: An Introduction to the Qur'an and Islam  
 REL 231/HIST 209/ARAB 231 The Origins of Islam: God, Empire and Apocalypse  
 REL 232/ARAB 232 The Texting of the Divine: Language and Imagination in Islamic Thought  
 REL 233 Islamic Mysticism: The Sufis  
 REL 234/ARAB 234 Shi'ism Ascendant?  
 REL 289/COMP 309/JWST 491 Exile, Homecoming and the Promised Land  
 RLFR 309/AFR 307 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War

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

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

### *The Certificate in Arabic*

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand his or her knowledge in a related field.

### *Required Courses*

ARAB 101  
 ARAB 102  
 ARAB 201  
 ARAB 202  
 ARAB 301  
 ARAB 302

### *Electives*

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

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

Students who enter Williams with previous training in Arabic may be exempted from up to three of the required eight courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

### *The Degree with Honors in Arabic Studies*

#### *Prerequisites*

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

#### *Timing*

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

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

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

#### *Characteristics of the Thesis, Evaluation, and Major Credit*

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

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

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

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

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

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



No prerequisites. *Enrollment limit 20 (expected: 15). Preference given to students considering a major in Arabic Studies.*  
 Students registered for Arabic 101 and 102 are required to attend and pass the sustaining program during the winter study period.  
 Credit is granted only if both semesters of this course are taken.  
 Hour: 9:00-9:50, 10:00-10:50 MTWRF  
 Hour: 9:00-9:50, 10:00-10:50 MTWRF

First Semester: EL-ANWAR, VARGAS  
 Second Semester: EL-ANWAR, NAAMAN

**ARAB 111(S) Movers and Shakers in the Middle East (Same as HIST 111 and LEAD 150) (W) (D)**

(See under HIST 111 for full description.)

BERNHARDSSON

*Satisfies one semester of the Division II requirement.*

**ARAB 201(F) Intermediate Arabic I**

In this course we will continue to study the essential grammar of Modern Standard Arabic while working to improve the linguistic skills obtained in Elementary Arabic. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural appreciation of Arabic-speaking countries.

Format: lecture. The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Evaluation will be based on daily performance, homework, quizzes, a midterm and a final exam.

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

Hour: 10:00-10:50 MWF

NAAMAN

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

As a continuation of ARAB 201, this course will expose students to more of the essential grammar of Modern Standard Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be *Al-Kitaab fi Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. Class will be conducted in Arabic.

Format: lecture. The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Evaluation is based on quizzes, tests, homework and active class participation.

Prerequisites: ARAB 201 or permission from instructor. *No enrollment limit (expected: 10).*

Hour: 12:00-12:50 MWF

VARGAS

**ARAB 206 Muhammad and the Rise of Islam (Same as HIST 206 and REL 235) (Not offered 2012-2013) (D)**

(See under HIST 206 for full description.)

BERNHARDSSON

*Satisfies one semester of the Division II requirement.*

**ARAB 207(F) The Modern Middle East (Same as HIST 207, INST 101, JWST 217 and REL 239) (D)**

(See under HIST 207 for full description.)

BERNHARDSSON

*Satisfies one semester of the Division II requirement.*

**ARAB 216 Protest Literature: Arab Writing Across Three Continents (Same as COMP 216) (Not offered 2012-2013)**

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

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

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

NAAMAN

**ARAB 219(S) Arabs in America: A Survey (Same as AMST 219 and COMP 219)**

Arabs have been a part of the tapestry of the United States since the early 19th century. As immigrants to the new world, the identity of this community has largely been defined by changing American understandings of race, ethnicity, and religion. The in-betweenness of this minority group—not exactly white or black, claiming Christian, Jewish and Muslim faiths—and the often contradictory nature of U.S. involvement in the region, has only further confounded Americans in their understanding of this diverse community. This course will use an interdisciplinary approach to explore the rich histories, representations, and cultural production of this American minority group. For the purposes of this survey, we will also consider the narratives of other Muslim minority groups (i.e., Iranians, Pakistanis, Indians, and African American Muslims) within the scope of the Arab American experience. We will look at poems and stories from Arab immigrants in the early to mid 20th century (e.g., the Mahjar poets) and consider, in the context of these writings, issues of xenophobia, assimilation, linguistic, and cultural difference, and Arab American identity in the context of other ethnic groups. Throughout this course we will continue to think about how changing U.S. geopolitical interests in the region alter perceptions of Arabs and Muslims in our midst (considering, for example, the 1979 Revolution in Iran and the subsequent hostage crisis, the two Gulf Wars, the Israeli/Palestinian conflict, 9/11, Afghanistan, the War on Terror, and Guantanamo). In addition, we will examine representations of this minority and Islam more generally in the media and popular culture (print and broadcast journalism, films, cartoons, popular songs, and videos), as well as Arab cultural forms that seek to self-narrate the Arab experience for an American viewer. At the heart of this course is a desire to not only shed light on what it means to be an Arab or a Muslim or an immigrant, but also to understand the multiple ways in which we conceptualize and seek to define what it means to be American.

Format: seminar. Requirements: active participation, two shorter papers, occasional responses, a presentation, and a final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to Arabic Studies Majors, Comparative Literature and Literary Studies Majors, and American Studies Majors.*

Hour: 2:35-3:50 MR

NAAMAN

**ARAB 222 Photography in/of the Middle East (Same as ArTh 222) (Not offered 2012-2013) (D)**

(See under ARTH 222 for full description.)

H. EDWARDS

**ARAB 223(F) Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies (Same as COMP 223)**

Why do the peoples and cultures of Latin America and the Middle East often elicit such passionate responses in the United States and Europe? Some feel threatened, while others are intrigued, but responses to these world regions are seldom neutral. Often seen as exotic and erotic, or as a danger to the way of life of Americans and Europeans, Islam, Arabs and Latin Americans are at the forefront of socio-political debates in the United States and Europe. The origins of this world-view are historical, but are also heavily influenced by contemporary immigration and international affairs. After characterizing Islam as the greatest contemporary threat to "Western" civilization in his infamous essay titled "The Clash of Civilizations," Samuel Huntington subsequently found it necessary to focus on Latinos as the most significant threat to American civilization. By examining literature and film from the Middle East and Latin America, and from these immigrant communities in the United States and Europe, we will go beyond superficial images and inflammatory rhetoric to explore the cultures behind the passions. Among other things, the texts of this course examine the ties between the Arab world and Latin America, and between these two regions and their neighbors to the north. At the heart of this course are the ideas of borders and margins. What does it mean to cross borders or to live on the margins of society? The borders we will discuss will be geographic borders, but also cultural borders that will permit the exploration of the territories between life and death, civilization and barbarism, wealth and poverty, war and peace and other dichotomies that some employ to classify the world but that rarely allow for human sensibilities and the subtle experiences of being. Our texts may include works by writers such as Alurista, Victor Hernandez Cruz, Gloria Anzaldúa, Juan Rulfo, Clarice Lispector, Milton Hatoum, Taher Ben Jelloun, Mohamad Choukri, Mahmoud Darwish, Laila Lalami and Tayyib Saleh that treat the human condition at the borders/margins of society. Films may include *El Norte*, *La Misión*, *Pixote*, *Midaq Alley*, *City of God*, *Battle of Algiers*, *My Beautiful Laundrette*, *Crash*, *Hate* and *Head On*. There will also be a course reader that includes theoretical material on orientalism, tropicalism, nationalism and transnationalism. *All readings are in English translation and films have English subtitles.*

Format: lecture/discussion. Requirements: active class participation, two 3- to 5-page papers and a final research paper (7-10 pages) or half hour oral exam.

No prerequisites. *Enrollment limit: 25 (expected: 15-20).*

Hour: 1:10-2:25 TF

VARGAS

**ARAB 228(F) Modern Arabic Literature in Translation (Same as COMP 228) (W) (D)**

In this course we will study prominent texts and authors of the modern Arab world. The range of genres and themes of this literature is vast. In particular, we will analyze the debates around modernity and the importance given to social engagement in these texts. Our readings include works by authors that have received some notoriety outside of the Arab world such as Naguib Mahfouz, winner of the Nobel Prize for literature in 1988. We will also read the Iraqi poets Nazik



al-Malaika and Badr Shakir al-Sayyab, the Palestinians Ghassan Kanafani and Mahmoud Darwish, and Tayyib Salih from the Sudan. Included in our readings are the famous autobiography by the Moroccan Muhammad Shukri as well as women's literature by Hanan al-Sheikh, Huda Barakat and Nawal Sadawi. This literature course fulfils the requirements of the Exploring Diversity Initiative (EDI), as it engages the Arab world from a humanistic perspective that aims to promote cultural awareness. A fundamental goal of the course is to engage the diversity of approaches to sexuality, religion, gender and politics that are so prominent in contemporary literature from the Arab world. *All readings are in English.*

Format: lecture/discussion.

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

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

Hour: 11:20-12:35 TR

NAAMAN

### **ARAB 231 The Origins of Islam: God, Empire and Apocalypse (Same as HIST 209 and REL 231) (Not offered 2012-2013)**

(See under REL 231 for full description.)

*Satisfies one semester of the Division II requirement.*

DARROW

### **ARAB 232(S) The Texting of the Divine: Language and Imagination in Islamic Thought (Same as REL 232) (W)**

(See under REL 232 for full description.)

*Satisfies one semester of the Division II requirement.*

DARROW

### **ARAB 233(S) Introduction to Classical Arabic Literature (Same as COMP 233) (W)**

In this course we will examine the rich, complex and diverse texts of Classical Arabic Literature. The readings include works that have achieved notoriety outside of the Arab world (such as the *Quran* and *One Thousand and One Nights*) as well as works by authors largely unknown outside of the Arab world but canonical in Arabic-language culture such as Imru al-Qays, al-Jahiz, al-Ma'arri, Abu Nuwas, al-Hallaj, al-Ghazali and al-Mutanabbi. Women's literature in this course includes works by al-Khansa', known for her elegies, and by Wallada bint al-Mustakfi of Cordoba, who contributed to the courtly love poetry of both Europe and the Arab world. Topics for discussion include theological and philosophical queries, erotica, wine, bibliomania and avarice. Our primary texts represent such varied regions as the Arabian Peninsula, Egypt, Abbasid Baghdad, North Africa and Islamic Spain. Chronologically, the texts range from the sixth century CE to the fourteenth century. *All readings are in English.*

Format: lecture/discussion. Requirements: consistent and pro-active class participation, two 3- to 5-page papers, a final 8- to 10-page paper, one short presentation and weekly 1- to 2-page reaction papers.

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

Hour: 1:10-2:25 MR

VARGAS

### **ARAB 234 Shi'ism Ascendant? (Same as REL 234) (Not offered 2012-2013)**

(See under REL 234 for full description.)

*Satisfies one semester of the Division II requirement.*

DARROW

### **ARAB 245(S) Revolution in Arab Cinema (Same as COMP 245)**

This course examines the cinematic portrayal of revolution, civil war, and nationalist struggles in the Middle East. We will look at how Arab directors have interpreted liberation struggles and nationalist revolutions to include broader cinematic discourses on culture, gender, social conflict, and national identity. In addition, we will consider whether Arab films wrestling with recent history may be viewed as harbingers of the upheaval and optimism brought on by the Arab Spring. In covering such rich ground, this course seeks to provide students with a critical introduction to the language of film while presenting a social and historical context to the major conflicts in the region in the past half-century. We will cover feature film production, documentaries, short films, and digital media. While students will view films from across the region, special emphasis will be given to films pertaining to the Egyptian Revolution. Filmmakers include Youssef Nasrallah, Ibrahim El Batout (Egypt); Moufida Tlatli (Tunisia); Ziad Doueiri and Nadine Labaki (Lebanon); Elia Suleiman and Michel Khleifi (Palestine). The course will highlight many of the amateur digital videos that have been instrumental in exposing both the brutalities of the repressive regimes and the triumphs of the mass mobilizations against them. Class will be conducted in English.

Format: lectureRequirements: Active class participation, weekly readings in film criticism, a few film reviews and short reading responses, one presentation, a midterm, and a final paper.

Prerequisites: None. *Enrollment limit: 20 (expected 17). Preference: Students majoring in Arabic Studies*

Hour: 2:35-3:50 TF

EL-ANWAR

### **ARAB 257 Baghdad (Same as COMP 257) (Not offered 2012-2013)**

Some consider Baghdad to be a specter of civil-war Beirut, but behind the deluge of grim news is a rich, complex heritage. Baghdad has a long history as an intellectual milieu, literary setting and muse. This city became a major cultural center when the Islamic Caliphate was moved there in the eighth century CE. The multiplicity of intellectual and artistic currents that flourished in Baghdad under the Abbasids would produce one of the earliest modernizing movements in poetry, a challenge to the early Islamic tradition, a wealth of translation activity and a general cultural vibrancy in a multicultural, multilingual context. The texts of the Golden Age of Baghdad would become fundamental to the Arab and Islamic cultural heritage while the city itself would continue to exert a strong creative influence in both the Middle Eastern and European artistic traditions. This influence continues to this day as Arabs and Muslims look to Baghdad as a fundamental part of their cultural heritage while Westerners continue to be intrigued and haunted by this city. In this course we will read early texts written in or about Baghdad including examples from *1,001 Nights* and from works written by al-Ma'arri, al-Mutanabbi, Abu Nuwas, al-Ghazali and al-Hallaj. We will also read more recent texts that engage this city including works by Jabra Ibrahim Jabra and Buthaina Al Nasiri. In addition to these texts, we will also view films including Sindbad movies, *The Thief of Baghdad* and *Aladdin*. The texts for this course include examples from both "high" and popular culture. These works are by both natives of Baghdad and by outsiders including the producers of Hollywood orientalist fantasies.

Requirements: active class participation, two short-answer quizzes, two 4- to 6-page papers and a final 6- to 8-page paper.

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

VARGAS

### **ARAB 262 Outlaws and Underworlds: Arabic Literature of the Margins (Same as COMP 262) (Not offered 2012-2013) (W)**

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

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

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

NAAMAN

### **ARAB 301(F) Advanced Arabic**

This course is a continuation of Intermediate Arabic. It focuses on expanding the students' knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the *Al-Kitaab* series, as well as literary and multi-media works. Emphasis will be placed on increasing cultural literacy. Class is conducted in Arabic.

Format: The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam.

Prerequisites: two semesters of Intermediate Arabic or permission of the instructor. *No enrollment limit (expected: 8).*

Hour: 12:00-12:50 MWF

EL-ANWAR

### **ARAB 302(S) Topics in Advanced Arabic**

This course is a continuation of Intermediate Arabic. It focuses on expanding the students' knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the *Al-Kitaab* series, as well as literary and multi-media works. Emphasis will be placed on increasing cultural literacy. *Class is conducted in Arabic.*

Format: The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam.

Prerequisites: two semesters of Intermediate Arabic or permission of the instructor. *No enrollment limit (expected: 8).*

Hour: 2:35-3:50 MR

EL-ANWAR

**ARAB 305 Nation Building: The Making of the Modern Middle East (Same as HIST 305) (Not offered 2012-2013) (D)**  
 (See under HIST 305 for full description.) BERNHARDSSON  
*Satisfies one semester of the Division II requirement.*

**ARAB 309 An introduction to Egyptian Colloquial Arabic (Not offered 2012-2013)**  
 This course will serve as an introduction to Egyptian colloquial Arabic, one of the most widely spoken and understood dialects across the Arab world. We will focus primarily on enhancing students' speaking and listening skills in the dialect, as well as on major grammatical structures and essential vocabulary. Learning activities include task-based conversations, listening comprehension drills, as well as oral presentations. In addition to the textbook, supplementary materials will also be used, drawn primarily from Arab print and non-print media.  
 Format: lecture. Requirements: active participation in class, regular class and homework assignments, written and oral quizzes, presentations, midterm and final.  
 Prerequisites: two years of Modern Standard Arabic or permission of instructor. *Enrollment limit: 15 (expected: 10). If overenrolled, preference will be given to Arabic and Middle Eastern Studies majors.*  
 EL-ANWAR

**ARAB 310 Iraq and Iran in the Twentieth Century (Same as HIST 310) (Not offered 2012-2013) (D)**  
 (See under HIST 310 for full description.) BERNHARDSSON  
*Satisfies one semester of the Division II requirement.*

**ARAB 311 The United States and the Middle East (Same as HIST 311) (Not offered 2012-2013)**  
 (See under HIST 311 for full description.) BERNHARDSSON  
*Satisfies one semester of the Division II requirement.*

**ARAB 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature (Same as COMP 353) (Not offered 2012-2013)**  
 The Lebanese novelist Elias Khoury has written that understanding contemporary Lebanese literature requires us to understand "how literature both creates myth and then seeks to destroy it." This class will consider this statement in relation to the development of the Arabic novel emerging out of Beirut and Cairo in the latter part of the twentieth century. We will consider the ways in which Lebanese and Egyptian novelists use the motif of the city as a way to take up the prevailing social and political issues of the day. In so doing we will discuss how some works actively mythologize and celebrate the city as an extension of national identity, while others portray it as the root cause of the country's social ills. We will also consider how the history of each of these cities was intertwined with the rise and fall of certain ideological movements in the Arab world whereby the novel, as a relatively new form in the region, served as an alternative medium for theorizing and considering the efficacy of such movements. In taking up these questions, we will discuss the extent to which the trajectory of the Arabic novel may be understood as a reflection of the changes affecting these urban milieus and reciprocally the way these two cities are, and continue to be, produced by these fictions. Throughout the semester we will read a range of works by Lebanese and Egyptian novelists as well as a selection of critical material that theorizes the city in relation to literature.  
 Format: lecture/discussion. Requirements: active participation, presentation, two short papers (5-6 pages), and one longer paper (8-10 pages).  
 No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to Comparative Literature majors and seniors.*  
 NAAMAN

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

**ARAB 402 Topics in Translation (Not offered 2012-2013) (W)**  
 This is an Arabic language course focusing on translation as a means to help students achieve a more advanced level of proficiency in the language. We will be engaged in translating texts from Arabic into English, and vice versa, addressing translation challenges between the two languages as well as translation strategies that can be used to overcome such challenges. Texts are primarily drawn from modern Arabic literature in the form of short stories by Naguib Mahfouz, Youssif Idris, Hanan Al-Sheikh, among others, and equal attention is given to the translation task, linguistic and literary characteristics of Arabic texts, as well as aspects of Arab culture as revealed in these works. The language of instruction in this class is Arabic.  
 Format: seminar. Requirements: active participation in class, presentations, short essays and/or translation projects (weekly), one midterm writing project and one final writing project.  
 Prerequisites: ARAB 302 or permission of instructor. *Enrollment limit: 15 (expected: 10). If overenrolled, preference will be given to Arabic and Middle Eastern Studies majors.*  
 EL-ANWAR

**ARAB 410 Kings, Heroes, Gods, and Monsters: Historical Texts and Modern Identities in the Middle East (Same as HIST 410, JWST 410 and REL 405) (Not offered 2012-2013) (D) (W)**  
 (See under HIST 410 for full description.) BERNHARDSSON  
*Satisfies one semester of the Division II requirement.*

**ARAB 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (Same as HIST 480) (W) (D)**  
 (See under HIST 480 for full description.) BERNHARDSSON  
*Satisfies one semester of the Division II requirement.*

**ARAB 491T Political Islam: Past, Present, Future (Same as HIST 491) (Not offered 2012-2013) (D) (W)**  
 (See under HIST 491 for full description.) BERNHARDSSON  
*Satisfies one semester of the Division II requirement.*

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

## ART (Div. I)

Chair, Associate Professor STEFANIE SOLUM

Professors: ALL, EPPING, FILIPCZAK, GLIER, GOTLIEB, HAXTHAUSEN, HEDREEN, JANG, E. J. JOHNSON\*\*\*, L. JOHNSON, LA-LEIAN\*\*, LEVIN\*\*, M. LEWIS\*, MCGOWAN, OCKMAN, PODMORE, TAKENAGA\*\*\*. Associate Professors: CHAVOYA, LOW\*, SO-LUM. Clark Visiting Professor: NAGINSKI. Senior Lecturers: H. EDWARDS, GRUDIN. Lecturers: B. BENEDICT\$\$, D. JOHNSON. Lecturers in the Graduate Program in the History of Art: CLARKE, CONFORTI, HOLLY, P. PARK, RAND, SIMPSON. Visiting Lecturers: HEINRICHS, MORGAN. Gaius Charles Bolin Fellow in Art and History: THOMPSON. Arthur Levitt Artist in Residence. PREMNATH.

### 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.

*Requirements beginning with the class of 2013:*

#### Art History Route

##### Sequence courses

- Any two of the following three foundational courses, Arth 101, 102, or 103
- Any 100-level studio class without prerequisites; preferably taken by the end of the junior year
- Arth 301 Methods of Art History
- One 400-level Seminar or Graduate Course (cannot be used to satisfy any other requirement for the art-history major)

##### Parallel courses

- Any five additional semester courses of art history including three concerned with the following:
  - 1) a period of art prior to 1800
  - 2) a period of art prior to 1400
  - 3) art of the Middle East, Asia, and Africa
- Of the five parallel courses, at least one must be a 300-level tutorial or 400-level seminar or graduate course.

Although the structure of the art history route allows for flexible scheduling, the faculty strongly recommends that students proceed through the major in the recommended sequence. Introductory 100- and 200-level courses should be taken in the first or second year. So that they are prepared for the research require-

ments of the seminar classes that cap the sequence, majors are required to take the required Junior major class, ArtH 301 during their junior year. If the student is studying abroad for the entire junior year, this requirement may be filled in the senior year (see *STUDY ABROAD* policy of the Art Department for more information.)

#### *Art Studio Route*

##### *Sequence courses*

ArtS 100 Drawing I  
ArtS 230 Drawing II  
ArtH 101-102 or any two art history classes for which students are eligible; preferably taken by the end of the junior year  
Any *three* of the 200-level ArtS courses in *three* different media *or*  
any one 100-level course (except Arts 100, Drawing) and any two 200-level courses in three different media  
ArtS 319 Junior Seminar  
Any *two* of the 300-level ArtS courses  
*or*  
One 300-level ArtS course *and* ArtS 418T Senior Tutorial

#### *History and Practice Route*

##### *Sequence courses*

ArtH 101-102 Aspects of Western Art  
ArtS 100 Drawing I  
One 200-level ArtS course  
ArtH 301 Methods of Art History *or* ArtS 319 Junior Seminar  
One ArtH seminar (400-level) *or* one 500-level graduate course except 508  
One 300-level ArtS course *or* (with permission) ArtS 418T Senior Tutorial

##### *Parallel courses*

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

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

ArtH 101-102 and ArtH 103 introduce students to a series of critical studies of important works selected from the history of European, North American, and Asian art from antiquity to the present. The critical approach of the introductory courses is maintained in all further courses, often by assigned study of original works in the Williams College Museum of Art, Chapin Library, the Clark Art Institute, and Mass MoCA.

An introductory studio course, at the 100 level, in which no artistic talent or prior experience are assumed, provides vital training in what is a visual as well as a verbal discipline. The requirement of a course in the art of the Middle East, Asia, and Africa (a second course if students have chosen ArtH 103 as one of their foundational courses) expands majors' geographic as well as cultural horizons, and the requirement of two courses in art from periods prior to 1800 provides a necessary concentration on earlier moments in culture. (As the late contemporary architect, Philip Johnson, said, "You cannot not know history.") The junior course (ArtH 301) develops awareness of the theoretical implications, as well as the possibilities and limitations of different art-historical methods. The requirement of two additional upper level courses (one 300-level tutorial or 400-level parallel course, the other a 400-level seminar or 500-level graduate course as the final sequence course) enables students to apply that knowledge of methodology to their most specialized work in the Art History route.

**Art Studio Route:** The studio division of the Art major has been structured to foster the development of a critical understanding of making art; to support creative interests and to develop students' perceptions and imaginations as they investigate a variety of visual media. Drawing I, ArtS 100 serves as an introduction to the basic drawing and design principles which establish the foundation for the development of visual expression. ArtH 101-102, Aspects of Western Art or two other art history classes, provide part of the necessary background in the critical analysis of art. The 200-level ArtS courses provide opportunities to learn the elements of some of the principal visual arts media: for example, architecture, painting, photography, printmaking, sculpture, and video. These courses combine technical foundations in the medium with analysis of the interrelation of visual form and content. The 300- and 400-level courses place a greater emphasis on the application of appropriate visual skills and strategies to particular thematic concerns, and to the development of the student's individual vision. All students taking ArtS418 are required to exhibit in the spring of their senior year at the Williams College Museum of Art or other appropriate venues. Students who choose to take two 300-level classes do not exhibit at WCMA in the spring of the senior year.

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

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

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

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

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

**History and Practice Faculty Advisors:** Michael Glier and Ben Benedict in studio; E. J. Johnson, Elizabeth McGowan and Michael Lewis in history.

#### COURSE NUMBERS

##### *First Digit*

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

#### THE DEGREE WITH HONORS IN ART

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

##### *Art History*

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar (ArtH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department's Administrative Assistant in Spencer no later than the end of the exam period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include an abstract of not more than 250 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department's Administrative Assistant) by the end of the exam period of the Fall semester. This form serves to verify: a) your advisor's support of your project, and b) your advisor's approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ArtH 311 immediately after (but not before) notification of admission into ArtH 494. (To avoid problems should they not be admitted to ArtH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals.

Admission to the Senior Honors Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ArtH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Honors Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Honors Seminar during drop-add period. The Honors Seminar is to be taken in addition to the ten required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

### Art Studio

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of eleven courses. One of the eleven courses must be the 400-level Senior Tutorial (ArtS 418T). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Feedback on the progress of the honors project is provided by the studio faculty at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Tutorial must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student's proficiency in the media chosen for the honors project. This work is presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

### History and Practice

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

### STUDY ABROAD

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

- Art History students must take the required Junior Seminar (ArtH 301) in their junior year unless they are planning to study abroad for a full year; in that case, they may take the required class in their senior year.
- Studio Art Majors must take the required Junior Seminar (ArtS 319) in the Fall semester of their junior year unless they are planning to study abroad for a full year; or unless they have permission of the chair of the department, in that case, they may take the required class in their senior year.
- History and Practice students must include their Study Abroad plans in their application to the major and discuss them with their advisor.

*Note: Credit for study abroad courses toward the Major in art studio is not automatic. A portfolio of completed work, or documentation (such as photographs) of the work if the original work is not portable, must be submitted to art studio faculty upon return from study abroad. (The student should consult the art studio advisor to determine which art studio faculty will assess the portfolio). The work submitted from a study abroad course must be deemed roughly equivalent in quantity and quality to course work at the College in order for a study abroad course to count towards the Major.*

## ART HISTORY COURSES

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

A year-long introduction to a history of some European and North American art, this course concentrates on three-dimensional media in the fall (ArtH 101-architecture and sculpture) and two-dimensional media in the spring (ArtH 102- painting, drawing, prints and photography). Even though the course focuses on Western art, it also explores interchanges among other cultures and the west, particularly in more recent times. Both semesters cover the same chronological span, from Ancient Greeks to computer geeks. We organize the course in this unusual way not only to give students the grasp of history, but also to heighten their ability to understand visual objects by coming to grips with only one artistic medium at a time. To train students to look carefully at art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the Williams College Museum of Art and the Chapin Rare Book Library.

Students spend time with original works of art. For the study of architecture we have a unique set of "Virtual Buildings" made expressly for this course, that approximate the experience of being in structures thousands of miles away.

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

*ArtH 101-102 may not be taken on a pass/fail basis; however, the course may be audited. Students who have audited ArtH 101-102 lectures on a registered basis may enroll in any Art History course at the 200 or 300 level. Although students may begin the course in either the fall or spring semester; both semesters of ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester. The only exception is for art history majors who may take ArtH 103 in place of either 101 or 102. Students should petition the chair of the Department for this exception to be made.*

*Enrollment limit: 180 (expected: 180). Open to first-year students.*

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF Conferences: See online directory  
9:00-9:50 MWF, 11:00-11:50 MWF Conferences: See online directory

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

### ARTH 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (Same as ASST 103)

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

Highlights include sexual symbolism in Hindu and Buddhist art; nature or landscape painting as moral and political rhetoric; the relationship between words and images; the sex industry and kabuki theater and their art in Edo Japan; and the meeting of the East and West. This course is one of the three foundational courses; art history majors may choose any two of the three courses ArtH 101, ArtH 102, and ArtH 103 to fulfill the foundational requirements.

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

No prerequisites. *Enrollment limit: 35. Highly recommended for first-year students. May not be taken on a pass/fail basis.*

*Satisfies the pre-1400, pre-1800 or Art of Middle East, Asia and Africa requirement OR can be taken with either ArtH 101 or ArtH 102 as the foundational requirement for the Art History route to the major.*

Hour: 9:55-11:10 TR

JANG

### ARTH 108(F) Creating Bodies (Same as ARTS 100)

This course looks at the human body, clothed and nude, from many perspectives, including that of the visual artist, the art historian, the performer and the creative writer. It is intended to introduce both the experiential and conceptual dimensions of the body and to develop skills in critical thinking. Lecture one week will be followed by discussion section the next. Twice a week students will attend a figure drawing workshop to study basic drawing skills like line, proportion, composition, light and space. Studio sessions will be coordinated with lectures, readings, and discussion to explore topics such as naked vs. nude, movement, spectatorship, the construction of identity, and portraiture, as well as stylistic categories such as classicism, realism, and modernism. Possible texts for purchase: Roland Barthes' *Camera Lucida*, John Berger's *Ways of Seeing*, and Mark Doty's *Still Life with Oysters and Lemon*. Drawing supplies will be provided and charged to the term bill. Both studio and scholarly components of the course will be weighed in the final evaluation of student achievement.

Format: lecture/discussion once a week and studio workshop twice a week, viewing time in the Williams College Museum of Art and The Clark Art Institute, and attendance of performances at the '62 Center for Theater and Dance are also required.

Requirements: assignments are limited to weekly readings, three position papers (one of which is submitted for a grade), midterm and final projects (including a paper about a specific art work or performance and a drawing portfolio); participation in class discussion is expected and will be evaluated.

No prerequisites; students who have no previous drawing experience are encouraged to enroll. *Enrollment limit: 36 (expected: 36); the course includes two studio and two conference sections of 18. Preference given to first-year students, art majors, sophomores.*

*May not be taken on a pass/fail basis.*

This course may be taken for Art History or Studio Art credit and students should choose the appropriate course number when enrolling. For Studio Art majors

this course satisfies the ARTS 100 requirement only; it cannot be taken to fulfill the Art History requirement for the Studio Major. For Art History majors, this course can satisfy the studio requirement (enroll as ARTS100) or it can be taken as an Art History elective (enroll as ARTH108). Most often students will be required to meet for 75 minutes during the Wednesday lecture/conference; on occasion the full meeting time will be required.  
Hour: 10:00-12:15 MF, 1:35-3:50 MF (studio sections) 1:10-3:50 W (lecture/conference) GLIER and OCKMAN

**ARTH 203(F) Chicana/o Film and Video (Same as AMST 205, LATS 203 and WGSS 203)**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity.

Format: film screenings will be scheduled as a lab. Evaluation will be based on one short paper, mid-term exam, final exam and take home essays.

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 11:00-12:15 MWF Lab: 7:00-9:40 p.m. M

CHAVOYA

**ARTH 209 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as ANTH 219) (Not offered 2012-2013)**

(See under ANTH 219 for full description.)

FOIAS

**ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages (Not offered 2012-2013)**

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

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

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

*Satisfies the pre-1400 or pre-1800 requirement.*

LOW

**ARTH 213 Greek Art and Myth (Same as CLAS 213) (Not offered 2012-2013)**

Classical myth provides rich subject matter for painters and sculptors throughout the history of western art. This course investigates the earliest representation of myth in Greek art of the seventh through the first centuries B.C.E. Sophisticated narratives involving gods and heroes first appear in a variety of forms and contexts. Myth informs the visual culture of the Greeks on many levels, from paintings on vases used in domestic contexts to the marble sculpture that decorated the monumental temples of great sanctuaries throughout the Greek world. The purpose of the course is two-fold: to familiarize students with the subjects and narratives of Greek myths and the underlying belief system that, in part, produced them, and also provide a comprehensive outline of developments in Greek art in the first millennium B.C.E. Of special interest will be the techniques developed by artists for representing narratives visually, as well as the conceptual issues that underlie certain myths, such as sacrifice, war, marriage, coming of age, specific festivals, and the relationships between men and women, and those between mortals and immortals. Reading will include ancient literature in translation (Hesiod, Homer, Sappho, Aeschylus, Sophocles, Euripides and Apollodorus) as well as secondary literature by contemporary authors that provides insights into the religious, social and historical developments that influenced artists in their choices of subject matter and style.

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

No prerequisites. *Enrollment limit: 45 (expected: 45). The course satisfies the pre-1400 or pre-1800 requirement.*

MCGOWAN

**ARTH 214(F) The Landscape of Allusion: Gardens and Landscape Design to c. 1800**

This lecture course investigates how humans have shaped and interpreted nature through a study of gardens, architecture, and painting from antiquity to the nineteenth century, with a focus on Europe and the early modern period. It traces the persistence of the classical tradition in European landscape design and also addresses to a lesser extent the Islamic world and America. Approaching landscape and the garden as expressive media, we examine the social and intellectual contexts of their design and themes such as the sacralization of landscape, its use as an instrument of power, and the invention of landscape as an idea.

Format: lecture. Requirements: short reading responses, paper, midterm and final exams.

Prerequisites: ARTH 101-102 or permission of instructor. *Enrollment limit: 25 (expected: 25). Preference given to Art majors, Environmental Policy or Environmental Science majors, or Environmental Studies concentrators.*

*The course satisfies the pre-1800 requirement.*

Hour: 2:35-3:50 TF

HEINRICH

**ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as CLAS 216) (Not offered 2012-2013)**

From the beginnings of Greek sculpture in the eighth century B.C.E. until the end of the Hellenistic period in the first century B.C.E., the human figure remained the most prominent choice of subject for Greek artists. Introductory classes will cover sculpture in the Neolithic and Bronze Ages but the goal of this course is to study Greek sculpture in the first millennium B.C.E. with emphasis on ancient Greek attitudes toward the body. We will consider the function, surroundings and reception of male and female figures, both human and divine, from athletic, religious and funerary contexts, and look at dedications of individual figures as well as the complex mythological narratives found on Greek temples. Reading material includes ancient literature in translation as well as contemporary critical essays.

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

No prerequisites. *Enrollment limit: 30 (expected 25). The course satisfies the pre-1400 or pre-1800 requirement.*

MCGOWAN

**ARTH 220 The Mosque (Not offered 2012-2013) (D)**

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

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

No prerequisites. *Enrollment limit: 15.*

H. EDWARDS

**ARTH 222 Photography in/of the Middle East (Same as Arabic Studies 222) (Not offered 2012-2013) (D)**

Since its inception, photography has been globally disseminated but locally inflected, serving disparate documentary needs and expressive purposes in different cultural contexts. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic appreciation even as they grant visual access to the past and present in complicated places. The course will explore photographic practices in different zones of the Middle East—e.g., the Holy Land, Egypt or the Persian sphere—by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the burdens and risks of representation in particular circumstances—what work do photographs do? Who resists and who benefits? The general goal will be to appreciate the diversity of perspectives that underlie renderings of the Middle East.

Format: lecture. Requirements: class participation, short papers, term project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Permission of instructor required.*

*This course satisfies the Art of Middle East, Asian and Africa requirement.*

H. EDWARDS

**ARTH 223(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AFR 323, AMST 323, COMP 322, and ENGL 356) (D)**

(See under AFR 323 for full description.)

BRAGGS

**ARTH 224 Romanesque and Gothic Art and Architecture: The Medieval Church in Context (Not offered 2012-2013)**

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

Format: lecture. Requirements: midterm, final, quiz, paper.

No prerequisites. Enrollment limit: 25.

Satisfies the pre-1400 or pre-1800 requirement.

LOW

**ARTH 229(F) From Analog to Digital: Historical Photography in Africa (Same as HIST 303) (D)**

As a technology and practice, photography evolved alongside Europe's colonization of Africa. Nevertheless, the image and its archiving were critical facets of the continent's histories of liberation and post-independence. This survey course introduces students to the historical development of photography in Africa and the historical usages of photographs in the late-nineteenth century to recent times. The course begins by considering the photography of the royal courts in North Africa and Christian missionaries in West Africa, before shifting to the role of photography in the making of independent African nations and their liberation struggles after World War II. The course concludes by considering the commoditization of African photography at international biennales and its function for single-party regimes that continue to rule across Sub-Saharan Africa. Key themes include photography's role in shaping historical knowledge and representation of Africa and its people, the appropriation of image making into African creative practices and daily life, the politics of exhibition and archiving, and the ethics of seeing war and social injustice. Students will cultivate their skills in visual analysis through historical contextualization and by frequently engaging with the photographic collections available at the WCMA and Clark Art Museum.

Format: lecture. Evaluation will be based on reading responses, a mid-term exam, and a final paper.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to Art History, History, and Africana Studies majors.

Hour: 2:35-3:50 MR

THOMPSON

**ARTH 230(F) Materiality & Meaning (Same as ANTH 330) (W)**

(See under ANTH 330 for full description.)

SEARLE

**ARTH 232(S) The Visual Culture of Renaissance Rome**

During the fifteenth and sixteenth centuries, the city of Rome saw itself transformed from a shrinking and neglected medieval town into a thriving center of artistic achievement. This lecture course focuses on the historical, geographic, and ideological forces behind this period of renovation and restoration forces that re-worked the urban fabric of the city while shaping the character of the visual arts from Filarete and Fra Angelico to Bramante, Michelangelo, and Raphael. We will examine monuments such as Michelangelo's Sistine Chapel, then, not only as touchstones for the history of western art, but also as images capable of reflecting, and even constructing, a uniquely Roman sense of power, time, and historical destiny.

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

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

Satisfies the pre-1800 requirement.

Hour: 1:10-2:25 TF

SOLUM

**ARTH 235 Roman Archaeology and Material Culture (Same as ANTH 235, CLAS 224 and HIST 224) (Not offered 2012-2013)**

(See under CLAS 224 for full description.)

RUBIN

**ARTH 238(S) Greek Art and the Gods (Same as CLAS 248 and REL 216)**

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympus, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aeschylus, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Enka Simon, and Friedrich Nietzsche.

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

No prerequisites. Enrollment limit: 30 (expected: 30). Preference will be given to pre-registered art-history majors needing to fulfill the pre-1400 requirement; otherwise, the course is open to any interested student.

May not be taken on a pass/fail basis.

The course will satisfy the pre-1400 elective requirement in the Art History major.

Hour: 9:55-11:10 TR

HEDREEN

**ARTH 239 Envisioning Empire: Geography in the Graeco-Roman World (Same as CLAS 341 and HIST 341) (Not offered 2012-2013) (D)**

(See under CLAS 341 for full description.)

RUBIN

**ARTH 241 Dutch Art of the 1600s: Hals to Vermeer (Not offered 2012-2013)**

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

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

No prerequisites. Enrollment limit: 25.

Satisfies the pre-1800 requirement.

FILIPCZAK

**ARTH 247 Flemish Art: Bruegel to Rubens (Not offered 2012-2013)**

The most admired art in northern Europe during the sixteenth and early seventeenth centuries was produced in Antwerp (in present day Belgium). This city served as home to the best-known Flemish artists, such as Pieter Bruegel and his sons, Rubens, and Van Dyck. In this lecture course, we will examine studio practices, especially the collaboration of artists on a single work, different narrative approaches, and the religious, political, and social messages conveyed by the works. We will also discuss official and popular religious practices and the images produced for different locations, including pilgrimage sites associated with miracle-working images.

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

Prerequisites: ArH 101-102. Enrollment limit: 25.

Satisfies the pre-1800 requirement.

FILIPCZAK

**ARTH 253(F) Art in the Age of the Revolution, 1760-1860 (Same as WGSS 253)**

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

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

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

Hour: 11:20-12:35 TR

OCKMAN

**ARTH 254(S) Manet to Matisse (Same as WGSS 254)**

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

movements such as Impressionism and Post-Impressionism and the styles of individual artists associated with them, as well as the work of academic painters. Format: lecture. Requirements: hour test and final exam or research paper; a conference at the Clark Art Institute and field trip to The Metropolitan Museum and MOMA and/or The MFA in Boston may also be required.

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

Hour: 11:20-12:35 TR

OCKMAN

**ARTH 257 Architecture 1700-1900 (Not offered 2012-2013)**

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

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

Prerequisites: ARth 101-102 or permission of instructor. *Enrollment limit: 60.*

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

M. LEWIS

**ARTH 258 Latina/o Installation and Site-Specific Art (Same as LATS 258) (Not offered 2012-2013)**

(See under LATS 258 for full description.)

CHAVOYA

**ARTH 262 Architecture Since 1900 (Not offered 2012-2013)**

An exploration of major developments in Western architecture from 1900 to the present, including the relationship of architecture of this period to developments in other artistic fields. Concentration on major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, Hadid.

Format: lecture. Requirements: bi-weekly quizzes and an architectural design project for which no previous training is expected.

Prerequisites: ARth 101-102, or ARth 101 if 102 taken at the same time. *Enrollment limit: 50 (expected: 50). Preference given to juniors and sophomores.*

E. J. JOHNSON

**ARTH 263 European Painting and Sculpture, 1900-1945 (Not offered 2012-2013)**

A survey of the major artists and tendencies, including Fauvism, Expressionism, Cubism, Futurism, Dada, Surrealism, the Bauhaus, and the Russian avant-garde. Lectures will focus on selected artists, with others to be covered through readings. Issues will include theoretical rationales for abstraction, varieties of avant-gardism, and relations between art, criticism and the art market.

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

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

HAXTHAUSEN

**ARTH 264 American Art and Architecture, 1600 to Present (Same as AMST 264) (Not offered 2012-2013)**

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

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

Prerequisites: ARth 101-102 or permission of instructor. *Enrollment limit: 60.*

M. LEWIS

**ARTH 265(S) Pop Art (Same as AMST 265) (W)**

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

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

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

Hour: 11:00-12:15 MWF

CHAVOYA

**ARTH 266 Twentieth-Century Russian Art and the Birth of Abstraction (Same as RUSS 208) (Not offered 2012-2013)**

(See under RUSS 208 for full description.)

GOLDSTEIN

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

This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. This course offers students a solid grasp of the social, cultural, and art histories of Japan, and how Japan's foreign relations influenced the development of its artistic trends. Course highlights include the transmission of Buddhism and its art to Japan; the relationship between words and images; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the samurai culture; the sex industry and kabuki theater, their art, and censorship; and the affinities between Japanese woodblock prints and Impressionist and Post-Impressionist paintings.

Format: lecture. Requirements: three 30- to 40-minute exams, two short papers, film screening, class attendance.

No prerequisites. *Enrollment limit: 35. This course satisfies the pre-1400, pre-1800 or Art of Middle East, Asia and Africa requirement.*

Hour: 11:20-12:35 TR

JANG

**ARTH 274(F) Chinese Calligraphy: Theory and Practice (Same as ARTS 274 and CHIN 274)**

This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy, one of the highest art forms in China practiced by the literati. It also investigates the social and political functions of Chinese calligraphy in ancient and contemporary China. It will also investigate Chinese calligraphy's impact on contemporary American artists. Studio practice allows students to apply theories to creating artworks. The semester is evenly divided between technical instruction and the art history part of the course.

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

No prerequisites. *Enrollment limit: 12. This course satisfies the pre-1400, pre-1800 or Art of Middle East, Asia and Africa requirement. This course can count toward the art history or studio major.*

Hour: 1:10-3:50 W

JANG

**ARTH 276 Chinese Art and Culture (Not offered 2012-2013)**

This course surveys the arts of China, including painting, sculpture, ceramics, gardens, and other decorative arts. Topics covered will include the rise and development of Buddhist art; meanings and functions of landscape painting; gender construction in Chinese art; Western influence in Chinese art; and more. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. Visual analyses and thematic discussions will bear upon the interactions and interconnectedness between China and the West. This course also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.

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

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

JANG

**ARTH 277 Past and Present: Topics in Chinese Art (Same as CHIN 277) (Not offered 2012-2013)**

This course is a thematic study of Chinese art in the context of its contemporary cultural phenomena. Topics of interest include “Picturing Power: From Ritual Bronze Vessels to the Socialist Posters of the Mao Era;” “Words and Images: Poetry, Calligraphy, and Painting;” “Gender Construction in Chinese Art;” “Of the Human World: Re-presenting Emperors, Literati, and Courtesans;” “The Pleasures of Leisure: Literati Painting and Painting Theory;” “Chinese Art in the Age of Exploration and Beyond: Western Influence in Chinese Art;” and “Challenging the Past: The Bold and Outrageous, Contemporary Chinese Art;” among other things. Investigation of these topics offers students an understanding of the important developments in style and subject matter in Chinese art, as well as the aesthetic, theoretical, sociopolitical, economic, and cultural issues that underpinned these developments. When possible, this course will also draw upon parallel topics that are discussed and debated in other cultures so as to address the question of how the same human concerns are expressed in art differently in different cultures. This class helps students acquire critical reasoning and analytical skills in interpreting art and other cultural constructs.

Format: lecture/discussion. Requirements: two quizzes; three short papers; film screenings; two oral presentations; and class discussion.

No prerequisites. *Enrollment limit: 16 (expected: 16).*

JANG



**ARTH 278(F) The Golden Road to Samarqand**

The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history—an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time—from the 10th to the 20th century—concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

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

No prerequisites. *Enrollment limit: 20.*

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

Hour: 1:10-2:25 TF

H. EDWARDS

**ARTH 281(S) Photography and Memory (Same as COMP 281)**

(See under COMP 281 for full description.)

COLLEBERG-GONZALEZ

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

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

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

*Preference to non-majors.*

*Satisfies the pre-1800 requirement.*

Tutorial meetings to be arranged.

FILIPCZAK

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

This course on the methods and historiography of art history is designed to offer art history majors an opportunity to examine art-historical problems and methodological issues that have shaped the discipline. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include (depending on individual instructor): aesthetics, style and periodization; iconography, narratology, spectatorship; art and psychoanalysis, the social functions of images and the social history of art; art history and difference; and art-historical narrative as representation.

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

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

Hour: 1:10-2:25 MR

1:10-2:25 MR

First Semester: HEDREEN

Second Semester: HAXTHAUSEN

**ARTH 306T Inventing Christian Art (Not offered 2012-2013) (W)**

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

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

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

*Satisfies the pre-1400 or pre-1800 requirement.*

LOW

**ARTH 317 Topics in Chinese Art (Not offered 2012-2013) (W) (D)**

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

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

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

JANG

**ARTH 329 Visual Politics (Same as PSCI 430) (Not offered 2012-2013)**

(See under PSCI 430 for full description.)

M. REINHARDT

**ARTH 330T Michelangelo: Biography, Mythology, and the History of Art (Not offered 2012-2013) (W)**

One might argue that Michelangelo's enduring fame, and his preeminence in the western art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the modern notion of the visual artist as a brooding, even tortured genius of unstoppable creative force finds its roots in the Italian Renaissance. This is largely due to the singular figure of Michelangelo, whose life and career are more fully documented than those of any western artist to precede him. And Michelangelo's mythic individuality, alongside his artistic innovations and contributions, have made him a fundamental force in the shape of the history of art as we understand and study it today. Students of this tutorial will become well-acquainted with the life and work of Michelangelo through the examination of a wide variety of primary and secondary sources: contemporary Renaissance documents, letters, poetry, and biographies; art historical surveys, monographs, and studies; and documentary and popular film. They will give their critical attention, however, to the intersection between this artist's biography and his artistic production. We will focus on a number of important questions arising from this connection. What, for example, is the nature and reliability of the evidence used to reconstruct Michelangelo's life and personality? What are the grounds for interpreting his work according to his philosophical outlook, religious beliefs, and even sexuality? To what extent was Michelangelo responsible for shaping his own persona for posterity? Is the myth of this artist distinguishable from his “reality?” And to what extent have all these issues shaped our own thinking about artists and the history of art?

Format: tutorial. Requirements: evaluation will be based on the quality and improvement of written work (5 weekly papers and 5 response papers, and a final written exercise addressing major themes of the tutorial), and oral dialogue.

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

*Satisfies the pre-1800 requirement.*

SOLUM

**ARTH 376(S) The Path to Enlightenment: Zen and Zen Art In China and Japan (Same as ASST 376 and REL 252) (W)**

This undergraduate seminar emphasizes writing, critical reasoning, and analytical skills. It explores a variety of Zen art forms {painting, sculpture, architecture, ceramics, tea ceremony, and gardens} as expressions or visualizations of the ideals and doctrines of Zen Buddhism in the context of Chinese and Japanese cultures. Highlights include Zen's aesthetic principles as manifested in painting; dry gardens; the tea ceremony and its related art forms; iconographic development in Zen art; political functions of Zen in China and Japan's samurai culture; and feminine motifs of the Bodhidharma (founder of Zen Buddhism) symbology. Format: seminar. Requirements: a midterm exam; oral presentations; a series of short written assignments (2-3 pages), including reading summaries; critiques and/or oral presentation write-up (3-4 pages); 1 final paper oral presentation; a final paper (10-15 pages); a peer review essay (2-3 pages); contribution to class discussions; class attendance.

No prerequisites. *Enrollment limit: 19 (expected: 12). No preference. Students who do not show up in the first class will not be admitted.*

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

Hour: 1:10-3:50 W

JANG



## SEMINARS

### **ARTH 400(F) Clark Visiting Professor Seminar: The Shapes of Utopia (Same as ARTH 500)**

(See under ARTH 500 for full description.)

NAGINSKI

### **ARTH 400(S) Clark Visiting Professor Seminar: The Quarrel of the Ancients and the Moderns (Same as ARTH 500)**

(See under ARTH 500 for full description.)

NAGINSKI

### **ARTH 402 Monuments and The Art of Memorial (Not offered 2012-2013)**

The urge to commemorate individuals, heroic acts or historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concepts behind and the nature of monuments, both commemorative ones, and those that admonish or inform without commemorating a specific event or individual. Students will study and analyze monuments and memorials from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical and Hellenistic periods; Imperial Rome) and chart their influence on monuments in later history, especially those of the nineteenth and twentieth centuries. The current trend towards countermonuments, or anti-monuments, such as Maya Lin's Vietnam Veterans Memorial or the Gerzses' vanishing "Monument Against Fascism, War and Violence and For Peace and Human Rights" in Hamburg/Harburg will be discussed in light of the monumental tradition of combining word, image, and architecture to create memorials that will endure in both spatial and temporal terms. Ongoing discussions of Holocaust memorials and the problems inherent in the design of the monument for the WTC will also be addressed. More humble memorials, such as ephemeral installations, roadside shrines, and photographic assemblages will be included in the discourse concerning the concept of "monument" alongside topics such as historic buildings and National parks.

Format: seminar. Requirements: participation in discussions, short response papers, two in-class presentations that provide material for a major term paper of 20-25 pages due at the end of the semester.

Prerequisites: ARH 101-102 or permission of the instructor; students of History and Anthropology are also encouraged to enroll. *Enrollment limit: 14.*

*Satisfies the pre-1400 requirement.*

MCGOWAN

### **ARTH 404(F) The Enemies of Impressionism, 1870-1900**

This class explores French and European painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Attention to aesthetic theory, pictorial narrative, and the formation of artistic taste. Artists include Gerome, Bouguereau, and Alma-Tadema.

Format: seminar. Requirements: annotated bibliography, midterm, and research paper.

No prerequisites. *Enrollment limit: 14 (expected:12). Preference given to seniors.*

Hour: 9:55-12:35 T

GOTLIEB

### **ARTH 405 Seminar in Architectural Criticism (Not offered 2012-2013) (W)**

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

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

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

M. LEWIS

### **ARTH 411 The Artist's Studio in the 19th Century, Real and Imagined (Not offered 2012-2013) (W)**

This course explores depictions of the artist in his or her studio in European art of the nineteenth century, including paintings, illustration, and fiction. Works by Courbet, Manet, and Seurat, but also lesser known artists, across the century, who treated the studio as a site for self-fashioning and artistic self-invention. Attention will also fall on the "erotics" of the studio, namely the presumed relationships between artists and models. Readings by 19th-century authors such as Zola and Balzac, as well as modern art historical texts.

Format: seminar. Requirements: weekly readings, annotated bibliography, oral presentation, and research paper.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to juniors and seniors.*

GOTLIEB

### **ARTH 414(S) Palladio: His World and His Interpreters**

Andrea Palladio (1508-1580) has come to be regarded as the most influential architect in western history, but he began his career as a stonemason in a provincial Italian city. This seminar will trace the contours of his career and his complex legacy. As we study his works in their physical and socio-

-political contexts, we will consider his humble origins in the stoneyard and later humanist education, his early success in his native city of Vicenza and difficult entry into Venice, and the 1570 publication of *The Four Books of Architecture*. The seminar will also seek to define the protean term "Palladianism" as we examine the reception, interpretation, and appropriation of Palladio's work by architects and theorists of subsequent centuries, especially in Britain and America. We will use Palladio as a lens to discuss key issues of his day and later periods such as: patronage, politics, and civic identity; ritual and reform in religious architecture; architectural!

theory and print culture; the villa and the "Palladian landscape"; and the interpretation of antiquity.

Format: seminar. Requirements: class participation, short reading responses, oral presentation, 15- to 20-page research paper.

Prerequisites: ARH 101-102 or ARTH 101 only, if 102 taken at same time. *Enrollment limit: 14 (expected: 14). Preference is given to Art majors.*

*May not be taken on a pass/fail basis.*

*Satisfies the pre-1800 requirement.*

Hour: TBA

HEINRICHS

### **ARTH 417 Gender Construction in Chinese Art (Not offered 2012-2013) (W) (D)**

"One is not born, but rather becomes a woman—Simone de Beauvoir"

This course will investigate how gender as a cultural and social construction is visualized in Chinese art. Issues of interest include how gendered space is constructed in Chinese painting; how landscape paintings can be decoded as masculine or feminine; and ways in which images of women help construct ideas of both femininity and masculinity. This course will also discuss Confucian literati's [ideals] [of] reclusion and homosociality; didactic art for women; images of concubines, courtesans; and lonely women's isolation and abandonment. For example, while nature is often seen as feminine, Chinese landscape painting may be coded as masculine due to its association with the Confucian scholar's ideals of eremitism, a means for the cultivation of the mind, and homosociality. On the other hand, the placement of a masculine landscape in feminine space may be seen as rhetorical strategy, accentuating the lonely woman's isolation and abandonment, which are important tropes in Chinese erotic poetry as well.

This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideals, as well as how we may compare their representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.

Students will submit five to six 1- to 2-page position papers about readings for the class; one 3- to 4-page midterm paper (draft and revision); two 2- to 3-page respondent's written critiques; one 3- to 4-page pre-focus/focus paper (for final research paper proposal), and one 12- to 15-page final research paper (draft and revision).

Format: seminar/discussion.

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

*Satisfies Art of Middle East and African requirement.*

JANG

### **ARTH 422 Making the Stones Speak: The Emergence and Development Of the Romanesque Sculpted Portal (Not offered 2012-2013)**

Beginning around the year 1000, European Christendom experienced a great ecclesiastical building boom. According to a contemporary chronicler, "it was as if the whole earth, having cast off the old by shaking itself, were clothing itself everywhere in the white robe of the church." During the course of the eleventh century, the designers of these structures fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. This seminar will investigate the ante-

cedents and origins of the Romanesque sculpted portal and examine in detail its greatest manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and physical contexts. What role did this imagery play in structuring the medieval visitor's overall experience of the church? And what did it mean to have this imagery carved into the very fabric of "God's temple"?

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

Prerequisites: ArH 101-102 or permission of the instructor. *Enrollment limit: 14. Preference given to Art majors.*

*Satisfies the pre-1400 or pre-1800 requirement.*

LOW

**ARTH 426 Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (Same as WGSS 426) (Not offered 2012-2013) (D)**

How do we recognize or see diversity in the works of canonical artists? If modernist painting has often been understood to put pressure on existing power relations, the stylistic innovation that defines it has just as often been used to veil its controversial subject matter. The aim of this course is two-fold: 1) to call attention to difference through comparative analysis and to consider how and why identifying it is meaningful; 2) to detail the changes in historiography since the 1970s that have enabled discussions of difference (sex, class, race, ethnicity, sexuality) and the challenges they present. The course demonstrates that the Second Empire (1851-1870) in France was an especially fertile period for innovations in style and subject matter that generated both outrage and incomprehension. In the wake of the revolution of 1848, realism and its rallying cry ("il faut être de son temps") brought home subjects that heretofore had been safely displaced to the classical or exotic worlds as they were imagined by the West. The Second Empire coincided with the birth of mass culture so that artists had access to new types of imagery and increasing contact with racy and controversial subjects.

This course will investigate polemical works by Gustave Courbet (i.e. *Burial at Ornans*, *Origin of the World*) and Edouard Manet (i.e. *Olympia*, *The Execution of Emperor Maximilian*) through the lens of critical writings of the 1850s and 1860s (i.e. Baudelaire, Proudhon, Zola) as well as revisionist writings from the 1970s to the present (Carol Armstrong, Homi Bhabha, T.J. Clark, Lee Edelman, Diana Fuss, Sander Gilman, Zine Magubane, Linda Nochlin, and Gayatri Spivak). We will consider the relationship of Manet's and Courbet's works to academic ones, including orientalist paintings by Ingres and Gérôme, and to vanguard pictures of the next generation (i.e. the homoerotic work of Caillebotte and Bazille, the "sex workers" of Degas's toilette scenes). Finally, we will examine the legacy of Courbet and Manet during the period when difference began to be represented in the work of artists such as Judy Chicago, Yasumasa Morimura, Cindy Sherman, Samuel Fosso, and Carrie Mae Weems.

Format: seminar. Requirements: weekly 1- to 2-page position papers; oral presentation and final research paper, 10-15 pages.

Prerequisites: ArH 101-102 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference may be given to students with course work in French history or literature and/or Women's, Gender and Sexuality Studies.*

OCKMAN

**ARTH 432 Domestic Visual Culture in Renaissance Florence (Same as WGSS 432) (Not offered 2012-2013)**

Fifteenth-century Florence nurtured a burgeoning culture of image production. This remarkable proliferation of images, and the rapid development of visual idioms, has given the Tuscan city a privileged art historical position as the birthplace of the Renaissance and, traditionally, the basis of the first chapter in the story of artistic development and progress in the west. The domestic palace, as it emerged during this period, was a crucial site for the production and reception of new kinds of objects; indeed, many Renaissance touchstones—Botticelli's *Birth of Venus*, Leonardo's *Mona Lisa*, and Michelangelo's *Doni Tondo*, to name just a few examples—were originally commissioned for (and viewed within) a domestic setting. In this course we will examine the Renaissance palace itself, as well as a constellation of diverse images once housed within it including traditional panel paintings, painted furniture and wall-hangings, ceramics, and ritual objects. We will pose questions about the relationship between these images and the people who commissioned them and lived with them, focusing especially on issues of gender and power. Our investigation of domestic art will be grounded in the larger historiographic problem of Renaissance individualism; in other words, we will use this material in order to consider, critique, and refine traditional conceptions of the Renaissance as a historical period.

Format: seminar. Requirements: evaluation will be based on oral participation and short response papers, one oral presentation, and a 15- to 20-page research paper.

*Enrollment limit: 12. Preference given to seniors.*

*Satisfies the pre-1800 requirement.*

SOLUM

**ARTH 448(F) (formerly 309) Art about Art: 1400-2000**

This thematic seminar will focus on subjects through which artists referred to their own profession and its products, e.g., self-portraits and other portraits of artists, legends about the origin of art, contemporary and historical artists in their studios, finished art on display. By analyzing specific examples we will track the major changes in the choice and interpretation of such subjects from the end of the Middle Ages to the present.

Format: seminar. Requirements: two 10-page papers and two class presentations: 5 minutes and about 20 minutes.

Prerequisites: ArH 101-102. *Enrollment limit: 13 (expected: 13). Preference given to junior and senior Art History majors.*

*This course satisfies the senior seminar requirement in the Art History major.*

Hour: 1:10-3:50 T

FILIPCZAK

**ARTH 451 Ideal Bodies: The Modern Nude and Its Dilemmas (Same as WGSS 451) (Not offered 2012-2013)**

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

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

Prerequisites: ArH 101-102; permission of instructor required. *Enrollment limited to 12. Preference given to junior Art majors, Women's, Gender and Sexuality Studies majors and History majors with a concentration in European studies.*

OCKMAN

**ARTH 459(S) Contemporary Art and the Public Sphere**

This seminar will explore the ways artworks and artists engage with urban space. We will examine the interactions (and tensions) between art and the public realm, considering issues such as public access, public representation, and, importantly, public space in relation to questions of democracy and dialogue.

Throughout the semester we will analyze various debates on art and urban space through historical and theoretical writings and consider the issues of urban development (including, gentrification, privatization, and surveillance), cultural diversity, immigration, and globalization. While exploring the important role of street art in visual culture, we will also study institutions and organizations that support and promote public projects, particularly experimental and/or multimedia approaches.

Format: seminar. Requirements: several short writing and research assignment, oral presentations, and final Research Paper (15-18 pages).

Prerequisites: ArH 101-102. *Enrollment limit: 14 (expected: 12). Preference given to seniors and juniors.*

Meets the elective and seminar requirements for the Art History major.

Hour: 1:10-3:50 W

CHAVOYA

**ARTH 460 Klee/Picasso: Versions of Modernism (Not offered 2012-2013)**

Since the 1920s Pablo Picasso (1881-1973) has been universally viewed as [the] dominant representative of European classic modernism—"all in all, the painter of today," the German painter Paul Klee (1879-1940) called him. On the other hand, Klee himself, once seen as an idiosyncratic albeit absolutely central figure within modern art, has become increasingly marginalized in historical accounts and scholarly debates about the movement, resulting, one could argue, in an impoverished, distorted understanding of what was at stake in the art of this period. For together, arguably more than any other two artists of their era, they exemplify the range and richness of what modernism was. In no two other artists of their generation does one find such a fecundity of formal invention, such a range of technical experimentation. Each engaged in his distinct way in a radical rethinking of the enterprise of pictorial representation, and yet both were intent, despite that radicalism, in a dialogue with history. Restoring Klee to his rightful place as a central, defining figure within the period, this seminar will comparatively examine these two artists and their respective practices, with the goal of achieving a more nuanced understanding of the art-historical phenomenon known as modernism.

Format: seminar. Evaluation will be based on regular participation in class discussion, a thirty-minute oral presentation, and a revised, expanded written version of that paper.

Prerequisites: ArH 263 (European Painting and Sculpture, 1900-1945) or permission of the instructor. *Enrollment limit: 14 (expected: 14). Preference given to senior art history majors who have taken ArH 263.*

HAXTHAUSEN

**ARTH 461T(S) Writing about Bodies (Same as INTR 461 and WGSS 461) (W)**

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.

Possible readings: Roland Barthes on cultural theory and representation; Zine Magubane and Zadie Smith on othered bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Joseph Roach, Diana Taylor, and Michael Taussig on the body, memory, and ritual; Marvin Carlson and Terry Castle on haunting; and Bill Brown on things. These will be supplemented by selected tapes of live performances as well as films.

Format: tutorial. Requirements: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; a final paper that distills the writer's own project from these cumulative exercises.

Prerequisites: Arth 101-102, or permission of the instructor; a writing sample that conveys the kind of subject you might be interested in pursuing. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

OCKMAN

**ARTH 462(F) Art of California: "Sunshine or Noir" (Same as AMST 462 and LATS 462)**

California has long been considered a land of "sunshine and noir," unique in the national and international imagination as a land of physical recreation and destruction, a land of opportunity and social unrest. In this course, we will study the visual arts and culture of California from the 1960s to the present. Although we will focus on southern California, particularly Los Angeles, we will also consider movements in San Diego and the San Francisco-Oakland Bay Area. The course will approach California pop, conceptual, funk, performance, installation, public, and media arts to pursue questions of influence and interpretation concerning the relations between space, place, identity, and style in the visual arts and popular culture. Alongside analyzing California's visual culture, we will examine the region's cultural geography through historical and theoretical readings. Particular attention will be given to the region's special relations to Hollywood, the automobile, beach-surf culture, and the great diversity that characterizes the state.

Format: seminar. Evaluation will be based on two research papers and a presentation.

Prerequisites: Arth 101-102. *Enrollment limit: 15 (expected: 15).*

Hour: 1:10-3:50 W

CHAVOYA

**ARTH 463 The Holocaust Visualized (Same as JWST 463) (Not offered 2012-2013)**

This seminar will examine how memories of the Holocaust have been conveyed through visual means and consider what historical, cultural and political circumstances have caused various nations to remember the Holocaust differently. We will discuss the issues prompted by public memorials, exhibitions and, as one writer puts it, the "museumification" of concentration camps. How should we define the Holocaust? Whose memory should take precedence? Should we allow collapsing sites of memory to collapse. What is lost or gained by the inclusion of texts with images? How might memory be misrepresented by the exhibition of visual materials such as video testimony, photographs and artifacts? In addition, we will study art about the Holocaust, including Art Spiegelman's graphic novel, *Maus*, and films, such as *Night and Fog*, *Shoah*, and *Schindler's List*, to ask whether constructed or simulated images can convey the experience of the Holocaust as well as documentary ones. Additionally, we need to consider ways in which the images of the Holocaust, by now too well-known, have been instrumentalized by groups wishing to minimize the Shoah (e.g., the recent Holocaust cartoon competition in Tehran, 2006.)

Format: seminar. Requirements: active participation in class discussion and regular participation in a class list server discussion group, one oral presentation, and one research paper; no exams.; fieldtrip to the Holocaust Museum in Washington, D.C. (estimated cost: \$260).

No prerequisites; not open to auditors or first-year students. *Enrollment limit: 12.*

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

E. GRUDIN

**ARTH 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as LATS 464) (Not offered 2012-2013) (W) (D)**

This course examines the contemporary history of Latina/o visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalist movements, which often focused on issues of visibility, self-representation, and autonomy. The topics of immigration, transnationalism, and the "Latinization" of the United States will then be analyzed in depth as we examine representations of and representations by Latina/os in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.

Format: seminar. Evaluation will be based on class participation, a research presentation, several short writing assignments (1-2 pages), and a final research paper.

Prerequisites: LATS 105 or Arth 101-102 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to Latina/o Studies and Art History seniors and juniors.*

CHAVOYA

**ARTH 466(S) Hellenistic Sculpture and the Beginning of Art History (Same as CLAS 466)**

The Hellenistic period begins with Alexander the Great's extension of the borders of the Greek world from the central Mediterranean to the banks of the Indus River. Kingdoms replaced city-states as important centers of power. Increased trade and movement of individuals between Greece, Egypt and the Near and Middle East, encouraged a cross-cultural examination of religion, philosophy, literature and art. The new cosmopolitan attitude brought about not only a revolution in sculptural ideals and forms but in the approach towards art in general. Museums and libraries are established for the first time, and the concept of collecting art takes hold. We see a historical self-consciousness, and self-referential quality in sculpture as well as a new interest in theatricality and the diversity of human nature and experience. This course will explore Hellenistic sculpture through the close study of individual works of art of the fourth through first centuries B.C.E., as well as the broader philosophical, religious, literary and political forces that encouraged its innovations. Reading material includes ancient literature in translation, recent surveys of Hellenistic sculpture and recent critical essays.

Format: seminar. Requirements: participation in class discussion; two short reports which form the basis for a term paper, 20 pages in length, due at the end of the semester.

Prerequisites: Arth 101-102. *Enrollment limit: 15 (expected: 12). Preference given to Art majors, graduate students, and students of any major interested in art and thought in the ancient Mediterranean world.*

*ARTH pre-1400 course; ARTH pre-1800 course; ARTH seminar requirement.*

Hour: 1:10-3:50 T

MCGOWAN

**ARTH 469(F) Sol LeWitt: On the Wall**

Over a span of four decades Sol LeWitt conceived nearly 1300 wall drawings, of which a representative survey of ninety-two can be seen at MassMoCA in an exhibition curated and designed by the artist himself. The very concept of the wall drawing was partly inspired by LeWitt's encounter with Italian Renaissance fresco painting, and he once remarked that he "would like to produce something that I would not be ashamed to show Giotto." Yet, while LeWitt's wall drawings are a triumphant extension of the millennia-old tradition of mural art, they also constitute a radical intervention in that genre and in art-making itself, challenging conventional notions of authorship, medium, composition, and execution as well as venerable assumptions about the very nature of mural art. This seminar, with classes taking place in the galleries, will explore these issues in depth. Coinciding with the seminar and serving it as a teaching and research resource will be an exhibition at WCMA on LeWitt's use of the grid as a generative matrix for works across media.

Format: seminar. Requirements: each student will be responsible for leading one class discussion, plus oral presentation of a research paper, to be submitted in revised, written form at semester's end, and a ten-minute critical commentary on another student's oral presentation.

Prerequisites: permission of the instructor. *Enrollment limit: 14 (expected: 14). Preference given to senior Art History majors and Art History M.A. students.*

*May not be taken on a pass/fail basis. Not available for the Gaudino option.*

Hour: 1:10-3:50 R

HAXTHAUSEN

**ARTH 470 Image-making, Orientalism and Visual Culture (Not offered 2012-2013) (D)**

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles—witness, surrogate, instigator, supplicant—and travel freely across political, religious and cultural boundaries. This course is about three regions—United States, France and the Persian sphere—and the images that mediate and document their interactions. Along the way, we will address important issues like iconoclasm and aniconism, common types like veiled women and pious men, and asymmetrical relationships like orientalism and Islamicism. The peculiar nature of portraiture will be a prominent theme. This course fulfills the Exploring Diversity Initiative in its emphasis on comparative cultures and its effort to promote understanding of contextualized meanings in diverse settings.

Format: seminar. Requirements: Oral presentation, term project; students will give oral presentations and complete a semester-long project.  
Prerequisites: one Art History class. *Enrollment limit: 12. Preference given to majors, permission of instructor.*  
*Satisfies the Art of Middle East, Asia and Africa requirement.*  
H. EDWARDS

**ARTH 472 Forbidden Images? (Not offered 2012-2013)**

Islam forbids the depiction of the human figure, right? Wrong. There is actually a long and rich tradition of figural imagery, particularly in Iran, Afghanistan and India. Many of those images occur in the context of Persian manuscripts, but the introduction of photography generated new possibilities and controversies. This seminar will explore the history of Muslim image making and related questions about representation, iconoclasm, and power in the Islamic world.  
Format: seminar. Requirements: students will have access to original materials and they will be expected to produce a major term project.  
*Enrollment limit: 12.*  
*Satisfies the Art of Middle East, Asia and Africa requirement.*  
H. EDWARDS

**ARTH 494(S) Honor's Thesis Seminar**

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honor's thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.  
Format: seminar. Once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.  
Prerequisites: for requirements of entry into the course, please see section above "The Degree with Honors in Art, Art History." or with permission of Chair of the Department. The Honors Seminar is to be taken in addition to the required courses for the major. *Enrollment limit: 10 (expected: 6). Permission of instructor required.*  
*Does not satisfy the seminar requirement.*  
Hour: 7:00-9:40 p.m. M

FILIPCZAK

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

**ART STUDIO COURSES**

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

Drawing extends your observational skills and, when combined with your intuitive and intellectual qualities, offers you an excellent means of communicating how, what, when and where you engage your experiences. As in any language, the descriptions of those observations begin with basic details and, with extensive practice, become more articulate. This requires of you the ability to focus, to frequently repeat the mundane in order to achieve the eloquent and to put aside judgment in favor of developing a self-critical awareness. The course features basic skill sets that rely on close scrutiny of our primary subjects: still life and landscape. The materials used will permit you to better understand their manipulation in describing form, shape, light and texture composed in illusionistic and abstract space. As your work matures during the term, we will begin a more careful examination of the rich, complex and challenging relationships between form and content.

Format: studio. Requirements: evaluation will be based on the quality of work produced, successful completion of all assignments, and attendance.  
No prerequisites. *Enrollment limit: 18 (expected: 18). Preference given to Art Majors (declared); students who have previously enrolled but have been dropped from the course.*  
*May not be taken on a pass/fail basis; not available for the Gaudino option.*  
Hour: 1:10-3:50 MR, 9:55-12:00 TR  
9:55-12:00 TR

First Semester: EPPING  
Second Semester: EPPING

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

This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. Each class session introduces you to a specific drawing technique, concept or media. The homework assignments involve practicing the skills presented in class while encouraging personal expression by incorporating your own ideas into the art work. This course also promotes the understanding of artists and their work. It requires that you attend at least one Visiting Artist presentation to gain a deeper knowledge of artist's aspirations and practices. To allow for more practice with working directly from life, you are also required to attend at least two evening life drawing sessions.  
Class format: studio. Evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in critiques, and attendance. Lab fee.  
No prerequisites.

*Enrollment limit: 18 (expected: 18).*  
*This course may not be taken on a pass/fail basis.*  
Hour: 1:10-3:50 T  
1:10-3:50 M

First Semester: PODMORE  
Second Semester: PODMORE

**ARTS 100(S) Drawing I**

The purpose of this course in beginning drawing is to advance your understanding of fundamental aspects of the language of visual communication and expression. Through the development of greater visual acuity, an examination of the structure of the two dimensional image, and the study of appropriate working methods, you will work to give coherent visual form to your own observations, and will develop an enhanced ability to understand the images created by others. The development of appropriate technical skills, strengthening of observational skills, and a basic understanding of the interrelationship between form and content in drawing are the key aims of this course.

Format: studio. Evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress.  
No prerequisites. *Enrollment limit: 18 (expected: 18).*  
*This course may be taken on a pass/fail basis.*  
Hour: 7:00-9:40 p.m. M

LEVIN

**ARTS 100(F) Creating Bodies (Same as ARTH 108)**

This course looks at the human body, clothed and nude, from many perspectives, including that of the visual artist, the art historian, the performer and the creative writer. It is intended to introduce both the experiential and conceptual dimensions of the body and to develop skills in critical thinking. Lecture one week will be followed by discussion section the next. Twice a week students will attend a figure drawing workshop to study basic drawing skills like line, proportion, composition, light and space. Studio sessions will be coordinated with lectures, readings, and discussion to explore topics such as naked vs. nude, movement, spectatorship, the construction of identity, and portraiture, as well as stylistic categories such as classicism, realism, and modernism. Possible texts for purchase: Roland Barthes' *Camera Lucida*, John Berger's *Ways of Seeing*, and Mark Doty's *Still Life with Oysters and Lemon*. Drawing supplies will be provided and charged to the term bill. Both studio and scholarly components of the course will be weighed in the final evaluation of student achievement.

Format: lecture/discussion once a week and studio workshop twice a week, viewing time in the Williams College Museum of Art and The Clark Art Institute, and attendance of performances at the '62 Center for Theater and Dance are also required.

Requirements: assignments are limited to weekly readings, three position papers (one of which is submitted for a grade), midterm and final projects (including a paper about a specific art work or performance and a drawing portfolio); participation in class discussion is expected and will be evaluated.  
No prerequisites; students who have no previous drawing experience are encouraged to enroll. *Enrollment limit: 36 (expected: 36); the course includes two studio and two conference sections of 18. Preference given to first-year students, art majors, sophomores.*  
*May not be taken on a pass/fail basis.*

This course may be taken for Art History or Studio Art credit and students should choose the appropriate course number when enrolling. For Studio Art majors this course satisfies the ARTS 100 requirement only; it cannot be taken to fulfill the Art History requirement for the Studio Major. For Art History majors, this course can satisfy the studio requirement (enroll as ARTS100) or it can be taken as an Art History elective (enroll as ARTH108).

Most often students will be required to meet for 75 minutes during the Wednesday lecture/conference; on occasion the full meeting time will be required.  
Hour: 10:00-12:15 MF, 1:35-3:50 MF (studio sections) 1:10-3:50 W (lecture/conference)

GLIER and OCKMAN

**ARTS 101(S) Artists Respond to Dangerous Times (Same as AMST 101) (D)**

This introductory video production course focuses on how contemporary artists engage their historical moment. We will look ways in which the moving image can be used to reckon with the force that historical events and conditions have on us as artmakers, and the ways in which we might hope to have force on historical events. We will focus on U.S. makers and events in the present and recent past, with comparative attention to international and transnational work. The course will give special consideration to particular forms of artist-made film and video: the essay film, activist/grassroots/social media, and performance-

based and narrative media that reflect on historical events and the ongoing present. We will look at work by Adam Curtis, Adele Horne, The Yes Men, Anna Devereau Smith, Patty Chang, Peter Watkins, Haskell Wexler, Adam McKee, Catherine Bigelow, and collectives including Asco, TVTV, ACT UP, and Occupy Wall Street. Readings will include work by Meg McLagen, Gregg Bordowitz, George Lipsitz, Kimberle Crenshaw and Gary Peller, Judith Butler, David Graeber, George Lipsitz, and others.

Format: studio. Students will complete three video production assignments. Evaluation will be based primarily on these works and class participation.

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

Hour: 1:10-3:50 R

L. JOHNSON

**ARTS 107(S) Creating Games (Same as CSCI 107) (Q)**  
(See under CSCI 107 for full description.)

MCGUIRE

**ARTS 200(F) Costume Design (Same as THEA 305)**  
(See under THEA 305 for full description.)

BROTHERS

**ARTS 201 Theatrical Staging and Design: Process of Collaboration (Same as THEA 201) (Not offered 2012-2013)**  
(See under THEA 201 for full description.)

BAKER-WHITE

*This course does not satisfy any requirements for the Art major.*

**ARTS 202 Movement and Art Making (Not offered 2012-2013)**

This course will investigate the connections between dance and visual art. Students will learn and use techniques from dance that can apply to the representation of action in drawing, painting, photography, video and other forms. Artists noted for the ability to express motion or collaborate with dancers that we will examine include Edward Muybridge, Barbara Morgan, Picasso, Walkowitz and Jacob Lawrence. Dancers with a history of collaboration with visual artists we will study include Martha Graham/ Isamu Noguchi, Martha Graham/ Barbara Morgan and Lucinda Childs/Sol Le Witt.

The class will visit designated exhibitions at WCMA, MASS MoCA and other museums or galleries throughout the semester and attend dance concerts at the '62 Center and MASS MoCA. We will also view media, discuss selected readings and participate in special sessions with guest artists and curators. Requirements: a journal documenting process with readings, discussions, field trips, media etc. (journals are submitted three times for instructor review and comments), midterm project that is presented and discussed in class, final project that is a synthesis of their learning for presentation and discussion.

Format: studio/seminar. Evaluation based on class participation, quality of midterm and final projects, attendance and journal.

Prerequisites: experience in a visual art medium (painting, drawing, photography, film) or experience in dance (Modern, African, Ballet, Hip-Hop, etc) preferred.

*Does not satisfy any requirements for the Art major.*

BURTON

**ARTS 211T(S) (formerly 111) Photographic Montage and Collage**

It is all about the edge. Montage is the seamless combination of photographs which begs the viewer to suspend disbelief and embrace the new composite reality. Collage also yields an alternate reality by combining multiple photographs but here the process unabashedly reveals itself. In this course, students will learn basic photographic techniques as well as use found photographs to make both collages and montages. These combinations will be made with razor blades and glue as well as in Photoshop.

Format: tutorial. Requirements: portfolio.

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

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

Lab: 3:10-4 W

LALEIAN

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

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

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

Prerequisites: ArtS 100; ArtH 101-102 strongly suggested. *Enrollment limit: 15 (expected: 15). Permission of instructor is required. Registration does not guarantee admission to the course.*

Hour: 1:10-3:50 F

BENEDICT

**ARTS 221(F) Scenic Design (Same as THEA 302)**

(See under THEA 302 for full description.)

MORRIS

**ARTS 230(F) Drawing II**

This advanced drawing course will continue to investigate the techniques, principles of organization, and ideas which were introduced in the Drawing I course. Having become more familiar with the drawing process, students will be encouraged through intensive weekly assignments to expand and challenge the conventions of markmaking. As with any discipline, familiarity with the rules allows the users to seek alternatives and develop definitions of how the drawing process can best be suited to their own visual vocabulary. The range of exercises could include traditional materials on paper as well as non-traditional methods and exercises.

Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments and final portfolio. Attendance and participation in class discussions are also considered part of the course evaluation. Lab fee.

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

*May not be taken on a pass/fail basis.*

Hour: 9:00-11:50 F

ALI

**ARTS 241(S) Painting**

The variables of oil painting are so numerous that the permutations are endless. As an introduction to basic variables like color, brushwork, surface, form and light, this course is the beginning of what may be a life long, creative adventure through the medium of paint. Most assignments are done from direct observation of the human figure, the landscape and objects. Museum visits and slide presentations are an important part of the class.

Format: workshop. Requirements: weekly assignments.

Prerequisites: Arts 100 and 108.; Arts 230 recommended. *Enrollment limit: 15 (expected: 15). Preference given to majors, sophomores, juniors, seniors.*

Lab fee: \$375.

Hour: 11:00-12:15 F and 1:10-3:50 F

GLIER

**ARTS 243(F) Acrylic Painting**

In this course, we will explore the options that painting with acrylic can offer. The class will focus on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also consider issues of content in a diverse range of approaches, including painting from life (still life and portraits), abstraction, and some mixed media. The particular characteristics of acrylic paint will be explored in a variety of processes. There will be visits to the museum, critiques, and slide presentations.

Format: studio. Evaluation will be based on the quality of work, investment of time, participation in critiques, and attendance.

Prerequisites: ARTS 100. *Enrollment limit: 14 (expected: 14). Preference given to art majors.*

Hour: 1:10-3:50 M

TAKENAGA

**ARTS 252(F) The Human Image: Photographing People and Their Stories (Same as INTR 252)**

(See under INTR 252 for full description.)

GOLDSTEIN

**ARTS 253 Film Photography (Not offered 2012-2013)**

An Introduction to black and white film photography. Students will shoot with cameras provided by the art department; both 35mm single lens reflex cameras and 4x5 inch monorail view cameras. Students will learn how to process film and make prints. The assignments will guide students through the ideas and aesthetics related to these particular cameras, primarily in the 19th and 20th centuries. Some thought and discussion of what role, if any, film photography has in the 21st century, after the advent of digital. Meant as a companion course to Arts 254, (Digital Photography) the assignments in this course will allow students to engage with the aspects of photography which are best done with film and silver printing. Substantial amounts of work will be done outside of class, and in the Spencer Art darkroom.

Format: studio. Evaluation is based primarily on the quality of the photographic portfolio produced; technical and conceptual sophistication, demonstrated comprehension of the ideas contained in the assignments, and individual progress will determine the final grade.

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

LALEIAN

**ARTS 254 Digital Photography (Not offered 2012-2013)**

Cell phones and scanners, along with Digital SLR cameras, will be used as image capture devices. Instruction in Photoshop software on the Macintosh platform and printing on a variety of digital media will be taught. Assignments will investigate the influence of these digital technologies on art photography. Meant as a companion course to Arts 253, (Film Photography) the assignments in this course will allow students to engage with the aspects of photography, which are best

achieved digitally. Substantial amounts of work will be done outside of class, in the Mac lab in Jesup and in the digital printing lab in Spencer Art. With the exception of camera phones, the college will provide all other equipment necessary to complete coursework.

Format: studio. Evaluation is based primarily on the quality of the photographic portfolio produced; technical and conceptual sophistication, as well as individual progress will determine the final grade.

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

LALÉIAN

### **ARTS 255 Photographic Time and Space (Not offered 2012-2013)**

An introduction to the practice of photography with an emphasis on the vision that is unique to the camera: the particular manner in which three-dimensional reality is rendered on the two dimensional, light-sensitive plane. The course will concentrate on the study and creation of imagery which is dependent on the specificity of photographic vision. Students will receive instruction on the workings both film and digital cameras (provided by the department), development of black and white film, digital color and basic printing techniques. Students will be asked to respond to a series of assignments. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

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

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

LALÉIAN

### **ARTS 256 Fabricated and Manipulated Photography (Not offered 2012-2013)**

Fabricated and Manipulated Photography A directorial approach to photography in which events are staged for the camera and images are manipulated. Photographs are preconceived yet simultaneously altered by the alchemy inherent to chemical photography.

Students will learn to use 4x5 film cameras and slr digital cameras (both provided by the department). A series of assignments will be completed using Photo-shop software, basic color digital printing as well as the development b/w film and the basics of b/w printing technique. Lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

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

Prerequisites: ArtS 100. *Enrollment limit: 12. Preference given to Art majors.*

LALÉIAN

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

An introduction to printmaking through the process of intaglio and relief. Techniques will include drypoint, etching, and aquatint. Monotypes, some color work, collage, and hand tinting will also be covered. Both technical skill and a strong conceptual basis will be emphasized in order to create finished fine art prints. Experimentation is encouraged. Class time will consist of studio work, demonstrations, lectures, critiques, and field trips.

Format: studio. Evaluation will be based on attendance, participation in class, and the quality of work produced. Lab fee.

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

Hour: 9:55-12:35 T

TAKENAGA

### **ARTS 264 Printmaking: Lithography (Not offered 2012-2013)**

An introduction to printmaking through the process of lithography. Students will work on both stones and aluminum plates. Techniques will include traditional lithographic processes as well as monotyping, multiple plates, collage, and hand tinting. Both technical skill and a strong conceptual basis will be emphasized in order to create good, finished, fine art prints.

Format: studio work, demonstrations, lectures, critiques, and field trips. Evaluation will be based on attendance, participation in class, and quality of work produced. Lab fee.

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

### **ARTS 274(F) Chinese Calligraphy: Theory and Practice (Same as ARTH 274 and CHIN 274)**

(See under ARTH 274 for full description.)

JANG

### **ARTS 275(F) Sculpture: Cardboard and Wood...Plus**

This course is an introduction to the media and processes of sculpture. The focus will be on developing technical and analytical skills as they relate to the interplay of form, content, and materials of sculpture. This section will cover a variety of techniques and processes associated with woodworking as they pertain to sculpture, but isn't limited to the media of wood, and in fact a wide variety of media exploration is encouraged and expected. This course is based on a series of sculpture projects which will investigate both formal and conceptual practices involved in creating personal statements in a visual format. A substantial amount of time outside of class is expected to complete these projects.

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

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

Hour: 9:00-12:00 W

PODMORE

### **ARTS 276(S) Sculpture: Metal and Plaster Plus**

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

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

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

Hour: 1:10-3:50 T

PODMORE

### **ARTS 284(S) Writing for Film, Video, and Performance (Same as THEA 284) (W)**

This is a writing workshop for the time-based arts. We will study the use of language in a variety of kinds of film, video, and performance-based artworks. We will study examples in avant garde film, video art, performance art, narrative cinema, and essay films. Students will generate monologues, voiceovers, screenplays and avant garde forms, and will also write several response papers about the use of language in film, video, and performance. The second half of the course will focus especially on narrative screenwriting.

Format: studio. Grades will be based on in-class writing, weekly assignments, and workshop discussion, and on several sketch-like video-based assignments.

*Enrollment limit: 19 (expected 10).*

Hour: 1:10-3:50 W

L. JOHNSON

### **ARTS 288(F) Video**

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

Evaluation will be based on the technical and conceptual strength of the tapes, with consideration given to individual development. Lab fee: \$100-150.

No prerequisites. *Enrollment limit: 10.*

Hour: 1:10-3:50 W

L. JOHNSON

### **ARTS 290(F) Color Theory: The Poetics and Politics of Color**

This course will combine studio projects, reading assignments and writing exercises to explore the multiple connotations of color. By thinking about color as not merely an emotional or aesthetic signifier this course will extend the traditional study of color theory to include both philosophical and political inquiry. The aim of this course will be to better understand and control the use of color as a signifier in art, writing and performance while grappling with a wide range of theoretical and formal approaches to thinking and making. We will discuss Wittgenstein's "Remarks on Color" alongside Josef Albers' "Color Theory" to better understand how we see and how we categorize and understand what we see. To this end we will also read Oliver Sacks' "Island of the Colorblind" to better understand the neurology of color. Students will be required to hand in short annotations connected to assigned readings. We will then explore the specific uses of color by artists to explore issues of race and nationality: From "Black," as theorized by Glenn Ligon and David Hammons in "Blues and the Abstract Truth," to "Orange" as a nationalist color as explored by De Reijke and De Rooij and White as a signifier of neutrality, from the truce flag to Robert Ryman's paintings, to the violence of White Supremacists. Short studio projects will include collage exercises in color interaction, translating textual descriptions into color compositions and vice versa to expand how color can be understood. More sustained studio projects related to the interests of individual students will develop from in-class discussions

and will be presented for critique at the end of the course.

Format: studio. Students will be evaluated on attendance, in-class participation and the successful completion of studio projects as well as reading and writing assignments.

Prerequisites: students interested in pursuing issues that intersect creative writing and the visual arts are most suited for this course. *Enrollment limit: 15 (expected 15). Preference: permission of instructor.*

Hour: 9:55-12:35 R

PREMNATH

### **ARTS 305(F) Other Spaces: Occupying Imaginary, Virtual and Utopian Spaces**

In this course students will engage with a variety of fictional and theoretical writing as well as artistic and performative approaches in order to consider the potential that creative practices provide in imagining “places” that do not yet exist, or that may remain foreclosed in the present but still accessible to our mind. Readings will include Foucault’s “Of Other Spaces”, Borges’ “On the Exactitude of Science”, Bachelard’s “Poetics of Space”, Butler’s “Bodies in Alliance” and Danielewsky’s “House of Leaves.” Students will also be introduced to the work of artists like Robert Smithson, Janet Cardiff and James Turrell. In addition to more speculative and poetic discussions and in light of the collapse of the housing market, foreclosures and the rise of the “occupy” movement this course will also investigate the politics of space. We will attempt to rethink architecture’s traditional categories of private and public space as a result of spontaneous collaborative imaginings of space during a time of economic or political crisis. How do artists, writers, organic intellectuals and citizens reflect upon and imagine those “other spaces” that have been and can still be embodied in our present time. Weekly readings, writing assignments and in-class discussions as well as studio projects will introduce students to diverse creative and critical methodologies while fostering a safe environment wherein they may develop their personal practice, be it writing, visual art or performance. Projects will include repurposing familiar public spaces on campus for new uses, as well as activating both physical and virtual (web and video) spaces to spark group participation.

Format: studio. Students will be evaluated on attendance, in-class participation and the successful completion of studio projects as well as reading and writing assignments.

Prerequisites: one or two previous courses in the creative arts; students interested in pursuing issues that intersect creative writing and the visual arts are most suited for this course. *Enrollment limit: 12 (expected 12). Preference: permission of instructor.*

Hour: 9:00-11:50 F

PREMNATH

### **ARTS 310T Appearance/Disappearance (Not offered 2011-2012)**

Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence. From medical research in the imaging processes of the internal body to the forensic cues offered by the “black box” in-flight recording; from the military use of camouflage to the video taped “appearances” of Osama bin Laden; from the inability of an eating disorder patient to recognize a self image to the masquerades we willingly wear-appearance and disappearance have governed the evidences of our actions, beliefs and identities.

This image-based studio examination of the subject will look at material that has been shaped by its link with our central theme. Each of five studio projects will successively build a cumulative view of how appearance and/or disappearance might shift a viewer’s ability to render any point of view. While work in a variety of media will be encouraged, most of the studio exercises will be two-dimensional or low-relief in their final presentation.

Format: tutorial. Evaluation will be on the basis of the technical and conceptual strengths of the portfolio, the weekly paired-student format and full class studio discussions, and regular written analysis of work produced during this term. Lab fee.

Prerequisites: any one of the following: ArtS 230, 241, 242, 257, 263, or 264. *Enrollment limit: 12 (expected: 12). Preference given to Art majors. (Note: Students only need to be available one hour during the stated time. Students who have time-conflicts with another course should contact the instructor.)*

EPPING

### **ARTS 315 Realisms: Courbet to Mumblecore (Not offered 2012-2013)**

This 300-level video production seminar will look at traditions in realism and historical styles of representing everyday life. Students will consider pre-cinematic realisms in painting and literature, classical formations of Hollywood realism, Italian Neorealism, critical and New Wave relationships to realist practice, recent forms of neorealism from Iran, China, and the U.S., and the everyday aesthetics of mumblecore. Students will produce three short videos in relation to screenings and readings in different realist traditions, and will develop skills and technique related to traditions of narrative realism. This thematic seminar will help students develop basic skills in screenwriting, performance, and cinematography, at the same time as raising questions about realism’s place in relation to the legacies of formalist modernism in the visual arts, contemporary critical art practice, and the realist expectations of American “mainstream” cinema. While the focus of the seminar will be on students’ own production, coursework will be informed by engaging with work by John Ford, Mike Leigh, Roberto Rossellini, Jean-Luc Godard, Chantal Ackerman, Andy Warhol, Abbas Kiarostami, Jia Zhangke, Kelly Reichardt, and Aaron Katz, and will also involve critical studies that position realism in relation to traditions in art history, cinema, and theater, including readings by Clement Greenberg, Bertolt Brecht, Andre Bazin, Augusto Boal, Rosalind Krauss, Hal Foster, Moyra Davey, and many others.

This course is appropriate for art majors who may be beginning students in the medium of video, or for students who have taken a previous video production course or Writing for Film Video and Performance.

Format: seminar. Evaluation will be based on three short videos and occasional brief writing exercises.

Prerequisites: open to art majors and students who have taken another video course. *Enrollment limit: 12 (expected: 12). Preference given to art majors.*

L. JOHNSON

### **ARTS 319(F) Junior Seminar**

The objectives of this intensive seminar for studio majors are to strengthen both creative and technical skills (through weekly studio projects) and analytical and critical abilities. Students are also assigned readings and film/video viewings and required to visit local museum exhibits as part of the assignments. Lab fee.

Format: seminar and studio workshop. Evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance.

Prerequisites: three studio courses required for the major, including at least two which are 200 level or higher; enrollment is limited to studio art majors (or permission of instructor). Studio and History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester.

*Preference to Studio Art and History and Practice majors, Art History majors. Not available for the Gaudino option.*

Hour: 1:10-3:50 F

ALI

### **ARTS 322T The Empowered Object (Not offered 2012-2013)**

The development of “found objects” in the language of art have played a significant role in constructing meaning in the consciousness of the twenty-first century. This tutorial will have students explore that tradition further through their own creative endeavors. They will be asked to add to the lineage of art that uses “found objects” in a creative and meaningful way. They will have the freedom to choose which medium will convey their ideas most effectively. They include, but are not limited to: sculpture, painting, drawing, photography, printmaking and video. For example, within the investigation of the “found object,” projects could include: still life painting with a focus on the objects, 2-dimensional work depicting or incorporating real objects, collage, assemblage, etc. The “found object in art” will be examined through: art practice, readings and presentations. Three projects will be completed. As a tutorial, the course is designed to meet individual needs and to stress student participation and responsibility for learning. Students will meet weekly with a peer and the professor to review work.

Format: tutorial. Evaluation is based on the conceptual and technical quality of the work as well as the level of participation in the tutorial meetings. Students are required to purchase their own materials.

Prerequisite: any 200-level art course in the area that you are planning to work that is housed solely in the studio wing of the art department. *Enrollment limit: 10 (expected: 10).*

PODMORE

### **ARTS 324 The Documentary Photography Project (Same as INTR 324) (Not offered 2012-2013)**

While every image documents something, the field of documentary photography traditionally uses still images to relate a story about the events and people that shape our world. Students will learn skills required to produce an effective visual narrative. Technical aspects of image acquisition that are particularly useful in conveying information will be reviewed, including manipulation of exposure controls, wide angle composition, and location lighting. Conceptual topics will include myths about “truth” and “objectivity” in photography, and the responsibilities of the documentarian to his/her subjects. Students will practice different types of documentation, from news photography to photo-essays, and consider techniques for approaching, photographing and interviewing subjects. The practical aspects of developing a story, gaining access, working in unfamiliar environments and editing both individual images and series will be examined. Students will work throughout the semester on planning and executing a documentary project, culminating in an exhibition of their work. Participants will use college-supplied digital cameras, and should expect to spend significant time working outside of class.

Format: studio. Requirements: class attendance is mandatory; 30% participation in class discussion and critiques, 30% aesthetic and technical strengths of shooting exercises, 40% aesthetic and technical strength of final project.

Prerequisites: any full semester photography course or any full semester video course, or portfolio review. *Enrollment limit: 10 (expected: 10). Preference based on portfolio review.*

GOLDSTEIN



**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, including sustainability and material properties. 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 is highly recommended. *Enrollment limit: 15 (expected: 15).*

Hour: 1:10-3:50 F

MORGAN

**ARTS 333T(F) Narrative Strategies (Same as COMP 333)**

In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists such as Huma Bhabha, Kara Walker, Joe Sacco, Lydia Davis, Matthew Barney, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Jessica Stockholder among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context? Preference given to studio majors

This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours. Students are required to have taken two 200 level classes in any medium (or by permission of the instructor).

Format: tutorial. Evaluation based on assignments, studio performance, class participation, and attendance.

Prerequisites: students are required to have taken at least two Studio Art 200 level classes in any medium (or by permission of the instructor). *Enrollment limit: 10 (expected: 10).*

*Not available for the Gaudino option.*

Hour: 1:10-3:50 R

ALI

**ARTS 340T(S) Erasure**

[Rubbed out, scraped away, excised, effaced, or deleted] The means by which we commonly make a modification in a text, image or calculation is to remove and replace the edited particular with its substitute. In this editing-through addition, subtraction or both—we engage a renovation that involves a host of intellectual and experiential strategies. These [erasures] create [spaces]. Left blank, the erased article suggests there is no known replacement. If the article is not totally scraped away, the visible remaining under-layer serves as memento of the preceding action (palimpsest). Layers accreted upon one another may bury selected particulars in an archeologic strata. If vigorously removed, the heightened evidence of the erasing action becomes a testament to the significance of the desire to make the subject disappear. Hence, when we examine the emotive range of erasure, we witness the fuller psychological and intellectual dimensional potential of the edit. The scale of erasure stretches this dimension further. A simple edit may reveal a better choice and change the criticality of the outcome minutely or dramatically. Genocide as erasure, however, moves us to quite another plane. History and our interpretation of those events are variously defined by what has been inscribed and what has been de-scribed (Derrida).

This tutorial-through studio practice, reading/viewing and critical analysis—will wander through a variety of conditions of erasure and how each might inform individual and collective projects. Weekly responses to a series of seven studio prompts will be wrought in either two-dimensional (digital photography, drawing, collage, painting) or three-dimensional media (sculpture, installation, performance). To assist in stretching the directions of each prompt, students will study: Visual work of, (including but not limited to): Marcel Duchamp, Arakawa and Madeline Gins, Julie Mehretu, Ghada Amer, Joseph Kosuth, Cy Twombly, Gabriel de la Mora, Cindy Sherman, Robert Rauschenberg, Jasper Johns. Texts by, (including but not limited to): Franz Kafka, Ralph Ellison, Susan Stewart, Percival Everett, Akira Mizuta Lippit, de Sade. Films by, (including but not limited to): Kiyoshi Kurosawa (Cure), Hiroshi Teshigahara (Woman in the Dunes), Shohei Imamura, (Black Rain)

Format: tutorial. Evaluation will be based on the quality of work produced, successful completion of all assignments, and attendance.

Prerequisites: students are required to have taken at least two ArtS 200-level studio classes in any medium, one of which should be the medium chosen for this tutorial; two-dimensional (digital photography, drawing, collage, painting) or three-dimensional media (sculpture, installation, performance). *Enrollment limit: 10 (expected: 10).*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

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

EPPING

**ARTS 344 Abstraction (Not offered 2012-2013)**

Abstraction has been a persistent and defining visual idea of the twentieth and twenty-first century. This workshop for intermediate and advanced drawing, painting and sculpture students will investigate the principles of abstract design as well as some of the artists that helped to develop the genre. Among the concepts to be explored are cubism, field composition, and gestural painting. Students will work from a variety of sources, including the human body, still life, and found photography. Although the majority of assignments are in drawing and painting, the final multi-week independent project may be realized in multi-media.

Format: studio; the final four weeks will be dedicated to independent projects. Requirements: weekly studio assignments. Evaluation will be based on the quality of visual projects, and class participation.

Prerequisites: ArtS 230 or a 200-level painting course or permission of the instructor. *Enrollment limit: 15. Preference: studio art majors, seniors, juniors, sophomores.*

GLIER

**ARTS 350T The BIG Picture (Not offered 2012-2013)**

Installation practices, scale changes and serial imagery are transforming our spatial experience and temporal understanding of the photographic image. The size of photographic prints has grown enormously in the past thirty years. Photographs compete with paintings for white wall real estate. There are technological, economic and aesthetic reasons for this dramatic change in scale. This course will address the conceptual and technical challenges of large format printing and the making of large composites of photographs. Students will have an opportunity to work in a variety of media, both chemical and digital, dictated by the nature of the ideas generated in tutorial sessions with colleagues. Lab fee.

Format: tutorial. Evaluation will be based on the portfolio produced and participation in the weekly tutorial meetings.

Prerequisites: ArtS 255, 256 or 252. *Enrollment limit: 10.*

LALEIAN

**ARTS 364T Artists' Books (Not offered 2012-2013)**

This course will investigate the processes and ideas associated with the making of artists' books, works that are fine art objects that generally use visual images and/or text. For example, individual projects could include visual diaries, three-dimensional pop-up books, solely visual narratives, autobiography, literary text/image collaborations, animated "v"flip" books, or sculptural books. Limited-editions as well as one-of-a-kind work will be encouraged. Media options include painting, drawing, etching, lithography, relief printing, photography and bookbinding techniques (from sewn bindings to boxes). As a tutorial, this course is designed to support individual directions, to stress student participation and responsibility for learning, and to examine different points of view. Students will meet in groups of two for critique of individual projects in the tutorial format each week—students are expected to give 20- to 30-minute presentations about their work and to respond to questions and criticism. Students will also meet once a week as a group for demonstrations, lectures, and discussion of readings.

Format: tutorial. Evaluation will be based on student participation and the conceptual and technical quality of the work. There will be required field trips during the semester to the Chapin Library, the Clark Art Institute, and WCMA. Lab fee.

Prerequisites: any ONE of the following: ArtS 230, 241, 257, 263, 264, or 266. *Enrollment limit: 9.*

TAKENAGA

**ARTS 365T(F) Multiples and Painting**

This course will investigate the processes and ideas used in combining reproduced images with acrylic painting in a synthesis of the multiple and the one of a kind, the mechanized image and the more direct application of paint. The multiple is often viewed as more "mediated" than an original, unique object—while painting is often romanticized as a more intuitive eye to hand process. Students will explore how one can reconcile these two approaches as contemporary artists in a time when the mass

-produced multiple is so present in our visual culture. Reproduced images may include prints (etchings, lithographs, relief prints, etc), photographs, or copies that will be collaged, assembled and redefined through the addition of painting. While the subject matter will be open, there will be general thematic assignments during the first half of the semester. 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 or three for critiques 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, and on



-campus field trips.

Format: tutorial. Evaluation will be based on student participation as well as the conceptual and technical quality of the work. Lab fee.

Prerequisite: ArtS 100 plus any one of the following: ArtS 241, 243, 254, 257, 263, 264, or 266. *Enrollment limit: 10 (expected: 10). Preference is given to studio art majors.*

Hour: 1:10-3:50 T

TAKENAGA

### **ARTS 418(S) Senior Seminar**

The purpose of the Senior Seminar is to strengthen ideas, develop formal skills and practice critical analysis while creating original art. Students may work in any medium in which they have prior experience. At the beginning of the class, each student defines his/her project and completes the necessary research. The following weeks are spent producing new work in preparation for an exhibition at the Williams College Museum of Art. The class will meet in large and small groups throughout the semester for critique and discussion. This course is for students who have the ideas and discipline to work independently; participants are expected to be highly motivated and to be exceptionally engaged in the class discourse. Students are responsible for buying their own materials. Evaluation is based on the following: consistency of effort, the quality of analysis in critique, the quality of the portfolio at midterm and the quality of the final portfolio.

Format: one full class meeting a week on Wednesday for discussion and workshop and one small group meeting a week for critique to be scheduled once class begins.

Prerequisite: Studio Art major. *Permission of the instructor is required for History and Practice majors. Enrollment limit: none.*

Hour: 1:10-3:50 W

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*

To qualify for the Master of Arts degree in art history, candidates complete a minimum of eleven courses for graduate credit plus two winter study periods, the latter comprising a Study Trip in the first year (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in two foreign languages, one of them German (for more specific information on the language requirements, see below, after the listing for ARTH 597/598). At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least seven of the eleven courses must be graduate seminars. Included among them are three required of all students: ARTH 504, "Methods of Art History and Criticism," to be taken during the first semester; ARTH 506, "An Expository Writing Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth.

Students must also fulfill a distribution requirement by undertaking coursework in three of six areas:

- (1) East Asian, Indian, Islamic art
- (2) Ancient Near Eastern, Egyptian, Greek, and Roman art
- (3) Early Christian, Byzantine, and Western Medieval art to 1400
- (4) Western art, 1400 to 1780
- (5) Western art, 1780 to present
- (6) Arts of Africa, Oceania, and the Americas (Pre-Hispanic or Native American cultures)

Students may petition the Director to apply a thematic or non-period specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

### *Undergraduate Courses and Private Tutorials*

With permission from the Director and the individual instructors, students may take up to four undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange up to two private tutorials (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects, including bibliography, and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the students and their faculty supervisors.

Of the minimum requirement of eleven courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

### *The Qualifying Paper*

The Qualifying Paper is normally a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor's agreement to be engaged in the Qualifying Paper process.

On the first Friday of their fourth semester, students submit drafts of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Associate Director). Although a draft, this version of the paper should be brought to a high level of completion.

Early in the fourth semester, students and their readers meet together to discuss the drafts. Within six weeks of these discussions (at a date determined by the Director), students submit their Qualifying Papers. Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

### *The Graduate Symposium*

All second-year students speak in the Symposium, presenting 20-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise, but are not limited to, the Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice runs for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director.

### *Grades and Academic Standing*

The Program uses the following grading system:

A+ = truly exceptional (4.33)	B = satisfactory (3.00)
A = outstanding (4.00)	B- = barely adequate (2.67)
A- = excellent (3.67)	C = inadequate (0)
B+ = good (3.33)	E = failing (0)

Courses in which students receive a grade below B- do not receive graduate credit.

Letter grades are used in all seminars except ARTH 509. It and the Winter Study courses (ARTH 51 and 52) are Pass/Fail. Grades in language courses are converted to Pass/Fail on the Williams transcript and are not calculated in the GPA. The Director reviews students' records at the end of the first year; those with GPAs of 3.00 or lower may be asked to resign from the Program.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor's revised deadline, which will be no later than the second Monday of the next semester's classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who resign from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full-time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

### **ARTH 500(F) Clark Visiting Professor Seminar: The Shapes of Utopia (Same as ARTH 400)**

This seminar takes as its subject the architectural articulations of utopia in the early modern period. Setting the stage for our discussions will be some of the Classical philosophical models—from *polis* to *metropolis*—as interpreted by urban historian Lewis Mumford, among others. We will grapple with the medieval monastery as organizing principle of communal life (the Plan of St. Gall). We will then turn to the image of the city-state and the connections between microcosm and macrocosm as articulated. The word "utopia" denotes simultaneously "no-place" and "happy place"—a double meaning exploited in Sir Thomas More's *Utopia* (1516), the novel that defined the genre. We will treat More's city of Amaurote as well as Ambrosius Holbein's memento mori map in the context of the Age of Discovery. Ultimately ours will be a selective as opposed to comprehensive approach to the theme, including such examples as: the *Ideal City* panels of

Piero della Francesca's circle, Filarete's city of Sforzinda, the geometric configurations of the fortified city (orthogonal, circular, and radial), and the myth of Arcadia and its legacy (from the *Pastoral Concert* attributed to Titian or Giorgione to Nicolas Poussin's *Et in Arcadia Ego*). We will conclude with Enlightenment experiments such as Boullée's visionary architectural drawings and Ledoux's ideal city of Chaux.

Format: seminar. Evaluation will be based on reading responses, an oral presentation, and a seminar paper (15-20 pp.). *Enrollment limit: 16, with places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured. Preference given to senior Art History majors and Graduate Program students.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 1:10-3:50 R

NAGINSKI

#### **ARTH 500(S) Clark Visiting Professor Seminar: The Quarrel of the Ancients and the Moderns (Same as ARTH 400)**

The establishment of the French Royal Academies of Art and Architecture in the late 17th century unfolded as part of one of the most dramatic confrontations marking the history of Western aesthetics: the so-called Quarrel of the Ancients and the Moderns. Battle lines were drawn between those who heralded the achievements of the ancients and those who celebrated modern progress and superiority. To anyone championing the emulation of classical poetics, French author Charles Perrault retorted: "Learned antiquity in all its duration was never enlightened to equal our time." More than merely a literary debate, the skirmish instigated dialectical fireworks in the context of foundational theories—across media—of composition, expression, and architectonics. Poussinists raged against Rubenists, proponents of line rejected advocates of color, painters railed against sculptors, and theorists of the ideal body dismissed the sensual evocation of flesh. The director of the Academy of Architecture François Blondel posited the universal status of the classical orders (Doric, Ionic, Corinthian) and the eternal principles of harmonic ratio. Meanwhile, Charles Perrault's brother, Claude (an anatomist, architectural theorist and designer of the Louvre colonnade), held that beauty was determined by habit and convention. We will consider these polemics through objects, primary texts, and the secondary literature (Puttfarcken, Lichtenstein, and Gerbino, among others).

Format: seminar. Evaluation will be based on reading responses, an oral presentation, and a seminar paper (15-20 pp.).

*Enrollment limit: 16, with places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured. Preference given to senior Art History majors and Graduate Program students.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 1:10-3:50 R

NAGINSKI

#### **ARTH 501(S) Museums: History and Practice**

This course will examine the history of museums in Europe and America, focusing on historical traditions and current expectations affecting institutional operations today. Historical tradition and current practice as they relate to museum governance and administration, architecture and installation, acquisitions and collections, and cultural property issues as well as the many roles of exhibitions in museum programming will be addressed, along with museums' social responsibility as scholarly and public institutions in an increasingly market-driven, nonprofit environment.

Format: seminar. Evaluation will be based on oral presentations as well as two research papers.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 2:10-4:50 T

CONFORTI

#### **ARTH 504(F) Methods of Art History and Criticism**

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

Format: seminar. Each student will write one short midterm paper and a longer concluding essay, as well as present a couple of the readings to the class.

*Limited to and required of first-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 T

HOLLY

#### **ARTH 505(F) The Artist and the Studio: Representations of Representation, Then and Now**

This thematically based course explores depictions of the artist and the studio from (roughly) Velázquez into the present. Such representations often constitute a privileged arena for the development of reflexive concerns—concerns by artists about the nature and terms of the artistic enterprise. Precisely for this reason, that arena has also attracted a substantial body of ambitious art historical writing. Accordingly, much of the class will be devoted to exploring problems of interpretation raised by such "representations of representation," along with the art historical literature they have spawned. Artists include (but are not limited to) Velázquez, Vermeer, Delacroix, Courbet, Matisse, and Picasso; readings by Michel Foucault, Michael Fried, Svetlana Alpers, Daniel Arasse, and Leo Steinberg, among others. We might also read Balzac's *Unknown Masterpiece* and other works of art fiction.

Format: seminar. Evaluation will be based on class participation, presentation of research, and a term paper of 20-25 pages.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 10:00-12:40 R

GOTLIEB

#### **ARTH 506(S) An Expository Writing Workshop**

A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, and claim our place in an intellectual community. In many professions, bad prose tends to proliferate as scholars, trying above all to avoid mistakes, become tentative, obscurantist, and addicted to jargon. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.

*Limited to and required of first-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 M

PARK

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

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

Classes are held at the WACC in the Stone Hill Center on the Clark campus. Field trips this semester will include the Governor A. Nelson Rockefeller Empire State Plaza Art Collection in Albany, New York, and two others to be announced. Students receive a syllabus with session outlines and required reading lists. Required reading is mainly from books on reserve at the Clark Library. No book purchases are required.

Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions.

Attendance is required at all sessions. The course grade is based on exams given throughout the semester; there is no final exam.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

Hour: 6:30-8:30 MR

BRANCHICK and WACC staff

#### **ARTH 509(S) Graduate Symposium**

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Requirements: each student will present practice runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

*Limited to and required of second-year students in the Graduate Program in the History of Art.*

Hour: bi-weekly meetings TBD, in addition to practice runs

GOTLIEB

#### **ARTH 534(F) Renaissance Time**

"Once upon a time," noted the historian, Randolph Starn, "the Renaissance set its clocks and calendars to keep modern time." So what time is kept in today's Renaissance? This thematic course proposes an investigation of the subject of temporality and Renaissance art. Our focus will include, but certainly not be limited to, issues of periodization and the role of the Renaissance in historical narratives. We will consider the historical construction of the High Renaissance, for example, but we will also investigate the relationship between early 16th-century conceptions of time (typological, millenarian, etc.) and the visual world. And in

addition to thinking about time as internal to works of art, we will consider the temporal implications of the experience of objects. Specific topics will range from the perennial question of the Renaissance individual to newer concerns such as Renaissance anachronism and the emergent global history of the 16th century. Format: seminar. Students' responsibilities will include: preparations for and engaged participation in class discussion, oral reports (and peer responses), and a written term paper of approximately 20 pages.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors..*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 10:00-12:40 F

SOLUM

#### **ARTH 553(F) Thomas Eakins**

In this seminar we will consider the life and art of Thomas Eakins (1844-1916). With the most rigorous academic training available, employment at the strongest art schools in the country, and an adherence to the traditional genres of portraiture and subject painting, Eakins yet managed to lead one of the most thwarted of professional careers. He wrote with justice in 1894: "My honors are misunderstanding, persecution and neglect, enhanced because unsought." The critical tide turned after his death, although much recent scholarship has sought to complicate that mid-20th-century tale. Consideration of his career will encourage us to think about questions of biography, regionalism, portraiture, and the relationship of painting to photography.

Format: seminar. Students' responsibilities will include class discussion, weekly summaries of readings, two short papers, an oral presentation (and response to someone else's), and a final research paper (20-25 pages). A field trip to Philadelphia and New York is likely.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 1:10-3:50 F

SIMPSON

#### **ARTH 558(F) Reading Impressionism**

In this seminar we study the rich and often provocative critical literature focused on the French Impressionist movement, from its emergence in Paris in the 1870s up to the present day. Our focus will be on essays, books, and exhibition catalogues that address Impressionism as a whole, rather than studies of the work of individual artists. We will address a variety of critical and historical issues: How do we define Impressionism? Which artists can be included under the term "Impressionist?" What were the first critical responses to Impressionism in the 1870s? Is Impressionism a matter of technique or subject? How has our understanding of Impressionism changed along with the discipline of art history? Readings will draw upon early critical reviews of the eight Impressionist group shows held between 1874 and 1886; formalist critiques of the first half of the twentieth century (and later); biographical approaches; studies of technique and artistic practice; and social histories of art. We will pay special attention to the role played by exhibitions and exhibition catalogues in our evolving understanding of Impressionism.

Format: seminar. Evaluation will be based on class participation, weekly summaries of readings, reading reports (distributed in advance and discussed in class) and one short, end-of-semester paper of 10-15 pages based on a work of art. Reading knowledge of French is helpful. A field trip to New York is likely.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 1:10-3:50 M

RAND

#### **ARTH 562(S) German Expressionism: Art, Market, and Theory**

The art of Die Brücke and Der Blaue Reiter has been the subject of critical and scholarly engagement and reconsideration from its inception to today. Exploring the primary documents of the German Expressionist movement, both artist- and critic-generated, the course will question how these formative texts conflict with current definitions and perceptions. The seminar will consider recent scholarship that has documented and investigated market and exhibition practices. Both Brücke and Blaue Reiter artists worked collectively. How did these communal artistic projects succeed or fail? This seminar will address the multi-faceted production of German Expressionism, including painting, sculpture, printmaking, architecture, film, and literature. The course will use the collections at the Clark and the Williams College Museum of Art.

Format: seminar. Evaluation will be based on involved class participation, several short presentations, and a term paper of 20 pages.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 1:30-4:10 W

CLARKE

#### **ARTH 564(S) Photography in/of the Middle East**

Since its inception, photography has been globally disseminated but locally inflected, serving myriad documentary and expressive purposes in diverse visual cultures. This is nowhere more true than in the Middle East, where the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists. The resulting images manifest, extend and contest complex traditions of representation that vary from place to place, Constantinople, the Holy Land, Egypt, and Persia each sustaining different tropes and modes of production. We will proceed accordingly, concentrating on individual photographers and centers of image-making, operating across the spectrum of visibility from creation to reception. Along the way, we will address the burdens and risks of image-making: What work do photographs do and how do they perform this labor? Who resists and who benefits? Students will track photography in/of particular locales over time to appreciate diverse renderings of the Middle East as aspects of global visual culture.

Format: seminar. Evaluation will be based on class participation, presentation of research, and a term paper of 20-25 pages.

*Enrollment limit: 14. Preference given to Graduate Program students and then to senior Art History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

*Satisfies the seminar requirement for the undergraduate Art History major.*

Hour: 10:00-12:40 R

H. EDWARDS

#### **ARTH 595(F), 596(S) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

#### **ARTH 597(F), 598(S) Undergraduate Lecture Course Taken for Graduate Credit**

##### **LANGUAGE COURSES**

The Graduate Program's degree requirements include reading competence in two languages (other than English) of scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as the second although, with permission of the Director, other languages may serve. The Program offers dedicated courses in reading French and German for art history. Other language classes at Williams are listed in the course catalog, although the coordination of undergraduate and graduate schedules can be challenging.

Incoming students' language preparation is assessed through exams administered at the outset of the semester. In French and German, scores attained on SAT II reading examinations determine placement within the two-semester French/three-semester German sequence. If students attain a minimum score of 700 on the placement exam, they are exempted from further coursework in that language. With a score between 500 and 700, they are placed into the graduate course of readings in art history, French 512 or German 513. With a score below 500, they enroll in the appropriate introductory course (French 511 or German 511/512). In the case of a second language other than French, arrangements will be made on an individual basis.

Returning students who have completed or passed out of GERM 512 may, with the prior approval of the Director and in consultation with German language faculty, satisfy the requirement of GERM 513 by one of two alternative means: earning at least a B-, or the equivalent, in a pre-approved intensive German-language summer course; or, through self-study, perhaps augmented by a less-rigorous summer course, successfully passing a translation exam administered by the German faculty at the beginning of their second fall semester.

#### **GERM 511(F)-512(S) Reading German for Beginners (Same as GERM 111(F)-112(S))**

German 511-512 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 512.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to Graduate Program students, seniors and juniors.*

Hour: 9:00-9:50 MWF

TBA

### **GERM 513(F) Readings in German Art History and Criticism**

This is an advanced course in German reading, focused on the literature of art history. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. The course includes a grammar review.

Format: seminar. Evaluation will be based on written homework, quizzes, tests, and class participation.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on SAT II German Reading Test).

*Enrollment open to Graduate Program students; others by permission of the instructor.*

Hour: 9:00-9:50 MWF

E. KIEFFER

### **RLFR 511(F) Intensive French Grammar and Translation**

This course is designed to offer students a thorough and systematic review of sentence structures and grammar. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

Format: Classes meet twice weekly and are conducted in English. Evaluation will be based on class participation, papers, a midterm, and a final examination.

Prerequisites: a strong interest and need to learn French.

*Enrollment: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor.*

Hour: 8:30-9:45 TR

DESROSIERS

### **RLFR 512(S) Readings in French Art History and Criticism**

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum catalogues; the *Gazette des Beaux-Arts* and other publications; *Salons* by Diderot, Baudelaire, and Thoré; artists on their works; and critics such as Francastel, Ch. Sterling, M. Faré, Valéry, Focillon) will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

Format: seminar. Evaluation is based on class participation, papers, a midterm, and a final examination.

Prerequisite: French 511 or permission of instructor; undergraduates are welcome with instructor's permission.

Hour: 8:30-9:45 TR

DESROSIERS

## **ASIAN STUDIES (Div. I & II, see explanation below)**

*Chair, Professor KASUMI YAMAMOTO*

Professors: KAGAYA\*, KUBLER, YAMAMOTO. Associate Professors: CHANG\*, NUGENT, YU. Visiting Assistant Professor: ABE, MUKAI.

Visiting Lecturer: LIAO, YAGI. *Affiliated Faculty:* Professors: CRANE, DREYFUS\*, JANG, JUST\*, W. A. SHEPPARD, WONG. Associate Professors: C. BOLTON, A. REINHARDT, SINIAWER. Assistant Professors: CHAPMAN, JOSEPHSON. Lecturer: GUTSCHOW\*\*\*. Language Fellows: JIA, ZHANG.

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. *Please note: Courses with ASST prefix carry Division II credit and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.*

### **THE MAJOR**

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- 1) One course that explicitly compares at least two countries in Asia, such as ASST 126, ASST 201, ASST 245, ASST 250, ASST 256, ASST 269, ASST 270, or ASST 337. Or students may take instead a course on a country that is different from their country of primary focus.
- 2) Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

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

#### *3A) Asian Studies Major*

- a. a three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.
- b. three approved electives, which may include further language work.

#### *3B) Chinese Major*

- a. four additional semesters of Chinese language (300-level or higher)
- b. Chinese 412
- c. one approved course in Chinese literature, linguistics or culture

#### *3C) Japanese Major*

- a. four additional semesters of Japanese language (300-level or higher)
- b. one approved course in Japanese literature, language (400-level), or culture
- c. one elective on Japan

### **STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas can count toward graduation, and up to four courses taken off campus may be counted toward the major.

### **THE DEGREE WITH HONORS**

Students interested in writing an honors thesis in Asian Studies, Chinese, or Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494, CHIN 493-W31-494, or JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

### **THE ASIAN STUDIES ENDOWMENT**

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

## **COURSES IN ASIAN STUDIES (Div. II)**

### **ASST 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (Same as ARTH 103)**

(See under ARTH 103 for full description.)

JANG

### **ASST 115(S) The World of the Mongol Empire (Same as HIST 115) (W)**

(See under HIST 115 for full description.)

A. REINHARDT

<b>ASST 117T Clash of Empires: China and the West, 1800-1900 (Same as HIST 117T) (Not offered 2012-2013) (W)</b> (See under HIST 117 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	A. REINHARDT
<b>ASST 121T The Two Koreas (Same as HIST 121T) (Not offered 2012-2013) (W)</b> (See under HIST 121T for full description.)	SINIAWER
<b>ASST 126 Musics of Asia (Same as MUS 112) (Not offered 2012-2013) (D)</b> (See under MUS 112 for full description.)	W. A. SHEPPARD
<b>ASST 201 Asia and the World (Same as INST 101 and PSCI 100) (Not offered 2012-2013)</b> (See under PSCI 100 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	CRANE
<b>ASST 212(S) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as HIST 212) (D)</b> (See under HIST 212 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	A. REINHARDT
<b>ASST 213(F) Modern China, 1600-Present (Same as HIST 213) (D)</b> (See under HIST 213 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	A. REINHARDT
<b>ASST 217 Early Modern Japan (Same as HIST 217 and JAPN 217) (Not offered 2012-2013)</b> (See under HIST 217 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	SINIAWER
<b>ASST 218 Modern Japan (Same as HIST 218 and JAPN 218) (Not offered 2012-2013)</b> (See under HIST 218 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	SINIAWER
<b>ASST 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (Same as, COMP 229, HIST 219 and JAPN 219) (D)</b> (See under HIST 219 for full description.)	SINAWER and C. BOLTON
<b>ASST 220(F) Economics of East Asia (Same as ECON 217)</b> (See under ECON 217 for full description.)	LEE
<b>ASST 221 The Making of Modern South Asia (Same as HIST 221) (Not offered 2012-2013)</b> (See under HIST 221 for full description.)	PARWANI
<b>ASST 236(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as HIST 216, INST 101 and REL 236)</b> (See under REL 236 for full description.)	DARROW
<b>ASST 244 Mind and Persons in Indian Thought (Same as REL 244) (Not offered 2012-2013)</b> (See under REL 244 for full description.)	DREYFUS
<b>ASST 245 Nationalism in East Asia (Same as HIST 318 and PSCI 354) (Not offered 2012-2013)</b> (See under PSCI 354 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	CRANE
<b>ASST 247 Tibetan Civilization (Same as REL 245) (Not offered 2012-2013) (D)</b> (See under REL 245 for full description.)	JOSEPHSON
<b>ASST 248(F) Body Politics, Gender and Religion in South Asia (Same as ANTH 248, REL 248 and WGSS 249) (D)</b> (See under REL 248 for full description.)	GUTSCHOW
<b>ASST 250 Scholars, Saints and Immortals: The Religious Life in East Asia (Same as REL 250) (Not offered 2012-2013) (D)</b> (See under REL 250 for full description.)	JOSEPHSON
<b>ASST 251(F) Zen Buddhism: History and Historiography (Same as REL 251)</b> (See under REL 251 for full description.)	JOSEPHSON
<b>ASST 255 Buddhism in Society (Same as REL 255) (Not offered 2012-2013)</b> (See under REL 255 for full description.)	DREYFUS
<b>ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as ANTH 256, REL 256 and WGSS 256) (Not offered 2012-2013) (W) (D)</b> (See under REL 256 for full description.)	GUTSCHOW
<b>ASST 284 Topics in Asian American History (Same as AMST 284 and HIST 284) (Not offered 2012-2013) (D)</b> (See under HIST 284 for full description.)	WANG
<b>ASST 305 Cities of the Anglophone Chinese Imagination (Same as AMST 305, COMP 303 and ENGL 374) (Not offered 2012-2013) (D)</b> (See under AMST 305 for full description.)	WANG
<b>ASST 313(F) The People's Republic: China since 1949 (Same as HIST 313)</b> (See under HIST 313 for full description.)	REINHARDT
<b>ASST 319 Gender and the Family in Chinese History (Same as HIST 319 and WGSS 319) (Not offered 2011-2012) (D)</b> (See under HIST 319 for full description.)	A. REINHARDT
<b>ASST 321(F) History of U.S.-Japan Relations (Same as HIST 321 and JAPN 321) (D)</b> (See under HIST 321 for full description.)	SINIAWER
<b>ASST 322(S) Meanings and Memories: Re-visiting the Partition of India (Same as HIST 320)</b> (See under HIST 320 for full description.)	PARWANI
<b>ASST 347 Tribe and State on the Afghan-Pakistan Border (Same as ANTH 347) (Not offered 2012-2013)</b> (See under ANTH 347 for full description.)	D. EDWARDS
<b>ASST 376(S) The Path to Enlightenment: Zen and Zen Art In China and Japan (Same as ARTH 376 and REL 252) (W)</b> (See under ARTH 376 for full description.)	JANG
<b>ASST 389 The Vietnam Wars (Same as HIST 389) (Not offered 2012-2013)</b> (See under HIST 389 for full description.)	CHAPMAN
<b>ASST 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as HIST 390 and JAPN 390) (Not offered 2012-2013) (D)</b> (See under HIST 390 for full description.)	SINIAWER
<b>ASST 414 Merchant Cultures and Capitalist Classes in China and India (Same as HIST 414) (Not offered 2012-2013)</b> (See under HIST 414 for full description.)	A. REINHARDT
<b>ASST 486T Historical Memory of the Pacific War (Same as HIST 486T and JAPN 486T) (Not offered 2012-2013) (W)</b> (See under HIST 486 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	SINIAWER
<b>ASST 493(F)-W31-494(S) Senior Thesis</b> <i>Satisfies one semester of the Division II distribution requirement.</i>	

## COURSES IN CHINESE (Div. I)

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources. Those students entering with proficiency in Chinese should see the Coordinator concerning placement.

The department also offers courses on Chinese literature and culture in English translation for students who wish to become acquainted with the major achievements in Chinese literary, intellectual and cultural history. For the purpose of the distribution requirement, all courses in Chinese are considered Division I unless otherwise noted.

### STUDY ABROAD

Students majoring in Chinese are strongly encouraged to study in mainland China or Taiwan during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult as early as possible with the department and the Dean's Office concerning acceptable programs.

### CHIN 101(F)-W88-102(S) Basic Chinese (D)

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the socio-linguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.

Format of spoken classes: dialog performance, drills, communicative exercises. Format of written classes: oral reading, questions and discussion in Chinese, translation and explanation in English. Evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam.

No prerequisites. *No enrollment limit (expected: 12 per section).*

*Credit granted only if both semesters and the winter study sustaining program are taken. May not be taken on a pass/fail basis.*

Hour: 9:00-9:50 MWF 10:00-10:50 MWF and 12:00-12:50 MWF Lectures 8:30-9:45 TR, 9:55-11:10 TR Conferences  
9:00-9:50 MWF 10:00-10:50 MWF and 12:00-12:50 MWF Lectures 8:30-9:45 TR, 9:55-11:10 TR Conferences

First Semester: KUBLER  
Second Semester: YU

### CHIN 131(S) Basic Cantonese

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 60 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, we should be able to cover in one semester about as much as is covered in the first two to three semesters of Mandarin.

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

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

Hour: 11:20-12:35 TR

KUBLER

### CHIN 152 Basic Taiwanese (Not offered 2012-2013)

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

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

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

KUBLER

### CHIN 201(F), 202(S) Intermediate Chinese (D)

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple Standard Written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.* This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.

Evaluation will be based on regular written and oral unit tests, and a final exam.

Prerequisites: Chinese 102 or permission of instructor. *No enrollment limit (expected: 12 per section).*

Hour: 11:00-11:50 MWF and 8:55-9:45 TR, 12:00-12:50 MWF and 9:55-10:45 TR

11:00-11:50 MWF and 8:55-9:45 TR, 12:00-12:50 MWF and 9:55-10:45 TR

First Semester: YU  
Second Semester: NUGENT

### CHIN 210 Cultures of China: Conflicts and Continuities (Same as HIST 220) (Not offered 2012-2013) (D)

This course provides a broad introduction to the cultures of China from earliest times to the contemporary era. The use of the plural “cultures” here is important. The notion that Chinese culture, especially in “pre-modern” times, is a monolithic and unchanging entity is one that has been appealing to interests as diverse as Western imperialist powers and the Chinese Communist Party. It is, however, a notion that is more fiction than fact, one story of many that can be told about the area we now call China. This course is organized around a number of topics ranging across different periods and cultures in China, including the following: language, protest, order (and disorder), commerce, the supernatural, reclusion, individualism, and beauty. Lectures and discussions will focus on texts from a wide range of time periods and genres, from ancient poems to modern films, from Buddhist sutras to the writings of Mao Zedong. This course functions as an EDI course in a number of ways. Throughout, we will compare the different cultures broadly considered Chinese to understand the ways in which they interacted, influenced each other, and came into conflict. We will also examine issues of power and privilege as we analyze how different interests used cultural structures and products to gain and maintain their power in society. No previous knowledge of China or Chinese expected. *All readings in English.*

Format: lecture. Requirements: short response papers, two longer papers (1700-2300 words), and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 25). Preference given to Chinese and history majors.*

NUGENT

### CHIN 219 Popular Culture in Modern China (Not offered 2012-2013)

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

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

No prerequisites; open to all. *No Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish. Enrollment limit: 20 (expected: 20). Preference given to Chinese or Asian Studies majors, and then to sophomores and juniors.*

YU

### CHIN 223 Ethnic Minorities in China: Past and Present (Same as ANTH 223) (Not offered 2012-2013) (D)

By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about “foreigners” and “barbarians”; ideas of “diversity,” “unity,” and “sinicization”; and the roles that “barbarians” have played in China's long history. *All readings will be in English.*

This is an EDI course. We will explore various meanings of “diversity” and “being ethnic” in the Chinese context and compare them with students' own

experiences through class discussions and an essay assignment.

Format: lecture/discussion. Evaluation will be based on attendance, in-class participation and presentations, two short response papers, one mid-term, and one final paper.

No prerequisites. No knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish. *Enrollment limit: 20 (expected: 15). Preference is given to Chinese and Asian Studies majors, and then to first-year students.*

YU

### **CHIN 228(F) Traditional Chinese Poetry (Same as COMP 225) (W) (D)**

Poetry was the dominant form of literature in China for most of the pre-modern period. It could be used to justify the overthrow of dynasties or to court a beloved; Chinese poets sang about communing with the gods and about brewing ale, sometimes in the same poem. In this course we will read and discuss poems from the first 2000 years of the Chinese literary tradition. Some of the issues we will explore include the ways in which poems present the world and make arguments about it; how Chinese poets construct different notions of the self through their poems; and how poetry can give voice to conflicts between aesthetics and morality, between the self and the community, and between the state and other sources of social capital. We will also look at Chinese theories of literature and poetry and compare them with dominant Western models. This is an EDI course and we will be concerned throughout with differences in the way Chinese and other cultures thought about and utilized poetry. We will examine the implicit biases inherent in the ways Western scholars in particular have analyzed and translated Chinese poetry. All readings in English translation.

Format: lecture/discussion. Requirements: numerous short response papers, two longer papers (1700-2300 words), and a final exam; participation in class discussions required.

No prerequisites; no previous experience with poetry or Chinese required; open to all. *Enrollment limit: 19 (expected: 19). Preference given to Chinese majors.*

Hour: 11:20-12:35 TR

NUGENT

### **CHIN 251T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as COMP 256T and HIST 215T) (Not offered 2012-2013) (W) (D)**

The first fifty years of the 20th century saw unprecedented changes in almost every sphere of Chinese society. A political system that had survived in some form for over two millennia abruptly disintegrated. New ideas challenged orthodox intellectual culture in profound and complex ways. Chinese intellectuals questioned the value of inherited traditions while simultaneously facing the real possibility of the near total extinction of those traditions. Literature, which had historically been an important locus of cultural debates, served this role to perhaps an even greater extent during this tumultuous period, as writers struggled with questions of how to save a country and culture wracked by internal disintegration and facing urgent external threats. These debates framed many of the issues that continue to influence the political, intellectual, and literary cultures of the People's Republic of China and Taiwan to this day. In this course we will examine a broad range of sources that engage the key debates of this period. This is an EDI course in which we will address such questions as the role of traditional culture versus that of modern or Western culture, the role of ideology and politics in literary and artistic production, ideas of nationhood and cultural identity, and the relationship between the individual and the state. *All readings will be in English translation.*

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Every other week the student will write and present orally a 5- to 7-page paper on the assigned topic of that week. In alternative weeks, the student will write a 2-page critique of the fellow student's paper. There will also be a final paper dealing with the issues addressed during the course. Evaluation will be based on written work and analysis of the fellow student's work.

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

### **CHIN 274(F) Chinese Calligraphy: Theory and Practice (Same as ARTH 274)**

(See under ARTH 274 for full description.)

JANG

### **CHIN 277 Past and Present: Topics in Chinese Art (Same as ARTH 277) (Not offered 2012-2013)**

(See under ARTH 277 for full description.)

JANG

### **CHIN 301(F), 302(S) Upper-Intermediate Chinese (D)**

Although the oral skills will continue to receive attention, there is at this level increased emphasis on reading and writing. A major goal of the course will be developing students' reading proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from the colloquial written Chinese which was introduced during the first two years of instruction. Both simplified and traditional character texts will be used. *Conducted in Mandarin.* This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.

Requirements: two 75-minute classes plus two conversation sessions; primarily reading and discussion. Evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 202 or permission of instructor. *Enrollment limit: none (expected: 15). Preference given to Chinese majors.*

Hour: 1:35-2:25 MR and 1:35-2:25 TF; 2:35-3:25 MR and 2:35-3:25 TF

First Semester: LIAO

1:35-2:25 MR and 1:35-2:25 TF; 2:35-3:25 MR and 2:35-3:25 TF

Second Semester: LIAO

### **CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language (Not offered 2012-2013)**

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. *All readings in English with some examples in Chinese.*

Format: lecture/discussion. Evaluation will be based on class participation, several oral presentations and short papers, and a final research project.

Prerequisites: Chinese 101 or permission of instructor. *Enrollment limit: 20 (expected: 15).*

C. CHANG

### **CHIN 401(F), 402(S) Advanced Chinese (D)**

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.* This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam

Prerequisites: Chinese 302 or permission of instructor. *No enrollment limit (expected 13). Preference given to Chinese majors.*

Hour: 8:30-9:45 MF

Conferences: 2:10-3:00 W, 3:10-4 W

First Semester: LIAO

8:30-9:45 MF

Conferences: 2:10-3:00 W, 3:10-4 W

Second Semester: LIAO

### **CHIN 404 Advanced Readings in Chinese Cultural and Social Issues (Not offered 2012-2013)**

Using selections from Chinese literary works, as well as journalistic and academic articles, this advanced reading course is designed to further develop students' abilities to analyze and discuss in Mandarin complex ideas related to Chinese cultural and social issues. Acquisition of specialized vocabulary and improving proficiency in formal discourse, both oral and written, are two primary aims of this course.

Format: lecture; two 75-minute classes plus a conversation session; primarily reading and discussion. Evaluation based on class performance, homework, quizzes, tests, and a final project.

Prerequisites: Chinese 402 or permission of instructor; open to first-year students. Preference given to Chinese majors.

### **CHIN 412(F) Introduction to Classical Chinese**

Classical or "Literary" Chinese was the standard written language of China from around the seventh century BC until the 1920s and served for many centuries as an important written language in Japan, Korea, and Vietnam as well. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper, road signs and academic writing) and speech (e.g., proverbs and aphorisms). This course will serve as an introduction to the basic grammar and vocabulary of Classical Chinese. We will focus on philosophical, political, and historical anecdotes from works from the Spring and Autumn period (770-481 B.C.) through the Han Dynasty (202 B.C.-220 A.D.), as they served as the foundation for the language. While the main objective is to develop reading proficiency in Classical Chinese, the course will also serve to enhance proficiency in Modern Chinese through classroom discussion in Mandarin, translation of Classical Chinese into Modern Chinese, and comparison of Classical Chinese and Modern Chinese vocabulary and grammar. *Conducted primarily in Mandarin.*

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

Prerequisites: Chinese 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:00-12:15 MW

NUGENT



**CHIN 413 Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature (Not offered 2012-2013)**

This course builds on the base of vocabulary and grammar established in Chinese 412 to introduce students to a much broader range of Classical Chinese texts and genres. The works we will read include poetic, philosophical, and historical texts that all deal in some way with evolving ideas of authority in the Chinese tradition. Our focus in this course will be not only on careful translation and grammatical analysis of these texts, but also on the ideas they express and the different rhetorical and linguistic modes they use to construct their arguments. Students will also be introduced to the major dictionaries and other resources for reading and translating Classical Chinese. *All primary readings will be in Classical Chinese. Translation will be primarily into English and classroom discussion will be in English.* However, students are expected to have sufficient proficiency in modern Chinese to read commentaries and notes on the texts written in that language.

Format: translation and discussion. Evaluation will be based on classroom performance, homework, and a final exam.

Prerequisites: Chinese 412 or permission of instructor. *No enrollment limit (expected:15).*

NUGENT

**CHIN 431(S) Introduction to Chinese Linguistics**

Is Chinese—whose nouns “lack” number and whose verbs have no tense—a monosyllabic, “primitive” language? Are the Chinese characters a system of logical symbols or “ideographs,” which indicate meaning directly without regard to sound? Should (and could) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in the Chinese-speaking countries. *Readings in English and Chinese, with class discussion primarily in Mandarin.*

Evaluation will be based on classroom performance, homework, two short papers, and one longer paper.

Prerequisites: Chinese 302 or permission of instructor.

Hour: 11:00-12:15 MW

KUBLER

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

*Satisfies one semester of the Division I distribution requirement.*

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

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**COURSES IN JAPANESE (Div. I)**

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses on Japanese literature in translation and film are also offered. The course numbering system for Japanese is sequential. Students move from Japanese 101-102 to 201, 202, 301, 302, 401, 402 and, if appropriate, 403 and 404. Independent study (Japanese 497, 498) may be offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing independent study must contact the Coordinator of the Japanese Program one semester in advance and present a proposal to the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Japanese should see the Coordinator concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I unless otherwise noted.

**STUDY ABROAD**

Students majoring in Japanese are encouraged to consider study in Japan at some point in their Williams career—during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult carefully with the department and the Dean's Office starting at an early date.

**JAPN 101(F)-W88-102(S) Elementary Japanese (D)**

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and Computer-assisted learning materials will be used extensively. Classes consist of a combination of “act” classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and “fact” classes, conducted in Japanese and English, where students learn about the language and culture. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.

Format: Fact classes, three hours per week. Act classes three hours per week. Evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam.

*No enrollment limit (expected: 15). Credit granted only if both semesters and the winter study sustaining program are taken.*

Hour: 9:55-11:10 TR

Conferences: 9:00-9:50, 10:00-10:50 MWF

First Semester: YAGI (lecture), MUKAI (conferences)

9:55-11:10 TR

Conferences: 9:00-9:50, 10:00-10:50 MWF

Second Semester: YAGI (lecture), MUKAI (conferences)

**JAPN 152 Japanese Film (Same as COMP 152) (Not offered 2012-2013)**

(See under COMP 152 for full description.)

C. BOLTON

**JAPN 201(F), 202(S) Intermediate Japanese (D)**

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.

Format: Fact classes, three hours per week. Act classes three hours per week. (see JAPN 101-102 for details). Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

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

Hour: 2:35-3:50 TR

Conference: 11:00-11:50 MWF

First Semester: YAMAMOTO (lecture), MUKAI (conferences)

2:35-3:50 TR

Conference: 11:00-11:50 MWF

Second Semester: YAMAMOTO (lecture), MUKAI (conferences)

**JAPN 217 Early Modern Japan (Same as ASST 217 and HIST 217) (Not offered 2012-2013)**

(See under HIST 217 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

SINIAWER

**JAPN 218 Modern Japan (Same as ASST 218 and HIST 218) (Not offered 2012-2013)**

(See under HIST 218 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

SINIAWER

**JAPN 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (Same as ASST 219, COMP 229 and HIST 219) (D)**

(See under HIST 219 for full description.)

SINIAWER and C. BOLTON

**JAPN 224 Issues in Contemporary Japan through Literature and Film (Same as COMP 224) (Not offered 2012-2013)**

Truancy, hikikomori (reclusion), otaku (manic obsessiveness), neet (willful disengagement), enjokōsai (dates for hire), parasite singles, working poor, low birth-rate, aging and senior care—these are some of the issues actively discussed and debated in contemporary Japanese society. This course explores ways in which these and other societal phenomena are depicted through literature, film, and other media, and thereby probes questions at the crossroads of popular/youth-culture, national identity, and the shifting narratives of minority and gender. *All readings, discussions, films, and other media will be in English, or subtitled in English.* Some materials may also be available in Japanese for those interested.

Format: lecture/discussion. Requirements: active class participation, presentations, two short essays, and one final project paper.

No prerequisites; *open to all. Enrollment limit: 15 (expected: 15). Preference to Japanese majors, then Asian Studies majors, and then seniors.*

KAGAYA

**JAPN 230(F) (formerly 220) Introduction to Linguistic Analysis**

This course provides an opportunity to examine the nature of human language and its structural patterns. Upon completion of this course, you will be able to analyze speech sounds (phonetics and phonology), word and sentence structures (morphology and syntax) and meaning (semantics) using data from English and other languages like Japanese and Chinese. Students will have the opportunities to apply the methods to various linguistic phenomena including historical change and contextual variation, and to languages of their interest.

Format: lecture. Evaluation will be based on classroom performance, assignments, and exams.

No prerequisites; no previous knowledge of linguistics or of particular foreign languages is required; open to all students. *Enrollment limit: 15 (expected: 15).*

Hour: 2:35-3:50 MR

ABE

**JAPN 231(S) Survey of Linguistic Diversity: Meaning, Context and Communication**

This course explores ways in which various types of concepts, including sensory experience, emotion and interpersonal awareness, are encoded similarly or differently across languages. The course centers around the two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), and discusses selected articles and book chapters, incorporating other related fields such as cognitive linguistics and sociolinguistics. Lectures will primarily focus on two typologically-distant languages, English and Japanese, for comparison, and reading materials and assignments include data from other languages. No previous knowledge of linguistics or of a particular foreign language is required.

Format: lecture. Requirements: evaluation will be based on classroom performance, assignments and exams.

No prerequisites; no previous knowledge of linguistics or of particular foreign languages is required; open to all. *Enrollment limit: 15 (expected: 15). Preference given to first-years and sophomore.*

Hour: 2:35-3:50 MR

ABE

**JAPN 254(F) Beauty, Danger and the End of the World in Japanese Literature (Same as COMP 264)**

(See under COMP 264 for full description.)

C. BOLTON

**JAPN 255 Love and Death in Modern Japanese Literature (Same as COMP 255) (Not offered 2012-2013) (D)**

(See under COMP 255 for full description.)

C. BOLTON

**JAPN 270(S) Japanese Art and Culture (Same as Arth 270)**

(See under ARTH 270 for full description.)

JANG

**JAPN 271 Transitional Japanese Literature into the Twentieth Century (Same as COMP 269) (Not offered 2012-2013)**

After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250-year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*

Format: lecture/discussion. Requirements: evaluation will be based on active class participation, presentations, written journals, two short and one longer paper. No prerequisites; open to all. *Enrollment limit: 15 (expected: 15). Preference given to majors first and then seniors and juniors.*

KAGAYA

**JAPN 276 Premodern Japanese Literature and Performance (Same as COMP 278) (Not offered 2012-2013)**

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*

Format: lecture/discussion. Requirements: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events.

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

KAGAYA

**JAPN 301(F), 302(S) Upper-Intermediate Japanese (D)**

This course is a continuation of Japanese 201, 202. Students will, further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

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

Prerequisites: Japanese 202 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 MWF

8:30-9:45 MWF

First Semester: YAGI

Second Semester: ABE

**JAPN 321(F) History of U.S.-Japan Relations (Same as ASST 321 and HIST 321) (D)**

(See under HIST 321 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

SINIAWER

**JAPN 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as ASST 390 and HIST 390) (Not offered 2012-2013) (D)**

(See under HIST 390 for full description.)

SINIAWER

**JAPN 401(F), 402(S) Advanced Japanese (D)**

A continuation of Japanese 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

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

Prerequisites: Japanese 302 or permission of instructor. *No enrollment limit (expected: 8).*

Hour: 12:00-12:50 MWF

12:00-12:50 MWF

ABE

ABE

**JAPN 403 Advanced Seminar in Japanese I (Not offered 2012-2013) (D)**

This course provides advanced training in listening, speaking, reading and writing Japanese, making use of materials such as newspapers, magazine articles, television broadcasts, and on-line materials that focus on current issues in Japan. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

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

Prerequisites: Japanese 402 or permission of instructor. *No enrollment limit (expected: 5).*

ABE

**JAPN 404 Advanced Seminar in Japanese II (Not offered 2012-2013) (D)**

This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse—such as a discussion, a speech, or an interview—in a culturally appropriate manner; to read authentic materials such as newspapers, magazine articles and literary works with ease; and to make presentations and write research papers on issues of interest. The course also makes use of video-conferencing and pod-casting and will focus on current social, cultural, educational, and political issues in Japan. This course, which is conducted entirely in Japanese, has the EDI designation since students are immersed in a Japanese language environment and the course materials will involve critical thinking and discussion of two diverse cultures, Japan and the U.S.

Evaluation will be based on daily classroom performance, homework, quizzes, and projects.

Prerequisites: Japanese 403 or permission of instructor. *No enrollment limit (expected: 5).*

ABE

**JAPN 405(F) Thematic Reading and Writing in Japanese I (D)**

This course is designed for the advanced students of Japanese who want to develop their reading and writing skills intensively. Students will be exposed to various genres of readings on the themes of modern and pre-modern Japanese society in contrast to those of the U.S. Research and writing skills will be developed in conjunction with student projects. This course also aims to develop a high level of speaking proficiency through discussion and narrative discourse. This is an EDI course because students are immersed in a Japanese environment in class and will learn how to express their ideas and opinions using Japanese discourse patterns both in texts and dialogues. This requires reflective thinking over different cultural perspectives between Japan and the U.S. or whatever cultural heritage each student may have.

Format: seminar. Requirements: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper.  
Prerequisites: any one of Japanese 400's courses or permission of instructor; open to all. *Enrollment limit: 5 (expected: 5). Preference given to majors first and then seniors and juniors.*  
Hour: 1:10-2:00 MWF

YAMAMOTO

#### **JAPN 406(S) Thematic Reading and Writing in Japanese II (D)**

This course is designed for the advanced students of Japanese who want to develop their reading and writing skills intensively. Students will be exposed to various genres of readings on the themes of modern and pre-modern Japanese society in contrast to those of the U.S. Research and writing skills will be developed in conjunction with student projects. This course also aims to develop a high level of speaking proficiency through discussion and narrative discourse. This is an EDI course because students are immersed in a Japanese environment in class and will learn how to express their ideas and opinions using Japanese discourse patterns both in texts and dialogues. This requires reflective thinking over different cultural perspectives between Japan and the U.S. or whatever cultural heritage each student may have.

Format: seminar. Requirements: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper.  
Prerequisites: any one of Japanese 400's courses or permission of instructor; open to all. *Enrollment limit: 5 (expected: 5). Preference given to majors first and then seniors and juniors.*  
Hour: 1:10-2:00 MWF

YAGI

#### **JAPN 486T Historical Memory of the Pacific War (Same as Asian Studies 486T and HIST 486T) (Not offered 2012-2013) (W)**

(See under HIST 486 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

SINIAWER

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

*Satisfies one semester of the Division I distribution requirement.*

#### **JAPN 497(F), 498(S) Independent Study**

For students who have completed Japanese 402 or the equivalent.

### **ASTRONOMY (Div. III)**

Chair, Professor KAREN B. KWITTER

Professors: KWITTER, PASACHOFF. Visiting Professor: DEMIANSKI. Observatory Supervisor/Lecturer: SOUZA.

How long will the Sun shine? When will we discover Earth-like planets among the many circling other stars? How did the universe begin and how has it evolved over its 13.7 billion year history? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 104 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department homepage can be found at [web.williams.edu/astronomy](http://web.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 include not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 104 or 105 or 106 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 104 may choose to take Physics 201 and Mathematics 105 or 106 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

#### **MAJOR REQUIREMENTS FOR ASTROPHYSICS**

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes  
and either Astronomy 102 The Solar System—Our Planetary Home  
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Three 400-level astronomy courses
- or Two 400-level astronomy courses and one of the following:
  - Astronomy 211 Astronomical Observing, Image Processing, and Analysis
  - Physics 302 Statistical Physics
  - Physics 402T Applications of Quantum Mechanics
  - Physics 405T Electromagnetic Theory
  - Physics 411T Classical Mechanics
  - Physics 418 Gravity
- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus
- or Mathematics 106 Multivariable Calculus

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

#### **THE DEGREE WITH HONORS IN ASTROPHYSICS**

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade require-

ments (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

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

## ASTRONOMY MAJOR

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

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

### MAJOR REQUIREMENTS FOR ASTRONOMY

Astronomy 111 Introduction to Astrophysics

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

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves

or Physics 141 Particles and Waves—Enriched  
or equivalent placement

Physics 142 Foundations of Modern Physics

or Physics 151 Seminar on Modern Physics

Mathematics 104 Calculus II

Mathematics 105 Multivariable Calculus

or Mathematics 106 Multivariable Calculus  
or equivalent placement

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

### THE DEGREE WITH HONORS IN ASTRONOMY

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

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

## ASTRONOMY COURSES

### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

#### ASTR 101(F) Stars: From Suns to Black Holes

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Herschel Space Observatory, the Kepler mission to discover extrasolar planets, the new generation of 8- and 10-meter mountaintop telescopes, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 and 104, and students who have taken those courses are welcome.

Observing sessions will include use of the 24-inch telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. Enrollment limit: 48 (expected: 48). Non-major course.

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W 2:30-4 T,W

DEMIANSKI (lectures) SOUZA (labs)

#### ASTR 102 Our Solar System and Others (Not offered 2012-2013)

What makes Earth different from all the other planets? Did Mars ever have running water? What is Pluto? Will asteroids or comets collide with the Earth? What is a solar eclipse like? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 1000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Herschel Space Observatory. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 104, and students who have taken those courses are welcome.

Observing sessions include use of the 24-inch telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetary demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports. To be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, labs, observing, homework, and exams.

No prerequisites. *Enrollment limit: 48 (expected: 48). Non-major course.*

PASACHOFF (lectures) SOUZA (labs)

### **ASTR 104(S) The Milky Way Galaxy and the Universe Beyond**

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the Hubble Space Telescope, the Herschel Space Observatory, and the Chandra X-ray Observatory bring clearer images and cover a wider range of the spectrum than has ever been obtainable before; they are speeding up progress on determining the past and future of the Universe. They are confirming and enlarging our understanding of the Big Bang. In addition, the Wilkinson Microwave Anisotropy Probe and Planck spacecraft's study of the early Universe and large-scale mapping programs such as the Sloan Digital Sky Survey are giving clues into how the Universe's currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way? Why are quasars so luminous? Is the Universe made largely of "dark matter" and "dark energy"? What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.7 billion years old and indicated that the Universe's expansion is accelerating. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Observing sessions will include use of the 24-inch telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lectures (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetary demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports. To be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, labs, observing, homework, and exams.

No prerequisites; not open to students who have taken or are taking Astronomy 330. *Enrollment limit: 48 (expected: 48). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W 2:30-4 T,W

PASACHOFF (lectures) SOUZA (labs)

### **ASTR 330 The Nature of the Universe (Not offered 2012-2013)**

A journey through space and time from the first  $10^{-43}$  seconds to the ultimate fate of the Universe billions of years in the future. Topics include inflation, conditions during the first three minutes, creation of the elements, stellar and giant black holes, the Big Bang and its remnant cosmic background radiation, relativity, galaxies and quasars, the large scale structure of the Universe, and current ideas about the future of the Universe and the end of time. In particular, we will explore the acceleration of the Universe's expansion, and the possible contributions of string theory to our understanding.

Format: lecture/discussion, three hours per week. Evaluation will be based on two hour tests, a small observing portfolio, occasional homework, and a final exam. To be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, labs, observing, homework, and exams.

No prerequisites; open only to juniors and seniors; *closed to students who have taken or are taking ASTR 104, and closed to Astronomy, Astrophysics, or Physics majors. Non-major course. Courses in the 33X-sequence are meant as general-education courses for students in all majors. Enrollment limit: 48 (expected: 48).*

KWITTER

### **ASTR 336(S) Science, Pseudoscience, and the Two Cultures (Same as HSCI 336) (W)**

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

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

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference will be given to juniors and seniors and to those with backgrounds in science, history of science, or philosophy.*

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

1:10-3:50 W

PASACHOFF

### **ASTR 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as HSCI 338 and LEAD 338) (Not offered 2012-2013) (W)**

Our capabilities of understanding the Universe have progressed over the 500 plus years since Copernicus moved the sun into the center. Galileo's breakthrough observations of the sky with the new-fangled telescope led to hundreds of years of improving observations. In a seminar format, week by week, we will discuss each of the following topics (and look at original first-editions in the Chapin Library): Copernicus and rare-book variations and annotations; Galileo and his discoveries; mapping the sky and constellations 1540 to the present through star atlases; William and Caroline Herschel and the discovery of a new planet; asteroids from 1 Ceres to 5100 Pasachoff and beyond, contemporary surveys, the extinction of the dinosaurs, and possible dangers to the Earth and its inhabitants; astronomy teaching from when Williams College students first built its Hopkins Observatory through the Committee of Ten to the Journal of Astronomy Education Research; planetariums from pasted stars to optomechanical and digital 21st-century projection; woman astronomers and astronauts and their reception and roles; transits of Venus: from Horrocks and Capt. Cook through the 2004/2012 pair; the launch of Sputnik and the race to the Moon; the formation of NASA and its transformation through space shuttles and the International Space Station; the past, present, and future of the Hubble Space Telescope; NASA's "Great Observatories," including not only Hubble but also the Chandra X-ray Observatory and the Spitzer Space Telescope; NASA's "Vision" of sending astronauts to the Moon and Mars; advances in ground-based observatories and telescopes; mapping the Universe through projects like the Sloan Digital Sky Survey and 2dF; and the discovery that the Universe's expansion is accelerating and its ramifications. We consider the role of individual leadership in the various topics.

Format: seminar, one three-hour meeting a week. Planetary demonstration, with individual planetarium work on request. Evaluation will be based on two 10-page papers and participation in discussions.

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference will be given to juniors and seniors and to those with backgrounds in science, history of science, or philosophy. Non-major course. Does not count toward the Astrophysics, Astronomy, or Physics major. Courses in the 33X-sequence are meant as general-education courses for students in all majors.*

PASACHOFF

## **COURSES WITH PREREQUISITES**

### **ASTR 111(F) Introduction to Astrophysics (Q)**

How do stars work? This course is a survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars; this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include radiation laws and stellar spectra, astronomical instrumentation, physical characteristics of the Sun and other stars, star formation and evolution, nucleosynthesis, white dwarfs and planetary nebulae, pulsars and neutron stars, supernovae, relativity, and black holes. Observing sessions include use of the 24-inch and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.

Format: lecture/discussion, observing sessions, and five labs per semester. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio. To be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to

engaging the course material in all its aspects: lectures, reading, labs, observing, homework, and exams.

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and Mathematics 104 or equivalent. *Enrollment limit: 28 (expected: 20).*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

KWITTER (lectures) SOUZA (labs)

**ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)**

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Format: tutorial. Evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester. Prerequisites: Astronomy 111 or Biology 101-102, Chemistry 101-102, or Geosciences 101 or equivalent science preparation. *Enrollment limit: 10 (expected: 10). Instructor's permission required. If overenrolled, preference given to students who have had Astronomy 111.*

Tutorial meetings to be arranged.

KWITTER

**ASTR 211 Observation and Data Reduction Techniques in Astronomy (Q) (Not offered 2012-2013)**

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

Format: lecture/discussion plus computer work and observing. Evaluation will be based on weekly problem sets, an hour exam and an observing project.

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

KWITTER

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

The matter between the stars—the interstellar medium—manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment.

In this course we will study the interstellar medium in its various forms. We will discuss many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

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

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

Hour: 2:35-3:50 MR

KWITTER

**ASTR 408T The Solar Corona (Not offered 2012-2013) (W)**

The solar corona has recently been revealed as the connection between the Sun and the Earth. Observations from the 10 instruments on the Solar and Heliospheric Observatory (SOHO) now aloft are showing the flow of material from the Sun to the Earth in unprecedented detail. Further, data from total solar eclipses will be used to study the cause of the heating of the solar corona and will be linked to space observations from SOHO, TRACE, and Yohkoh solar satellites. We discuss theoretical aspects and observational techniques, and will make solar observations. Students will meet weekly with the professor in groups of two or three to discuss readings, solve problems, present short papers, and/or make observations.

Format: tutorial. Evaluation will be based on the submitted material and on tutorial participation, as well as on a final paper.

Prerequisites: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission of instructor) and a 200-level Physics or Astronomy course. *Enrollment limit: 10.*

PASACHOFF

**ASTR 410(F) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes**

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.

Format: lecture/discussion, three hours per week. Evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam.

Prerequisite: Physics 201. *Enrollment limit: 19 (expected: 12).*

Hour: 2:35-3:50 MR

DEMIANSKI

**ASTR 412T Solar Physics (Not offered 2012-2013) (W)**

We study all aspects of the Sun, our nearest star. We discuss the interior, including the neutrino experiment and helioseismology, the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO) and the Transition Region and Coronal Explorer (TRACE). We also discuss data analysis of recent transits of Mercury across the face of the Sun and the June 8, 2004, transit of Venus, the first transit of Venus since 1882.

Students will meet weekly with the professor in groups of two or three to discuss readings and present short papers.

Format: tutorial. Evaluation will be based on four 5-page papers, discussions, and presentations. Students will be expected to improve their writing throughout the course, with the aid of careful editing by and comments from the professor.

Prerequisites: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission of instructor) and a 200-level Physics or Astronomy course. *Enrollment limit: 12 (expected: 10).*

PASACHOFF

**ASTR 420 Observational Cosmology: Observing and Modeling the Universe (Not offered 2012-2013) (Q)**

Recent astronomical observations have revealed that the universe contains large amounts of dark matter (most probably consisting of undetected yet very-weakly-interacting particles) and dark energy (a strange kind of uniformly-distributed energy that creates negative pressure causing accelerated expansion of the universe), while ordinary radiating matter (stars, galaxies and clouds of gas) is only a minor addition. In this course we will discuss the most important observations that lead us to these conclusions. We will start by studying and classifying galaxies. Eighty years ago Hubble discovered that the universe is expanding and 20 years later Gamow proposed the Big Bang model of the evolution of the universe. We will discuss observational data that support the Big Bang model, concentrating on the microwave background radiation and its properties, along with the process of primordial nucleosynthesis. Recent observational data indicate that at a very early stage of evolution the universe passed through a phase of very rapid exponential expansion called "inflation." We will develop and discuss the Standard Cosmological Model that describes the evolution of the universe from the Big Bang to its present state. In particular we will discuss the early phases of radiation-dominated evolution and the late process of structure formation. Finally we will concentrate on the observations indicating that the universe is now dominated by dark matter and dark energy.

Format: lecture/discussion. Requirements: evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam.

Prerequisites: Physics 201 or permission of the instructor. *Enrollment limit: 19 (expected: 12). If overenrolled, preference will be given to Astronomy and Astrophysics majors.*

DEMIANSKI

**ASTR 493(F)-W31, W31-494(S) Senior Research in Astronomy**

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

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy Department

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

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

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy and Physics Departments

**ASTR 497(F), 498(S) Independent Study in Astronomy****ASPH 497(F), 498(S) Independent Study in Astrophysics****ASTR 499(E,S) Physics and Astronomy Colloquium (Same as Physics 499)**

Physics and Astronomy researchers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. This is not a for-credit course. Registration is not necessary to attend.

Hour: 2:30-3:45 F

AALBERTS

**BIOINFORMATICS, GENOMICS, AND PROTEOMICS**

*Chair, Professor CHARLES M. LOVETT, Jr.*

*Advisory Committee:* Professors: AALBERTS, ALTSCHULER, BAILEY, R. DE VEAUX, J. EDWARDS, KAPLAN, LOVETT, D. LYNCH, RAYMOND. Associate Professors: BANTA, DEVADOSS, GEHRING, MORALES, TING. Senior Lecturer: D. C. SMITH. Assistant Professors: MA-ROJA, SNOW.

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and Biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

*Core course:*

BIOL 319/MATH 319/CHEM 319/PHYS 319 Integrative Bioinformatics, Genomics, and Proteomics Lab  
[CSCI/BIOL 106 Life as an Algorithm—last offered Fall 2006]

*Recommended courses (in addition to the core course):*

BIOL 202 Genetics  
BIOL 305 Evolution  
BIOL 430 Genome Sciences: At the Cutting Edge  
CSCI 134 Introduction to Computer Science  
CSCI 136 Data Structures and Advanced Programming  
CSCI 256 Algorithm Design and Analysis  
PHYS 315/CSCI 315/INTR 315 Computational Biology  
STAT 101 Elementary Statistics and Data Analysis  
STAT 201 Statistics and Data Analysis

*Related courses:*

BIMO 321/BIOL 321/CHEM 321 Biochemistry I: Structure and Function of Biological Molecules  
BIMO 322/BIOL 322/CHEM 322 Biochemistry II: Metabolism  
MATH 357 Phylogenetics  
PHYS 302 Stat Mechanics & Thermodynamics  
STAT 231 Statistical Design of Experiments

**BIOCHEMISTRY AND MOLECULAR BIOLOGY****(Div. III)**

*Chair, Professor AMY GEHRING*

*Advisory Committee:* Professors: ALTSCHULER, DEWITT\*\*\*, KAPLAN, LOVETT\*\*\*, D. LYNCH, RAYMOND, ROSEMAN\*, SAVAGE, SWOAP. Associate Professors: BANTA, GEHRING, TING. Assistant Professor: LEBESTKY, BLAIR.

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

**PROGRAM**

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program.

BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

**BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as BIOL 321 and CHEM 321) (Q)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays. Does not satisfy the distribution requirement in the Biology major.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. Enrollment limit: 48 (expected: 48). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.

Hour: 10:00-10:50 MWF

Lab: 1-5 M, W, R

GEHRING



**BIMO 322(S) Biochemistry II—Metabolism (Same as BIOL 322 and CHEM 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. Does not satisfy the distribution requirement in the Biology major.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 40). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Not available for the Gaudino option.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W,R

D. LYNCH

**BIMO 401(S) Topics in Biochemistry and Molecular Biology (W)**

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

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

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

Hour: 1:10-3:50 W

GEHRING

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

*Required Courses*

BIMO 321/BIOL 321/CHEM 321	Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOL 322/CHEM 322	Biochemistry II: Metabolism
BIMO 401	Topics in Biochemistry and Molecular Biology
BIOL 101	The Cell
BIOL 102	The Organism
BIOL 202	Genetics
CHEM 151	Introductory Concepts of Chemistry
CHEM 153	Introductory Concepts of Chemistry: Advanced Section
CHEM 155	Principles of Modern Chemistry
CHEM 156	Organic Chemistry: Introductory Level
CHEM 251	Organic Chemistry: Intermediate Level
CHEM 256	Foundations of Modern Chemical Science

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

*Elective Courses*

BIOL 301	Developmental Biology
BIOL 306	Cellular Regulatory Mechanisms
BIOL 308	Integrative Plant Biology: Fundamentals and New Frontiers
BIOL 310/NSCI 310	Neural Development and Plasticity
BIOL 313	Immunology
BIOL 315	Microbiology: Diversity, Cellular Physiology, and Interactions
BIOL 319/MATH 319/CHEM 319/PHYS 319	Integrative Bioinformatics, Genomics, and Proteomics Lab
BIOL 407/NSCI 347	Neurobiology of Emotion
BIOL 408	RNA Worlds
BIOL 413	Molecular Basis of Biological Clocks
BIOL 414	Life at Extremes: Molecular Mechanisms
BIOL 416	Epigenetics
BIOL 418	Signal Transduction to Cancer
BIOL 426	Frontiers in Muscle Physiology: Controversies
BIOL 430	Genome Sciences: At the Cutting Edge
CHEM 324	Enzyme Kinetics and Reaction Mechanisms
CHEM 341/ENVI 341	Toxicology and Cancer
CHEM 342	Synthetic Organic Chemistry
CHEM 343	Medicinal Chemistry
CHEM 344	Physical Organic Chemistry
CHEM 348	Polymer Chemistry
CHEM 364/ENVI 364	Instrumental Methods of Analysis
CHEM 366	Physical Chemistry: Thermodynamics
CHEM 367	Biophysical Chemistry

*Colloquium Requirement*

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the 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 STEVEN SWOAP*

Professors: ALTSCHULER, ART, DEWITT\*\*\*, J. EDWARDS, D. LYNCH, RAYMOND, ROSEMAN\*, SAVAGE, SWOAP, WILLIAMS, ZOT-TOLI\*\*\*. Associate Professors: BANTA, MORALES, TING. Senior Lecturer: D. C. SMITH. Assistant Professors: LEBESTKY, MAROJA. Professor of Marine Science for the Williams-Mystic Program: CARLTON. Lecturer: DEAN, MACINTIRE.

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub-disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

## MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

- Biology 101 The Cell
- Biology 102 The Organism
- Biology 202 Genetics
- Any two 300-level courses, each of which must have a laboratory associated with it
- Any one 400-level course other than 493-494
- Any other three courses *or* any other two courses and two semesters of Organic Chemistry

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 316, *Biology: Evolution*, in the Williams Oxford Program qualifies for major credit at the 200-level.

### Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

## COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

## COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor about prerequisites for admission to graduate programs.

## BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

## BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

## NEUROSCIENCE

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

## ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult the general statement under Environmental Studies.

## THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, *subject to the approval of their thesis advisor*, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

## STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and a prerequisite for many upper-level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department Chair to discuss study abroad options.

## CREDIT FOR COURSES AT OTHER INSTITUTIONS

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

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

### BIOL 101(F) The Cell

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

Format: lecture, 3 hours per week; laboratory and discussion, 3 hours per week. Evaluation will be based on hour tests, a final exam, lab reports, discussion assignments, and discussion participation.

No prerequisites. Enrollment limit: 192 (expected: 192—48 per section.) Preference: first year students.

Not available for the Gaudino option.

Hour: 8:30-9:45TR, 11:20-12:35 TR, 10:00-10:50 MWF, 11:00-11:50 MWF Lab: 1-4 M,T,W,R

RAYMOND, LEBESTKY, LYNCH

### BIOL 102(S) The Organism

This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations. Topics include meiosis and sexual reproduction, animal and plant development, evolutionary mechanisms, and speciation, with examples from the three main groups of multicellular organisms (animals, plants, and fungi). Readings are drawn from a variety of sources, including the recent biological literature.

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

Prerequisites: Biology 101. No enrollment limit (expected: 152—2 sections of 76).

Hour: 9:55-11:10 TR, 11:00-11:50 MWF Lab: 1-4 M,T,W,R

TING, D. C. SMITH

**BIOL 132 The Human Genome (Not offered 2012-2013)**

An ambitious plan was launched in 1988 to determine the DNA sequence of the human genome. That project was “completed” in 2001—but that was really only the beginning. Sequencing of additional genomes goes on, but, more importantly, scientists and society are putting considerable effort into trying to understand what all those A’s, G’s, C’s, and T’s mean. Lectures will acquaint students with the fundamentals of human DNA research and its applications in the fields of medicine, human evolution, and biotechnology. The implications of this research for individuals and for society as a whole will be addressed in readings and discussions. Does not satisfy the distribution requirement for the Biology major. Does not count for major credit in Biology.

Format: lecture, three hours per week; discussion one hour every other week. Evaluation will be based on three exams, discussion participation and one short paper.

Prerequisites: none; open to students who have not taken BIOL 202. *Enrollment limit: 60 (expected: 60). Preferences: seniors, then juniors, then sophomores, then first years.*

ALTSCHELER

**BIOL 133 Biology of Exercise and Nutrition (Not offered 2012-2013)**

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long-term health consequences of a lifetime of activity of inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of “fad” diets as a means to lose weight. Does not satisfy the distribution requirement for the Biology major.

Format: lecture, three hours per week. Evaluation will be based on exams, lab notebook and class participation.

Prerequisites: none. *Enrollment limit: 120 (expected: 120). Preference given to seniors, juniors, sophomores, and first-year students—in that order. Does not count for major credit in biology.*

SWOAP

**BIOL 134(F) The Tropics: Biology and Social Issues (Same as ENVI 134) (D)**

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. Does not count for major credit in Biology. Does not satisfy the distribution requirement for the Biology major.

*This course fulfills the EDI requirement. Through lectures, debates and readings, students confront social issues in the tropics from the perspective of biologist. This builds a framework for life long exploration of human diversity.*

Format: lecture/debate, three hours per week. Evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam.

Prerequisites: none. *Enrollment limit: 60 (expected: 60). preferencePreference given to seniors, juniors, sophomores, and first-year students - in that order.*

Hour 9:00-9:50 MWF

J. EDWARDS

**BIOL 136(S) Studying Human Genetic Diversity: Individuals, Populations, and ‘Races’—Dangerous Biology (D)**

Scientists are rapidly acquiring DNA sequence information on thousands of individuals from a wide variety of human populations. This information can be used to illuminate human history and evolution. It can also be used in the field of medicine to develop new drugs and as a first step toward tailoring treatments to match individuals’ genomes. This information can also create new ethical and social dilemmas. Do such studies support or refute the idea of a biological basis for ‘race’? Can the data be used to justify societal inequities? Do the data have any use outside of scientific circles? Through reading scientific articles we’ll explore genome sequencing data to determine the types of DNA differences that exist among humans. We’ll examine the data in the light of human population history (migration, population bottlenecks, selection) to understand how these variations come about. Throughout we’ll discuss the implications of these studies for individuals and for society. In particular we’ll critique the use of such information in guiding policy and practice in areas such as genetic screening and eugenics, ancestry testing, ‘race-based’ medicine, forensics. Gaudino Danger Initiative. Does not count for major credit in Biology. Does not satisfy the distribution requirement for the Biology major.

As an EDI course, we’ll examine issues of power and privilege in shaping practice and policy associated with these genetic initiatives, such as in deciding what populations to study, in administering informed consent, and in addressing health disparities.

Format: seminar. Requirements: one exam, one short paper (4-6 pages), final paper (10-12 pages); class participation

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to juniors, sophomores, seniors, first-years; not open to students who have taken BIOL 202 or BIOL132*

Hour 9:55-11:10 TR

ALTSCHELER

**BIOL 202(F) Genetics (Q)**

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping. Satisfies the distribution requirement in the Biology major.

Format: lecture/laboratory, six hours per week. Evaluation will be based on problem sets, weekly laboratory exercises and laboratory reports, and examinations.

Prerequisites: Biology 101 and 102; open to first-year students with permission of the Biology department. *No enrollment limit (expected: 84).*

Hour: 11:00-11:50 MWF

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

MAROJA

**BIOL 203(F) Ecology (Same as ENVI 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 M,T

D. C. SMITH

**BIOL 204(S) Animal Behavior**

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

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

Prerequisites: Biology 102, or Psychology 101, or permission of instructor. *Enrollment limit: 32 (expected: 32). Preference given to seniors and Biology majors.*

*Satisfies distribution requirement in the major.*

Hour: 8:30-9:45 TR

Lab: 1-4 T,W

MORALES

**BIOL 205(S) Physiology**

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical’s experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Evaluation will be based on hour exams, laboratory practical, laboratory reports, and a final exam.

Prerequisites: Biology 101 and 102. *Enrollment limit: 54 (expected: 54). Preference given to seniors, then juniors, then sophomores.*

*Satisfies distribution requirement in major.*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,T,W

SWOAP

**BIOL 211(S) Paleobiology (Same as GEOS 212)**

(See under GEOS 212 for full description.)

Prerequisites: Biology 101, 102, or 203, or any 100-level Geosciences course.

M. JOHNSON

**BIOL 212(F) Neuroscience (Same as NSCI 201 and PSYC 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience. Does not satisfy the distribution requirement in the Biology major.

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

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 72 (expected: 72). Preference given to sophomores and to Biology and Psychology majors.**Satisfies one semester of the Division III requirement.**Not available for the Gaudino option.*

Hour: 8:30-9:45 TR Lab: 1-4 M,T,W

N. SANDSTROM and H. WILLIAMS (lecture) MARVIN (labs)

**BIOL 218T DNA, Life and Everything (Not offered 2012-2013) (W)**

Since the molecular biology revolution of the 1960s, a view of biology has developed which regards living organisms as predictable products of their encoded DNA programs. A motto for this philosophy and scientific approach could be "To know my DNA is to know me." In this tutorial we'll examine the power and the limitations of DNA analysis and manipulation for understanding life. Students will read and discuss scientific articles that deal with creating artificial life (the field of synthetic biology), environmental DNA sampling (to deduce community structure; to discover new, uncultured species), human genome diversity surveys (to discover the basis for human phenotypic variation and human evolutionary history), comparative genomics to address evolutionary questions (ex., chimps and Neanderthals compared to humans), and resurrecting extinct organisms.. Does not satisfy the distribution requirement in the Biology major

Format: tutorial. Evaluation will be based on 5 papers (4-5 pages each) and on in-class performance as a presenter or challenger. No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to juniors, seniors, then sophomores.*

ALTSCHULER

**BIOL 219T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)**

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular on-line and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as SARS, Ebola hemorrhagic fever, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic diseases malaria and sleeping sickness in Africa and why these diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology. Does not satisfy the distribution requirement for the Biology major.

Format: tutorial. Requirements: five 4- to 5-page papers, tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

Prerequisites: Biology 101 and 102 *Enrollment limit: 10 (expected: 10). Preference given to sophomores, students interested in public health*

Hour: 11:20-12:35 R

BANTA

**BIOL 220(S) Field Botany and Plant Natural History (Same as ENVI 220)**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, cultural and economic uses of plants, and characteristics of plant families and native species. The labs cover field identification, natural history, and ecology of local species.

Evaluation will be based on exams, field quizzes, field notebook and a class project.

No prerequisites. *Enrollment limit: 40 (expected: 25). Preference given to seniors, Biology majors, and Environmental Studies majors or concentrators.**Satisfies distribution requirement in major.*

Hour: 9:00-9:50 MWF Lab: 1-4 T,W

J. EDWARDS

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

(See under MAST 311 for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

CARLTON

**BIOL 301(F) Developmental Biology**

Developmental biology has undergone rapid growth in recent years and is becoming a central organizing discipline that links cells and molecular biology, evolution, anatomy and medicine. We are now beginning to have a molecular understanding of fascinating questions such as how cells decide their fate, how patterns are created, how male and females are distinguished, and how organisms came to be different. We have also discovered how the misregulation of important development regulatory genes can lead to a variety of known cancers and degenerative diseases in humans. In this course we will examine these and related topics combining a rich classical literature with modern genetic and molecular analyses. Does not satisfy the distribution requirement in the Biology major

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on hour exams, short papers, and a final exam.

Prerequisites: Biology 202 or permission of instructor. *Enrollment limit: 24 (expected: 15) Preference is given to biology majors*

Open to first year students? No

Hour: 9:55-11:10 TR Lab: 1-4 T,W

SAVAGE

**BIOL 302(F) Communities and Ecosystems (Same as ENVI 312) (Q)**

An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology and ecosystem ecology. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis-oriented experiments, some of which will continue with laboratory analyses; field trips introduce the diversity of natural communities and ecosystems in New England. Extensive use will be made of the 75-year database of the Hopkins Memorial Forest. Students will engage in self-designed term project. Satisfies the distribution requirement in the Biology major

Format: lecture/laboratory, six hours a week. Evaluation will be based on lab reports, a term project presentation, a midterm exam, a midterm paper, and a final project paper.

Prerequisites: Biology/Environmental Studies 203 or 220. *Enrollment limit: 28 (expected: 24). Preference given to Biology majors and Environmental Studies majors or concentrators.*

Hour: 11:00-12:15 MWF Lab: 1-4 M,W

ART

**BIOL 304(F) Neurobiology (Same as NSCI 304)**

This course is concerned with understanding the biology of the nervous system, focusing primarily on the cellular bases of neuronal function. Lectures will cover such topics as nerve resting and action potentials, ion channels, neurotransmitters and synapses, and the neural correlates of behavior in organisms with simple nervous systems. Reading original research papers and discussing them constitutes an important part of the course. Some of the topics that may be covered include: transmitter release mechanisms, ion permeation through channels, plasticity in the nervous system, and various clinical disorders. Laboratories are designed to introduce the students to modern techniques in neurobiology including extracellular and intracellular recording, histochemistry, and immunohistochemistry. Does not satisfy the distribution requirement in the Biology major.

Format: lecture/laboratory, six hours per week. Evaluation will be based on class participation, laboratory notebooks and posters, two hour exams and a final exam.

Prerequisites: Neuroscience 201 or Biology 205. *Enrollment limit: 16 (expected: 16). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 8:30-9:45 TR Lab: 1-4 M,W

ZOTTOLI

**BIOL 305(S) Evolution (Q)**

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

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on written assignments and exams (70%, including an independent research

project), problem sets (10%), and participation in discussions (20%).

Prerequisites: Biology 202 or Biology 212. *Enrollment limit: 24 (expected: 24). Preference given to Biology majors.*

*Satisfies distribution requirement in major.*

Hour: 10:00-10:50 MWF

Lab: 1-4 W,R

MAROJA

### **BIOL 306(S) Cellular Regulatory Mechanisms**

This course explores the regulation of cellular function and gene expression from a perspective that integrates current paradigms in molecular genetics, intracellular trafficking, genomics, and synthetic biology. Topics include: the roles of protein modifications/interactions and lipids in signal transduction, transcriptional and post-transcriptional control, chromosome instability, cellular degradation pathways, epigenetic mechanisms including gene silencing, programmed cell death, and the appropriation of organelle transport pathways by HIV. A central feature of the course will be discussion of articles from the primary literature, with an emphasis on the molecular bases for a variety of human pathologies such as cancer and aging. The laboratory will consist of a semester-long project that incorporates recombinant DNA techniques, quantitative PCR analysis of transcriptional patterns, bioinformatics, and fluorescence-based approaches to examine defense mechanisms common to the innate immune systems of plants and animals. Evaluation will be based on three take-home tests, in-class discussion of papers, laboratory notebook/report, an independent lab research project, and a grant proposal. Does not satisfy the distribution requirement in the Biology major. Format: lecture/discussion/laboratory. Evaluation will be based on three take-home tests, in-class discussion of papers, the laboratory notebook/report, an independent research project, and a grant proposal.

Prerequisites: Biology 202; not open to first-year students. *Enrollment limit: 24 (expected: 24). Preference given to Biology majors.*

Hour: 9:55-11:10 TR

Lab: 1-4 T,W

BANTA

### **BIOL 308(F) Integrative Plant Biology: Fundamentals and New Frontiers**

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

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

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 12). Preference given to Biology majors.*

*Satisfies distribution requirement in major.*

Hour: 9:55-11:10 TR

Lab: 1-4 W,R

TING

### **BIOL 310(S) Neural Development and Plasticity (Same as NSCI 310)**

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the roundworm, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences. Does not satisfy the distribution requirement in the Biology major.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on exams, class participation and lab reports.

Prerequisites: BIOL 212/NSCI 201. *Enrollment limit: 24 (expected: 12/lab section). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,T

LEBESTKY

### **BIOL 313 Immunology (Not offered 2012-2013)**

The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the cellular and biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Does not satisfy the distribution requirement in the Biology major. Format: lectures, three hours a week; laboratory, three hours a week. Evaluation will be based on exams, laboratory reports, and a research paper.

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

SNOW

### **BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions (Not offered 2012-2013)**

Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe:host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on horizontal gene transfer, meta-genomics, and the isolation and characterization of bacteria from natural environments. Students will also use flow cytometry to investigate fundamental aspects of the mammalian immune system. The lab experience will culminate in multi-week independent investigations. Readings will be supplemented by articles from the primary literature. Does not satisfy the distribution requirement in the Biology major.

Format: lectures, three hours a week; laboratory, three hours a week. Evaluation will be based on three exams, a lab report, and a poster presentation or term paper.

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

BANTA

### **BIOL 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as CHEM 319, CSCI 319, MATH 319 and PHYS 319) (Not offered 2012-2013) (Q)**

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and recombinant DNA techniques to reconstruct the evolution of the RAS gene family by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in various signal transduction pathways, students will identify pathways that are aberrantly activated in mammalian cell lines carrying a mutant, constantly active Ras protein. This functional genomic strategy will be coupled with microscopic examination of tissue sections from a variety of human colon tumors, using phosphorylation-state specific antisera, to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches to identify specific amino acids involved in protein-protein contacts. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in normal colon and colon tumor tissue.

Format: lab, with one-hour of lecture per week. Evaluation will be based on lab participation and several short papers/lab reports. Does not satisfy the distribution requirement in the Biology major.

Prerequisites: Biology 202; alternatively, students who have not taken Biology 202 but have taken Biology 101/AP Biology and Computer Science 315 or Physics 315 or Computer Science 106, may enroll with permission of instructor. *Enrollment: 12 (expected: 12). Preference given to seniors, then juniors/sophomores.*

BANTA

### **BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as BIMO 321 and CHEM 321) (Q)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including

electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *Enrollment limit: 48 (expected: 48). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Does not satisfy the distribution requirement in the Biology major.*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W,R

GEHRING

### **BIOL 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and CHEM 322) (Q)**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 40). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Not available for the Gaudino option.*

*Does not satisfy the distribution requirement in the Biology major.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W,R

D. LYNCH

### **BIOL 405T(F) Sociobiology (W)**

Sociobiology, or the study of social behavior, has challenged the limits of evolutionary theory since Darwin described the non-reproducing castes among social insects (i.e., eusociality) as “one special difficulty.” Inclusive fitness theory and Hamilton’s rule—that an altruistic act can evolve where the benefit to related individuals exceeds the cost to the actor—potentially resolves Darwin’s paradox. Nevertheless, explanations including delayed fitness benefits and ecological constraints have been suggested as alternatives to inclusive fitness theory. Moreover, the theoretical justification for inclusive fitness theory has recently been vigorously challenged. This course will use readings from the primary literature to examine the evidence for inclusive fitness as a potential explanation for topics including the evolution of helping behavior, eusociality and its relationship to extraordinary sex ratios, and spiteful behavior. Other topics that we will cover include the evolution of deceit and self deception.

Format: tutorial. Requirements: evaluation will be based on five ( 4-5 pages) papers, tutorial presentations, and the student’s effectiveness as a critic

Prerequisites: Biology 202 and either Biology 203 or 204 or 302 or 305 or Environmental Studies 203 or permission of instructor; open to juniors and seniors.

*Enrollment limit: 10 (expected: 10). Preference given to senior Biology majors who have not taken a 400-level course*

*Satisfies distribution requirement in major.*

*Tutorial meetings to be arranged.*

MORALES

### **BIOL 407 Neurobiology of Emotion (Same as NSCI 347) (Not offered 2012-2013)**

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders. Does not satisfy the distribution requirement in the Biology major.

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

Prerequisites: Biology 202 and 212. *Enrollment limit: 12 (expected: 12). Preference given to senior Biology majors who have not taken a 400-level Biology course, then to eligible NSCI concentrators.*

*Not available for the Gaudino option.*

LEBESTKY

### **BIOL 408(S) RNA Worlds**

Ribonucleic acids (RNAs) serve as genomes, catalysts, messengers, adaptors, regulators, structural components, and evolutionary substrates. Non-coding RNAs such as microRNAs, ribozymes, and small interfering RNAs control a diverse range of biological processes including plant and animal development, translation, epigenetic chromosome silencing, and cancer. This course explores recently discovered non-coding RNAs and considers evidence for their mechanisms of action. Through extensive reading of primary literature, we will analyze experimental investigations that reveal our current understanding of the functions and evolution of non-coding RNAs in all three domains of life.

Format: discussion, three hours per week. Evaluation will be based on class participation and several short papers. Does not satisfy the distribution requirement in the Biology major.

Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Preference given to senior Biology majors who have not taken a 400-level course and BIMO concentrators.*

*Not available for the Gaudino option.*

Hour: 11:20-12:35 TR

RAYMOND

### **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. Does not satisfy the distribution requirement in the Biology major

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

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 per section (expected: 12 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course. Not available for the Gaudino option.*

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

DEWITT

### **BIOL 414 Life at Extremes: Molecular Mechanisms (Not offered 2012-2013)**

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins—and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature. Does not satisfy the distribution requirement in the Biology major

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

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

*Not available for the Gaudino option.*

TING

### **BIOL 416(F) Epigenetics**

After decades of studies emphasizing the role of DNA in heredity, scientists are now turning their attention from genetics to a variety of heritable phenomena that fall under the heading of epigenetics, heritable changes that do not result from an alteration in DNA sequence. Research reveals that stable changes in cell function can result from, for example, stable changes in protein conformation, protein modification, DNA methylation, or the location of a molecule within the cell. Using readings from the primary literature, we will explore the epigenetic nature and molecular mechanisms underlying a diverse array of phenomena such as prion propagation, genetic imprinting, dosage compensation, transvection, centromere formation, synapse function, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed. Does not satisfy the distribution requirement in the Biology



major

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

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

Hour: 9:55-11:10 TR

ALTSCHULER

### **BIOL 418(S) From Signal Transduction to Cancer**

Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell's response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog-Gli signaling pathway that is activated in 30% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.

Format: seminar. Requirements: four papers

Prerequisites: Biology 202 or permission of instructor *Enrollment limit: 12 (expected: 12). Preference given to seniors and then junior*

*Does not satisfy the distribution requirement in the Biology major.*

Hour: 9:55-11:10 TR

SAVAGE

### **BIOL 422(S) Ecology of Sustainable Agriculture (Same as ENVI 422)**

A seminar / field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production and distribution systems, nutrient pools and processing in human-dominated ecosystems. Several field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources. Position paper assignments will be made at bi-weekly intervals and due prior to the seminar to which they relate, and periodic synthesis paper assignments will tie together various topic elements.

Each student will write five 5-page papers that deal with topics requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the first four papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Format: seminar, three hours per week. Requirements: evaluation will be based on writing assignments, seminar presentation, and course participation.

Prerequisites: Biology 203 or Biology 302 or Environmental Studies 203 or permission of instructor; open to juniors and seniors. *Enrollment limit: 16 (expected: 16). Preference given to juniors and seniors.*

*Satisfies the distribution requirement in the Biology major; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program.*

Hour: 1:10-3:50 W

ART

### **BIOL 424T Conservation Biology (Same as ENVI 424T) (Not offered 2012-2013) (W)**

This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science-based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies. Satisfies the distribution requirement in the Biology major

Format: tutorial/field trip, one to three hours per week. Evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Prerequisites: Biology 203 or Biology 302 or 305 or permission of instructor; open to juniors and seniors. *Enrollment limit: 10 (expected: 10). Preference given to senior Biology majors who have not taken a 400-level course, then to senior Environmental Studies majors or concentrators.*

*Satisfies the distribution requirement in the Biology major; the Natural World distributional requirement of the Environmental Studies program.*

J. EDWARDS

### **BIOL 426T Frontiers in Muscle Physiology: Controversies (Not offered 2012-2013) (W)**

While an active muscle produces force, contraction of muscle is far from the only function of this intriguing organ system. Muscle plays a major role in metabolic regulation of organisms, acts as a glucose storage facility, regulates blood pressure in mammals, and produces numerous hormones. The mechanism for contractile activity varies not only among different organisms, but also among different muscles within the same organism. Controversies, disagreements, and arguments pervade the muscle biology literature perhaps because of the integrative nature of the science. In this tutorial course, we will utilize molecular, physiological, comparative, and evolutionary aspects of muscle biology to address current controversies of this dynamic tissue. Some questions that will be addressed include: 1) Lactic acid generated by skeletal muscle is / is not involved with fatigue at high exercise intensity, 2) Satellite cells are / are not obligatory for skeletal muscle hypertrophy, 3) Do mammals possess the same "stretch activation" of skeletal muscle as seen in insect flight muscle?, 4) Are smooth and skeletal muscles from the same lineage of cells, or do they represent convergent evolution on the tissue level? After an initial group meeting, students meet weekly with a tutorial partner and the instructor for an hour each week. Every other week at this tutorial meeting, students present a written and oral critical analysis of the assigned research articles. Students not making a presentation question and critique the work of their colleague. Does not satisfy the distribution requirement in the Biology major.

Format: tutorial meeting one hour a week. Evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation.

Prerequisite: Biology 205. *Enrollment limit: 10 (expected: 10). Preference will be given to biology majors who have not had a 400-level biology course. Not available for the Gaudinio option.*

SWOAP

### **BIOL 430T Genome Sciences: At the Cutting Edge (Not offered 2012-2013) (W)**

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague. Does not satisfy the distribution requirement in the Biology major

Format: tutorial. Requirements: evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic.

Prerequisites: Biology 202; open to juniors and seniors. *Enrollment limit: 10 (expected: 10). Preference given to senior Biology majors who have not taken a 400-level course.*

TING

### **RESEARCH AND THESIS COURSES**

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

NOTE: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

### **BIOL 297(F), 298(S) Independent Study**

Each student carries out independent field or laboratory research under the supervision of a member of the department.

### **BIOL 493(F,S)-494(F,S)-W31 Senior Thesis Research**

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

Hour: 1:10-2:25 F

Staff

### **BIOL 499(F,S) Biology Colloquium**



## CHEMISTRY (Div. III)

Chair, Professor THOMAS E. SMITH

Professors: KAPLAN, LOVETT\*\*\*, PARK, PEACOCK-LÓPEZ, RICHARDSON, T. SMITH, THOMAN. Associate Professors: BINGEMANN, GEHRING, S. GOH\*\*. Assistant Professors: BLAIR, C. GOH. Senior Lecturer Emerita: SKINNER. Lecturers: MACINTIRE, TRURAN. Lab Instructor: STRAUCH.

### MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with his or her background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 103, 104, 105, 106; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. Starting at the 300 level, at least three of the courses taken must have a laboratory component, and at least one must be selected from Chemistry 361, 366, 364, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student's future plans.) In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

### Required Courses

#### First Year:

Fall: 151, 153 or 155 Introductory Chemistry  
Spring: 156 Organic Chemistry: Introductory Level

#### Second Year:

Fall: 251 (or 255) Organic Chemistry: Intermediate Level  
Spring: 256 Foundations of Modern Chemical Science (or 300-level if completed 155)

### Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab  
321 Biochemistry I-Structure and Function of Biological Molecules  
322 Biochemistry II-Metabolism  
324 Enzyme Kinetics and Reaction Mechanisms  
326 Chemical Biology: Discoveries at the Interface  
335 Inorganic/Organometallic Chemistry  
336 Materials Chemistry  
341 Toxicology and Cancer  
342 Synthetic Organic Chemistry  
343 Medicinal Chemistry  
344T Physical Organic Chemistry  
348 Polymer Chemistry  
361 Physical Chemistry: Structure and Dynamics  
364 Instrumental Methods of Analysis  
366 Physical Chemistry: Thermodynamics  
367 Biophysical Chemistry  
368T Quantum Chemistry and Molecular Spectroscopy

### Independent Research Courses

393-W31-394 Junior Research and Thesis  
397, 398 Independent Study, for Juniors  
493-W31-494 Senior Research and Thesis  
497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Blair, Gehring, Kaplan, or Lovett.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344T, Chemistry 348, Chemistry 364, Chemistry 361, Chemistry 366. Students interested in organic chemistry should consult with Professors Blair, S. Goh, Richardson, or Smith.

Physical and Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Bingemann, Peacock-López, or Thoman. Students interested in inorganic chemistry should consult with Professor C. Goh or Park. Students interested in materials science should consult with Professors C. Goh or Park.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department is approved by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 335, 361, 364, 366, 493-494; and at least two courses from 321, 322, 342, 344T, 348, 368T, BIMO 401. Students completing these courses are designated Certified A.C.S. Majors.

### BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

### BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

### MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult that listing.

### THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

#### EXCHANGE AND TRANSFER STUDENTS

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

#### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

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

#### STUDY ABROAD

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

#### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

##### **CHEM 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 and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Lindbergh baby kidnapping, the Tylenol poisonings, and the identity of Anastasia.

An interactive laboratory program provides an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence collected at various crime scenes and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets and/or quizzes, hour tests, a final exam, and laboratory performance.

No prerequisites. Not open to students who have taken CHEM 151, 153, 155, 156/251, or 256. *Enrollment limit: 30 (expected: 30). Preference: seniors and juniors.*

Hour: 9:55-11:10 TR

Lab: 1-5 T, R

KAPLAN

##### **CHEM 115 AIDS: The Disease and Search for a Cure (Not offered 2012-2013)**

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 33 million HIV-infected persons worldwide.

After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss both old and new methods of vaccine development as well as the prospects for making an effective AIDS vaccine.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week. Evaluation will be based on problem sets, a midterm, quizzes, a final exam, and a paper/discussion.

No prerequisites. *No enrollment limit (expected: 60).*

LOVETT

##### **CHEM 118(S) Macromolecules: The Chemistry of Really Big Things**

As true to its name as it was in 1967 when "The Graduate" was released, "There's a great future in plastics. Think about it." Plastics are but one type of polymer, also known as macromolecules, which are really long chains of repeating structural units. From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. Where would we be without Teflon, nylon, or the Frisbee? This course introduces the basics of polymer synthesis and discusses how structure defines function, beginning with chemical bonding and materials properties. We will explore how polymers can be used in a variety of applications: textiles, fuel cells, food science, and tissue engineering to name a few. This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week. Evaluation will be based on problem sets and/or quizzes, a midterm, a final exam, and a final project

No prerequisites., but high school-level preparation in chemistry is recommended. Students who have not taken high school chemistry should contact the instructor before enrolling. Not open to students who have taken Chemistry 156. *Enrollment limit: 40 (expected: 30). Preference given to non-science majors*

Hour: 11:00-11:50 MWF

S. GOH

#### INTRODUCTORY- AND INTERMEDIATE-LEVEL COURSES

##### **CHEM 151(F) Introductory Concepts of Chemistry (Q)**

This course provides a general introduction to chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. The course presents an overview of chemical concepts, provides the foundation for the further study of organic chemistry, physical chemistry, and biochemistry, and gives special attention to the principles of qualitative and quantitative analysis. The principal topics include chemical bonding, molecular structure, stoichiometry, chemical equilibrium, acid-base reactions, oxidation-reduction reactions, solubility equilibria, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, quizzes, one hour test, and a final exam.

Prerequisites: basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100/101/102—see under Mathematics. Chemistry 151 or its equivalent is prerequisite to Chemistry 156. Those students with a strong background in chemistry from high school are encouraged to consider Chemistry 153 or 155. *No enrollment limit (expected: 100).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T; 7-11 p.m. M

C. GOH

##### **CHEM 153(F) Introductory Concepts of Chemistry: Advanced Section (Q)**

This course parallels Chemistry 151 and provides a foundation in chemistry for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those who are interested in exploring the fundamental ideas of chemistry as part of their general education. It is designed for those with sound preparation in secondary school chemistry and to provide the foundation for further study of organic (Chemistry 156) or inorganic/physical (Chemistry 256) chemistry. Principal topics include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies.

Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor are required. *No enrollment limit (expected: 25).*

Hour: 9:00-9:50 MWF

Lab: 1-5 W,R

PARK

### **CHEM 155(F) Principles of Modern Chemistry (Q)**

This course provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course is designed for those students with strong preparation in secondary school chemistry and will focus on topics in physical and inorganic chemistry and their practical applications, providing a foundation for advanced study in these areas. Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry.

Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor.

*No enrollment limit (expected: 25).*

*Preference: none.*

Hour: 8:00-8:50 MWF

Lab: 1-5 M,T

PEACOCK-LÓPEZ

### **CHEM 156(S) Organic Chemistry: Introductory Level (Q)**

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam.

Prerequisites: Chemistry 151 or 153 or 155 or placement exam or permission of instructor. *No enrollment limit (expected: 120).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T; 7-11 p.m. M

RICHARDSON

### **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 midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam.

Prerequisites: Chemistry 156 or permission of instructor. *No enrollment limit (expected: 100).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T

BLAIR

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

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

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor about the previous week's experimental results. Students are drawn from Chemistry 156 with placement based upon student selection and nomination by the Chemistry 156 instructor. Participants attend their regular Chemistry 251 lecture but attend the special laboratory section instead of a Chemistry 251 laboratory section.

Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion. Evaluation will be based on the requirements for the Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions.

*Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.*

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

RICHARDSON

### **CHEM 256(S) Foundations of Modern Chemical Science**

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various traditional subdisciplines of the field. We begin at the microscopic level (atomic, molecular) with an introduction to coordination complexes (with applications in bioinorganic and geochemistry for instance.) From here we move on to a detailed description of structure and bonding, comparing the strengths, weaknesses and appropriate application of various bonding theories to different types of chemical complexes (small organic molecules, biomolecules, coordination complexes, and organic electronic materials for instance). We then transition to a broader, more macroscopic perspective, covering chemical thermodynamics and kinetics. In this section we emphasize how these broader views allow us to study different aspects of chemical reactivity of all types. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermodynamics, kinetics, electrochemical, and nuclear chemistry.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: Chemistry 251/255, or permission of instructor. *No enrollment limit (expected: 60).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T

PEACOCK-LÓPEZ

## **UPPER-LEVEL COURSES**

### **CHEM 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as BIOL 319, CSCI 319, MATH 319 and PHYS 319) (Not offered 2012-2013) (Q)**

(See under BIOL 319 for full description.)

### **CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as BIMO 321 and BIOL 321) (Q)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *Enrollment limit: 48 (expected: 48). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W,R

GEHRING

### **CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and BIOL 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 com-

prehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 40). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Not available for the Gaudino option.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W,R

D. LYNCH

### **CHEM 324 Enzyme Kinetics and Reaction Mechanisms (Not offered 2012-2013)**

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining mechanisms of enzymatic reactions. These methods are based on a firm foundation of chemical kinetics and organic reaction mechanisms. The first portion of the course is devoted to enzyme kinetics and catalysis including discussions of transition state theory, structure-reactivity relationships, Michaelis-Menten parameters, pH-dependence of catalysis, and methods for measuring rate constants. As the course progresses, the concepts of mechanism and its elucidation is applied to specific enzymatic processes as we discuss reaction intermediates and stereochemistry of enzymatic reactions. Our discussions of modern methods include the use of altered reactants, including mechanism-based inactivators and genetically modified enzymes as tools for probing enzymatic reactions.

Format: lecture, three hours per week. Evaluation will be based on problem sets, quizzes, a midterm exam, a paper, and a final exam.

Prerequisites: Chemistry/Biology/BIMO 321 or permission of instructor. *No enrollment limit (expected: 10).*

GEHRING

### **CHEM 326(S) Chemical Biology: Discoveries at the Interface**

Complex biological behavior is driven by the chemistry of biological molecules including secondary messengers, lipids, proteins, and nucleic acids. Chemists and biologists have recognized that manipulating the chemistry of these systems affords a powerful method to regulate and study cellular activity. The burgeoning field of chemical biology encompasses these efforts. This course introduces the tools of chemical biology, focusing on how small chemical molecules directed at biological systems facilitate answering important questions in biology. Building upon this foundation of chemical and biological techniques, this course will study current applications of these techniques through case studies of recent discoveries. Topics covered include bioconjugation, chemical genetics, extending the genetic code, activity-based probes, and fragment-based drug discovery.

Format: lecture, three hours per week. Evaluation will be based on class participation, several short papers, and a final research paper

Prerequisites: CHEM/BIO/BIMO 321. *Enrollment limit: 19 (expected: 16). Preference given to seniors*

Hour: 9:00-9:50 MWF

BLAIR

### **CHEM 335(S) Inorganic/Organometallic Chemistry**

This course addresses fundamental aspects in the chemistry of transition metals and main group elements that are relevant to a variety of important areas, including applications in organic synthetic transformations, medicine, and industrial and biological catalysis. The course introduces concepts of symmetry and group theory concepts, and applies them in a systematic approach to the study of the structure, bonding, and spectroscopy of coordination and inorganic compounds. The course also covers selected inorganic and organometallic reactions and their mechanisms and bioinorganic chemistry. Primary literature and review articles are used to discuss recent developments and applications in the field.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, exams, an independent project and participation.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 W

C. GOH

### **CHEM 336 Materials Chemistry (Not offered 2012-2013)**

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies. Laboratory work will include analysis of thermal properties, optical properties, force curves, as well as the preparation and measurement of mesoscale and nanoscale structures and their properties.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, reviews of research articles, hour exams, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255. *Enrollment limit: 16 (expected: 16).*

L. PARK

### **CHEM 341(F) Toxicology and Cancer (Same as ENVI 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.

Format: lecture, three hours per week. Evaluation will be based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam.

Prerequisites: Chemistry 156. May be taken concurrently with Chemistry 251/255. A basic understanding of organic chemistry will be required. *Enrollment limit: 30 (expected: 24).*

Hour: 11:00-12:15

RICHARDSON

### **CHEM 342(S) Synthetic Organic Chemistry (W)**

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, midterm exams, laboratory work, a final project, and class participation.

Prerequisites: Chemistry 251/255. *Enrollment limit: 19 (expected: 10).*

Hour: 9:55-11:10 TR

Lab: 1-5 R

T. SMITH

### **CHEM 343 Medicinal Chemistry (Not offered 2012-2013)**

This course explores the design, development, and function of pharmaceuticals. Fundamental concepts of organic chemistry are extended to the study of pharmacodynamics-the interactions between drugs and their targets that elicit a biological effect-and pharmacokinetics-the study of how the body absorbs, distributes, metabolizes, and eliminates drugs. The path of drug development is traced from discovery of an initial lead, through optimization of structure, to patenting and production. Mechanisms by which drugs target cell membranes, nucleic acids, and proteins are discussed. Drug interactions with enzyme and receptor targets are studied extensively. Specific drug classes selected for detailed analysis may include opiate analgesics, aspirin and other NSAIDs, antibacterial agents, cholinergic & adrenergic agents, CNS agents, as well as antiviral, antiulcer, and anticholesterol drugs.

Format: lecture, three hours per week. Evaluation will be based on problem sets, midterm exams, class participation, and a final project.

Prerequisites: Chemistry 251; not open to students who have taken Chemistry 111 or Chemistry 112. *No enrollment limit (expected: 20).*

**CHEM 344T Physical Organic Chemistry (Not offered 2012-2013)**

This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity.

For the first 7 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 2 other students occurs early the following week, for example during the laboratory time period. During this time, students work through and present solutions to an assigned problem set. For the remaining 5 weeks, students execute a self-designed set of laboratory experiments that revolve around physical organic methods. Students present and critique results each week (in the hour time slot). The experiments culminate in a final paper.

Format: tutorial, 90 minutes per week; lecture, one hour per week; laboratory four hours per week. Evaluation will be based on problem sets, participation, laboratory work, and a final laboratory paper.

Prerequisites: Chemistry 251/255. *Enrollment limit: 10 (expected: 10). Preference given to Chemistry majors.*  
S. GOH

**CHEM 348 Polymer Chemistry (Not offered 2012-2013)**

From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered. Laboratory experiments give students hands on experience in polymer synthesis and characterization, with opportunities for exploration of advanced structures and applications.

Format: lecture, one hour per week; laboratory, four hours per week. Evaluation will be based on problem sets, participation, two exams, laboratory, and a final paper.

Prerequisites: Chemistry 251/255. *Enrollment limit: 12 (expected: 12). Preference given to Chemistry majors.*

**CHEM 361(F) Physical Chemistry: Structure and Dynamics**

This course integrates a number of physical chemistry topics. In the first part of the course, an introduction to quantum mechanics provides the basis for understanding atomic and molecular structure as well as spectroscopic methods. In the second part of the course we discuss chemical kinetics and molecular reaction dynamics in the gas phase and in solution. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, atmospheric chemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; discussion, one hour per week; laboratory, four hours per week. Evaluation will be based on class participation, problem sets, oral presentations, laboratory work, and an independent project.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

Lab: 1-5 W, R

BINGEMANN

**CHEM 364(S) Instrumental Methods of Analysis (Same as ENVI 364)**

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x-ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on class participation, problem sets, oral presentation and discussion of selected topics, laboratory work, and an independent project.

Prerequisites: Chemistry 155 or 256 and 251/255; may be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 18 (expected: 8).*

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

Hour: 10:00-10:50 MWF

Lab: 1-5 T

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, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week; discussion, one hour per week. Evaluation will be based on class participation, oral presentations, problem sets, laboratory work, and an independent project.

Prerequisites: Chemistry 155 or 256, and a basic knowledge of applied integral and differential calculus. *No enrollment limit (expected: 12).*

Hour: 11:00-12:15 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, hour tests, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255, and Mathematics 104 or equivalent. *No enrollment limit (expected: 25). Preference given to junior and senior Chemistry majors.*

Hour: 8:30-9:45 TR

Lab: 1-5 T,R

KAPLAN

**CHEM 368T Quantum Chemistry and Molecular Spectroscopy (Not offered 2012-2013)**

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students use computational methods to explore assigned weekly research problems. The research results are presented to and discussed with the tutorial partner at the end of each week.

Format: tutorial, one hour per week; laboratory, three hours per week. Evaluation will be based on tutorial participation, presentations, and submitted papers.

Prerequisites: Chemistry 361 or equivalent background in Physics. *No enrollment limit (expected: 5).*

**RESEARCH AND THESIS COURSES****CHEM 393(F), 394(S) Junior Research and Thesis****CHEM 493(F)-W31-494(S) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

**CHEM 397(F), 398(S) Independent Study, for Juniors****CHEM 497(F), 498(S) Independent Study, for Seniors**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

## CLASSICS (Div. I)

Chair, Professor MEREDITH HOPPIN

Professors: CHRISTENSEN\*, HOPPIN. Associate Professor: DEKEL. Assistant Professors: RUBIN\*, WILCOX. Visiting Assistant Professor: LOVELL.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: *Classics* and *Classical Civilization*.

*Classics*: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

*Classical Civilization*: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, ArtH 213 *Greek Art and Myth*, Philosophy 201 *Greek Philosophy*, and Religion 210 *Reading Jesus, Writing Gospels*. Appropriate courses that are not cross-listed may also count toward the major with the approval of the Chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 *Picturing God in the Middle Ages*, Religion/Jewish Studies 201 *The Hebrew Bible*, Religion 212 *The Development of Christianity*, and Political Science 231 *Ancient Political Thought*.

*Senior Colloquium*: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

*Language Courses*: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

*Classical Civilization Courses*: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

### STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites.

## CLASSICAL CIVILIZATION

### CLAS 101 The Trojan War (Same as COMP 107) (Not offered 2012-2013)

The Trojan War may or may not have taken place near the end of the Bronze Age (c1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750-320) with a rich discourse for engaging questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, family, army, city-state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300-400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millennia of subsequent Greek, Roman, Western, and non-Western participation in this discourse.

More than half of the course will be devoted to the Homeric *Iliad* and *Odyssey*; we will also read brief selections from lyric poetry (e.g. Archilochus, Sappho of Lesbos), some selections from the historians Herodotus and Thucydides, and several tragedies (e.g. Aeschylus' *Oresteia*, Sophocles' *Ajax*, Euripides' *Trojan Women*). We may briefly consider a few short selections from other ancient Greek and Roman authors and/or one or two modern poets. We will also watch several films, e.g. *Troy*, *Oh Brother, Where Art Thou?*, *Gods and Monsters*, *Fight Club*, *In the Bedroom*, *Grand Illusion*.

Format: lecture and discussion. Evaluation will be based on a series of short papers involving close textual analysis, several short response papers, two 5-page papers, and contributions to class discussion.

No prerequisites. Enrollment limit: 35 (expected: 35). Preference given to majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors.

HOPPIN

### CLAS 102(S) Roman Literature: Foundations and Empire (Same as COMP 108)

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. All readings will be in translation.

Format: discussion/lecture. Evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion. No prerequisites. Enrollment limit: 25 (expected: 15). Preference will be given to first-year students and sophomores and to majors in Classics and Comparative Literature.

Hour: 1:10-2:25 MR

WILCOX

### CLAS 203(F) History of Ancient Greek Philosophy (Same as PHIL 201)

(See under PHIL 201 for full description.)

A. WHITE

### CLAS 205 Ancient Wisdom Literature (Same as COMP 217, JWST 205 and REL 205) (Not offered 2011-2012)

(See under REL 205 for full description.)

DEKEL

**CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as COMP 250, JWST 207, REL 207)**  
(*Not offered 2012-2013*)

(See under REL 207 for full description.)

DEKEL

**CLAS 208(F) Ancient Greek Religion (Same as REL 208)**

This course explores the nature and evolution of ancient Greek religion from the Bronze Age to the rise of Christianity, with a focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts. Readings include Homer's Iliad, Hesiod's Theogony, Euripides' Bacchae, Aristophanes' Women at the Thesmophoria, and selections from the Homeric Hymns and Pindar's Odes..

Format: seminar. Evaluation will be based on several short papers, a midterm, a final research paper, and class participation.

No prerequisites. *Enrollment limit: 25 (expected: 15). If oversubscribed, preference will be given to majors and potential majors in Classics and Religion.*

Hour: 11:20-12:35 TR

LOVELL

**CLAS 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as COMP 213 and REL 210) (W)**

(See under REL 210 for full description.)

BUELL

**CLAS 213 Greek Art and Myth (Same as Arth 213) (Not offered 2012-2013)**

(See under ARTH 213 for full description.)

MCGOWAN

**CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Arth 216) (Not offered 2012-2013)**

(See under ARTH 216 for full description.)

MGOWEN

**CLAS 218 Gnosis, Gnostics, Gnosticism (Same as COMP 218, HIST 331 and REL 218) (Not offered 2012-2013) (W)**

(See under REL 218 for full description.)

BUELL

**CLAS 222 Greek History (Same as HIST 222) (Not offered 2012-2013)**

(See under HIST 222 for full description.)

CHRISTENSEN

**CLAS 223 Roman History (Same as HIST 223) (Not offered 2012-2013)**

(See under HIST 223 for full description.)

CHRISTENSEN

**CLAS 224 (formerly 235) Roman Archaeology and Material Culture (Same as ANTH 235, Arth 235 and HIST 224) (Not offered 2012-2013)**

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

Format: lecture/discussion. Evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 30). Preference given to majors or prospective majors in Classics, History, Art History, and Anthropology.*

RUBIN

**CLAS 226T (formerly 105) The Ancient Novel (Same as COMP 226) (W) (Not offered 2012-2013)**

In this course we read and closely analyze long works of fiction composed in the ancient Mediterranean between the first century BCE and the fourth century CE. To call these ancient works "novels" might be misleading, if our definition depended on the historical conditions that fostered the emergence of the modern novel (e.g., industrialization and widespread literacy). On another definition, however, the novel is that genre which, more than any other, devours and incorporates other genres. Judged by this standard, the works we will deal with in this course are quintessentially novels. They afford new perspectives on the diverse, cosmopolitan culture of the Hellenistic and late antique Mediterranean world in which they were originally written and read. Replete with spectacular tales of true love, death, danger, miracles, stunts, conversions, triumphant recognitions and happily-ever-after reconciliations, they access other classical genres such as history, tragedy, and epic by means of parody, allusion, and homage.

Format: tutorial. Requirements: alternating papers and critiques.

No prerequisites; not open to students who took this course as CLAS 105/COMP 113. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores and first-years intending to major in Classics, Comparative Literature, English, or another literature.*

WILCOX

**CLAS 239 The Construction of Gender in Ancient Greece and Rome (Same as HIST 322 and WGSS 239) (Not offered 2012-2013)**

The inferior political status and heavily circumscribed lives of women in ancient Greek and Roman societies have received extensive study in recent decades. Yet it is nearly impossible to understand women's lives without also studying the often stringent cultural norms that governed men's lives as well. This course seeks to understand these aspects of Greek and Roman societies over time as expectations for the behaviors, priorities, and activities of both women and men evolved. While the impact of these gendered expectations on the lives of men and women often varied considerably in kind and degree, their interplay was at the same time often intricate, and many that constructed women's lives could only be articulated with reference to corresponding expectations for men. Others emerged only during times of crisis and could even involve a reversal of the usual roles of men and women. Some norms gave men and women a shared experience that is rare in other societies.

We will explore these and related issues by reading widely in such ancient authors as Homer, Sappho, Herodotus, the Greek tragedians, Greek and Roman philosophers, Vergil and other Latin poets, and Roman didactic writers. We will also read modern scholarship on such subjects as the family, prostitution, the exposure of unwanted infants, demography, and the anthropology of gender in both Greek and Roman societies.

Format: lecture and discussion. Evaluation will be based on class preparation and participation, two short 5- to 7-page papers, a midterm, and a final exam.

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

CHRISTENSEN

**CLAS 248(S) Greek Art and the Gods (Same as REL 216 and ARTH 238)**

(See under ARTH 238 for full description.)

HEDREEN

**CLAS 258 Divine Kingship in the Ancient Mediterranean (Same as ANTH 258, HIST 394 and REL 213) (Not offered 2012-2013)**

What is the relationship between politics and religion? How do kings legitimate their rule? Why did the ancient Greeks and Romans worship their emperors as gods? This course examines the origins and development of divine kingship in the ancient Mediterranean from its earliest beginnings in Pharaonic Egypt to the reign of the Christian Roman Emperors in the fourth century CE. We will address the various symbolic strategies employed by ancient kings to project their own divinity. These include portraiture, panegyric poetry, ritual processions, royal autobiography and monumental architecture, e.g., the Great Pyramids in Egypt and the Pantheon in Rome. We will also study the reception of royal art and ideology among the king's subjects. Special attention will be paid to the role of the Roman emperor-cult in shaping social, political and religious identity in the Roman Empire.

Format: lecture/discussion. Requirements: evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm and a final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20). Preference given to majors or prospective majors in Classics, Anthropology, Art History, and History.*

RUBIN

**CLAS 262(S) Performing Greece and Rome (Same as COMP 270 and THEA 262)**

This course explores the fluidity of genres by focusing on tragedy and comedy. Each began as a grafted thing, a hybrid, a fusion of poetic, musical and dance genres previously developed for a variety of occasions outside the Theater of Dionysus. Fusion continued to energize both genres, and we will attend to its effects as we read several tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes from fifth-century Athens; a comedy by Menander from the early post-Alexandrian Greek world; comedies by Plautus and Terence from republican Rome; and a tragedy by Seneca from the imperial Rome of Nero. We will also read short selections from (or read about) the genres out of which tragedy and comedy were created and re-created, and into which they sometimes made their own incursions (e.g., heroic epic, women's laments, choral and solo lyric poetry, wisdom poetry, oratory, philosophical texts, histories, mime, farce, various kinds of dance, music and visual arts). We will especially attend to the ways tragedy and comedy inflected one another. Critical readings, along with modern productions of ancient tragedies and comedies, will guide us as we consider all these generic exchanges in light of changing conditions and occasions of theatrical performance, other public spectacles shaping the expectations of theater audiences, and the development of writing and reading as modes of performance.



Format: seminar. Evaluation will be based on participation in class, several very short essays, and two longer essays, one of which may be replaced by an original script, design project, musical composition, or live performance.

No prerequisites. *Enrollment limit: 15 (expected: 10). If oversubscribed, preference given to majors or prospective majors in Classics, Theatre, Comparative Literature, English or an other literature, and to students engaged in performing or studio arts.*

Hour: 11:20-12:35 TR

HOPPIN

**CLAS 289T(S) Socrates (Same as PHIL 289)**

(See under PHIL 289T for full description.)

MCPARTLAND

**CLAS 320T Enchantment and the Origins of Poetry (Same as COMP 320T and CLGR 410T) (Not offered 2012-2013) (W)**

Since the earliest period of Greek literature, poems have been intimately bound up in the notion of enchantment, or *thelxis*. The power of song to alter the mental and physical states of the audience and the world at large is intertwined with the wide variety of uses to which ancient magic was applied. Similarly, the idea of divine or supernatural inspiration can be interpreted as a reflexive enchantment that binds the poet to the transformative power of language. This tutorial course will explore the fundamental ways in which ancient Greek and Roman poetry, and its later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaboration of these concepts in later European poetic traditions from the middle ages through modernity. Readings may include selections from Homer, Hesiod, Sappho, Pindar, Aeschylus, Euripides, Plato's *Ion* and *Phaedrus*, Theocritus, Virgil, Horace, Ovid, Roman love elegy, Old English charms, Old Norse poetry, Marlowe's *Dr. Faustus*, Shakespeare's *A Winter's Tale*, Coleridge, Shelley, Mallarmé, Valéry, T.S. Eliot, and various other poets and critics. *All works will be read in English translation, but students who have studied ancient Greek will be expected to read significant portions of the early material in the original.*

Format: tutorial. Requirements: students will meet with instructor in pairs once a week; one 5- to 7-page paper every other week and critique of partners' papers in alternate weeks.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to majors in Classics and Comparative Literature.*

DEKEL

**CLAS 323 Leadership, Government, and the Governed in Ancient Greece (Same as HIST 323 and LEAD 323) (Not offered 2012-2013) (W)**

(See under HIST 323 for full description.)

CHRISTENSEN

**CLAS 330 Plato (Same as PHIL 330) (Not offered 2012-2013) (W)**

(See under PHIL 330 for full description.)

MCPARTLAND

**CLAS 332 Aristotle (Same as PHIL 332) (Not offered 2012-2013)**

(See under PHIL 332 for full description.)

MCPARTLAND

**CLAS 334 Greek and Roman Ethics (Same as PHIL 334) (Not offered 2012-2013) (W)**

(See under PHIL 334 for full description.)

MCPARTLAND

**CLAS 340 (formerly 240) Roman Cities in the Near East (Same as ANTH 240 and HIST 340) (Not offered 2012-2013) (D)**

The Near East under Roman rule was a zone of intense cultural contact and exchange. Major urban centers like Ephesus and Alexandria were home to a diverse array of Greeks, Romans, Jews, Egyptians and other Semitic peoples. Out of this cultural crucible emerged new movements in religion, science, and the arts which changed the face of the Roman Empire. This course examines the history and material culture of Roman cities in the Near East, from Pompey's annexation of Syria in 64 BCE to the Arab conquest in the 7th century CE. We will consider a variety of evidence, including sculpture, architecture and epigraphy, as well as textual sources, such as Josephus' *Jewish War*, *Acts of the Apostles* and *Tacitus' Histories*. Class discussion will focus on issues related to ethnicity and identity formation in the eastern Roman provinces. Possible topics include the Romanization of the Near East, the First Jewish Revolt, the formation of early Christianity, and the Roman wars with Sassanian Persia. This course fulfills the EDI requirement because it explores the interaction between peoples and cultures in the ancient Near East and their diverse responses to Roman imperialism.

Format: seminar. Requirements: evaluation will be based on classroom performance, one 15-minute oral presentation, one 10- to 12-page paper, a midterm and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to majors or prospective majors in Classics, Anthropology, Art History, and History.*

RUBIN

**CLAS 341 (formerly 238) Envisioning Empire: Geography in the Graeco-Roman World (Same as Arth 239 and HIST 341) (Not offered 2012-2013) (D)**

During the first century BCE, successive civil wars divided the Roman Empire along ethnic, geographical and partisan lines. Octavian's victory at battle of Actium in 31 BCE officially brought an end to the Roman civil wars, but it did not in itself unify the empire. Out of this matrix of social fragmentation and uncertainty arose the geographical texts of the Augustan age. The genre of universal geography provided a convenient means to reconfigure identity boundaries in post-Actium world. By delineating stable borders between the peoples and provinces, geographical texts (whether written, sculptural or pictorial) literally mapped out identity boundaries and power relationships to create a new, unified image of the Roman Empire. This course examines the political and cosmological implications geographical sources produced under the Roman Empire, including the *Rex Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on such issues as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.

Format: lecture/discussion. Evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 25. Preference given to majors or prospective majors in Classics, Anthropology, and History.*

RUBIN

**CLAS 466(S) Hellenistic Sculpture and the Beginning of Art History (Same as ARTH 466)**

(See under ARTH 459 for full description.)

MCGOWAN

## GREEK

**CLGR 101(F)-102(S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well.* Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, and a final exam.

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

Hour: 11:00-12:15 MWF

11:00-12:15 MWF

First Semester: LOVELL

Second Semester: LOVELL

**CLGR 201(F) Intermediate Greek**

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

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

LOVELL

**CLGR 401 Homer: The Iliad (Not offered 2012-2013)**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

Format: seminar. Requirements: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper.  
Prerequisites: CLGR 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5-6).*  
*Preference given to majors in Classics, Comparative Literature, English and other literatures.*  
HOPPIN

**CLGR 402 Homer: *The Odyssey* (Not offered 2012-2013)**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

Format: seminar. Requirements: class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper.

Prerequisites: CLGR 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5-6).* *Preference given to majors in Classics, Comparative Literature, English and other literatures.*

DEKEL

**CLGR 403 Poetry and Revolution in Archaic Greece (Not offered 2012-2013)**

The age of experiment, lyric poetry, tyranny, migration and discovery, and the personal voice: it takes many images to describe the profound changes in Greek society, thought, and self-expression that took place during the archaic era (roughly 800 BCE to the Persian invasion of 479 BCE). We will first read selections from the lyric poets (e.g. Archilochus and Sappho, Tyrtaeus and Solon), whose concise and expressive poems reflected contemporary culture in a way that the archaic epics did not. Their poems create for modern readers, as they did for the Greeks, a powerful sense of the poet's personal presence and engagement with his (or her) audience. A similar intimacy characterizes the writings of many of the pre-Socratics, from which we will next read selections. Confident in the ability of the human mind to understand both the human and the physical world, the pre-Socratics anticipated what came to be known as philosophy and natural science. We will then turn to other writers who spoke directly about the political upheavals of the archaic age, focussing on the "tyrant narratives" of Herodotus. Throughout the semester we will also consider such significant material changes in the archaic era as the development of monumental public sculpture, the evolution of the temple, and the undertaking of vast building programs, all of which transformed the visual scale of the Greek cities and their citizens' sense of self and community.

Format: recitation/discussion. Evaluation will be based on daily translations and contributions to class discussion, several translation quizzes, an oral presentation, a final paper, and a final exam.

Prerequisites: Greek 201 or permission of instructor. *Enrollment limit: 12 (expected: 5-6).*

CHRISTENSEN

**CLGR 404 Tragedy (Not offered 2012-2013)**

Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Format: recitation/discussion. Evaluation will be based on contributions to class, several 1- to 2-page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper.

Prerequisites: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 4-5).*

HOPPIN

**CLGR 405(F) Greek Lyric Poetry**

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Format: seminar. Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam. Prerequisites: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5).*

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

DEKEL

**CLGR 406T Coming of Age in the Polis (Same as WGSS 406T) (Not offered 2012-2013) (W)**

Studying a society's modes of rearing its young, and especially the ways it prepares and tests adolescents for their "coming of age" into their adult roles, provides an excellent approach to exploring its fundamental values and institutional practices. Archaic and classical Greek literature not only reflects but actively reflects upon the socialization of boys and girls in the Greek polis. In this course we will read in Greek selections from the Homeric Hymns to Demeter and Apollo and, in its entirety, a tragedy (e.g., Sophocles' *Philoctetes*), examining these texts through the lens of "coming of age." We will read in English brief selections from Homeric epic and from elegiac and lyric poetry (monodic and choral), and several Athenian tragedies and perhaps a comedy. We will also read critical literature on childrearing, religious cults for boys and girls of different ages, and the role of dance, song and poetry in preparing the young for their adult roles, particularly in fifth-century Athens.

Students will be divided into tutorial pairs chiefly according to their previous experience in Greek courses. Students will meet with the instructor once a week either individually or in pairs to present their translations of the Greek assigned for that week, and they will also meet once a week in pairs for the oral presentation of written 5-page reports. At the latter meeting, each student will alternate between making a formal presentation one week and, in the next week, offering an oral critique of the other student's presentation.

Format: tutorial. Evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions.

Prerequisites: Greek 201 or permission of instructor. *Enrollment: 10 (expected: 6-8).*

HOPPIN

**CLGR 407 Rhetoric and Democracy: the Greek Orators (Not offered 2012-2013)**

The Greek orators of the 4th-century BCE have left us a rich and varied body of work. They were specialists in rhetoric and persuasive discourse, and in the deployment of the one to produce the other. They wrote forensic oratory intended to sway juries, often with little reference to the facts of the case; political speeches with which they argued policy before the Athenian Assembly and aspired to be the city's leaders; attack speeches which they hoped would destroy their rivals; and show pieces intended to dazzle the listener with their rhetorical brilliance. Political careers were launched not by the noble birth and military success that were so important in the previous century, but by high-profile prosecutions won by oratorical prowess. In their own words, the most influential orators of 4th-century Athens will instruct us in rhetoric, demonstrate the stylistic versatility of the Greek language, teach us about what Athenians in the 4th century cared about, reveal theories of human psychology, and persuade us of a thing or two. We will read selected speeches by Lysias, Aeschines, and Demosthenes, as well as portions of speeches by other orators such as Isocrates, Antiphon, and Dinarchus.

Format: seminar. Evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam.

Prerequisites: Greek 201 or permission of instructor. *Enrollment limit: 12 (expected: 6-8).*

CHRISTENSEN

**CLGR 409(S) Plato**

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (*Symposium*, *Phaedo*, *Republic*, *Phaedrus*), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Format: seminar. Requirements: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper.

Prerequisites: CLGR 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5-6).* *If oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature.*

*Not available for the Gaudino option.*

Hour: 2:35-3:50 TF

WILCOX

**CLGR 410T Enchantment and the Origins of Poetry (Same as CLAS 320T and COMP 320T) (Not offered 2012-2013) (W)**

(See under CLAS 320T for full description.)

DEKEL

## LATIN

### CLLA 101(F)-102(S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Vergil's *Aeneid* and some Medieval Latin poetry, e.g., the *Carmina Burana*) and from Latin prose (e.g., Pliny's *Letters* and/or the Vulgate Bible). This course is designed for the student with no previous preparation in Latin or who has had only a little Latin and wishes a refresher. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Latin may want to enroll in CLLA 102 only: consult the department.*

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam.

Enrollment limit: 15 (expected: 8-10).

Hour: 11:00-12:15 MWF

8:30-9:45 MWF

First Semester: HOPPIN

Second Semester: LOVELL

### CLLA 201(F) Intermediate Latin: The Late Republic

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Format: recitation/discussion. Evaluation will be based on classroom performance, quizzes, a midterm, and a final exam. Occasional oral presentations or short essays may be required as well.

Prerequisites: Latin 101-102 or 3-4 years of Latin in secondary school: consult the department. Enrollment limit: 12 (expected: 6-10).

Hour: 10:00-10:50 MWF

WILCOX

### CLLA 302(S) Vergil's *Aeneid*

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

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

Prerequisites: Latin 201 or permission of the instructor. Enrollment limit: 12 (expected: 10).

Hour: 1:10-2:25 TF

DEKEL

### CLLA 401 Plautus' *Rome Made Visible* (Not offered 2012-2013)

Augustus famously claimed to have found Rome a city of brick and left it a city of marble, but Rome had been a visually impressive city since the sixth century. Romans in every period and of every status experienced their lives with an intense sense of time and place in this gloriously multi-class, multi-ethnic, and multi-lingual city, filled with public spectacles that often competed with one another to map Rome and its history. We will explore Rome of the Middle Republic through selected fragments of Livius Andronicus, Naevius, Ennius, and the elder Cato, as well as some remains of much older Latin, but our chief guide will be Plautus' comedy, the *Aulularia* (circa 190). This play was produced after more than a century of temple-building, monument-erecting, cult-and-festival-creating, and story-promoting that would shape every subsequent version of Rome, in real space and time and in the imaginary. The *Aulularia* takes us into the heart of this loud, crowded and busy Rome—even though it purports to be set in Athens. In using this play as our guide to Rome, we will examine Romans' self-fashioning through a creative appropriation of "the other" which insists on maintaining a distance from that other, be it Greek or Sabine, female or eunuch, slave or plebeian.

Format: seminar. Evaluation will be based on class preparation and participation, several short essays or oral presentations, a longer final paper, and midterm and final exams.

Prerequisites: Latin 302 or permission of the instructor. Enrollment limit: 12 (expected: 5-7). Preference will be given to majors and prospective majors in Classics and Comparative Literature.

HOPPIN

### CLLA 403 The Invention of Love: Catullus and the Roman Elegists (Not offered 2012-2013)

This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

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

Prerequisites: Latin 302 or permission of instructor. Enrollment limit: 12 (expected: 10-12). Preference given to Classics majors.

DEKEL

### CLLA 405 Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome (Not offered 2012-2013)

Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis.

We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present.

Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Format: discussion. Evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam.

Prerequisites: Latin 302 or permission of instructor. Enrollment limit: 12 (expected: 6).

CHRISTENSEN

### CLLA 406(S) Horace Odes 1-3

Nietzsche claimed that he never had an artistic delight comparable to his experience of reading a Horatian ode. Through close readings of selected odes in Books 1-3 we will seek to experience such delight for ourselves and to learn why, as Nietzsche put it, "what is here achieved is in certain languages not even to be hoped for." We will examine the relation between poetic landscapes, poetic programs and the poetry's exploration of subjects like love, friendship, youth and old age, death, politics, private morality; the poet's capacity to define himself by offering his own account of poetic traditions and his place in them; the variety of voices and perspectives within individual poems and throughout the collection; the demands thereby placed on the poet's audience and the power of the poetry to transform an audience equal to those demands. It is in terms of this transformational power of poetry that we will consider Horace's relationship to his contemporaries, particularly Vergil, his patron Maecenas, and Augustus.

Evaluation will be based on contributions in the classroom, two 2- to 3-page papers (translation with comments), a short memorization assignment, perhaps a midterm, a final paper, and a final exam.

Prerequisites: Latin 302 or permission of instructor.

Hour: 2:35-3:50 MR

HOPPIN

### CLLA 407(F) Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for themselves and for their country brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking differences, their works can justifiably be claimed to be the twin summits of classical Latin prose. In this course we will read extensive selections from Caesar's commentarii (the *Bellum Gallicum* and *Bellum Civile*) and from Cicero's speeches and letters, aiming throughout at a better understanding of these authors' stylistic achievements as well as the pragmatic persuasive goals that drove their rhetoric.

Format: recitation/discussion. Evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm exam and

essay of moderate length, plus a final exam and longer paper.  
Prerequisites: Latin 302 or permission of instructor. *Enrollment limit: 12 (expected: 6-9).*  
Hour: 1:10-2:25 MR

WILCOX

#### **CLLA 409 Seneca and the Self (Not offered 2012-2013)**

Through a close reading of selections from his *Dialogues*, *Epistulae Morales*, and a tragedy (probably *Medea*), this course will consider ethical and literary dimensions of self-fashioning, self-examination, and the conception of self in the Stoic philosophy of the younger Seneca. The focus of this course lies squarely in the first century CE, and on the analysis of Seneca's own texts. We will begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as recorded in Cicero's *De Officiis*. Moreover, we will read and discuss selections from some of Seneca's most famous and influential interpreters, including Montaigne and Foucault, in order to enrich our understanding of contemporary assessments of his work and to gain an appreciation of Seneca's considerable influence on later theorizations of selfhood.

Format: seminar. Evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper.

Prerequisites: Latin 302 or permission of the instructor. *Enrollment limit: 12 (expected: 5-10).*

WILCOX

#### **CLLA 412 Roman Ethnography (Not offered 2012-2013)**

This course explores the development of Roman ethnography from the Late Republic into the early Empire. We will begin by examining how Greek ethnographic accounts of the barbarian "Other" influenced Roman writers of the late Republic, and then move on to assess the impact of Roman imperial ideology on the further development of the genre. Roman ethnographers appealed to popular tropes and ethnic stereotypes that were easily intelligible to their Roman audience. As a result, their writings tell us far less about the foreign peoples and places they claim to describe than about the cultural and political aspirations of the Romans themselves. In addition to reading excerpts, in Latin, from Caesar's *De Bello Gallico*, Ovid's *Tristia*, and Tacitus' *Agricola*, we also will read selections from Catullus, Pliny's *Natural History*, and the earliest Roman geographer, Pomponius Mela.

Format: seminar. Requirements: class participation, a midterm exam, an 8- to 10-page final paper, and a final exam.

Prerequisites: Latin 302 or permission of the instructor. *Enrollment limit: 12 (expected: 6-9).*

*Preference given to majors or prospective majors in Classics, History, Art History.*

RUBIN

### **CLASSICS**

#### **CLAS 499(F,S) Senior Colloquium**

This colloquium is required for all senior Classics majors and normally meets every other week for one hour in both the fall and spring semesters. Although required for the Classics major, it is a non-credit course and does not count towards the number of semester courses required for the Classics major or for graduation.

Students must arrange their class schedules so that they can meet on Wednesdays between 12:15 and 1:10.

Hour: TBA

Members of the Department.

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

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

#### **CLAS 497(F), 498(S) Independent Study**

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

### **CONTRACT MAJOR**

*Contract Major Advisor: LAURA MCKEON*

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence, a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or two majors, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, *it cannot be pursued in conjunction with another major.*

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Registrar's Office) which should contain:

- a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
- a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
- a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., Africana Studies, area studies programs, Environmental Studies), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

#### **THE DEGREE WITH HONORS IN THE CONTRACT MAJOR**

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances, a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

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

#### **CMAJ 497(F), 498(S) Independent Study**

## COGNITIVE SCIENCE (Div. II)

Chair, Professor JOSEPH CRUZ

*Advisory Committee:* Professors: DANYLUK, KIRBY\*\*, H. WILLIAMS, ZAKI\*\*\*. Associate Professor: CRUZ. Assistant Professor: KORNELL\*.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

### THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

*Minds, Brains, and Intelligent Behavior* (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493).

### REQUIRED COURSES

COGS/PHIL/PSYC 222 *Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science*

COGS 493 *Senior Seminar*

### ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

CSCI 134 *Introduction to Computer Science*

CSCI 361/MATH 361 *Theory of Computation*

CSCI 373 *Artificial Intelligence*

CSCI 374 *Machine Learning*

NSCI 201/BIOL 212/PSYC 212 *Neuroscience*

PHIL 206 *Philosophy of Language and Philosophy of Mind*

PHIL 331 *Contemporary Epistemology*

PHIL 388 *Consciousness*

PSYC 221 *Cognitive Psychology*

PSYC 322 *Concepts: Mind, Brain, and Culture*

PSYC 324 *Great Debates in Cognition*

PSYC 326 *Choice and Decision Making*

PSYC 327 *Human Learning and Memory*

REL 288/PHIL 288 *The Embodied Mind: A Cross-Cultural Exploration*

### RECOMMENDED

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

BIOL 204 *Animal Behavior*

BIOL 305 *Evolution*

MATH 211 *Linear Algebra*

MATH 433 *Mathematical Modeling and Control Theory*

PHIL 209 *Philosophy of Science*

PSYC 201 *Experimentation and Statistics*

REL 307 *Thinking Gods: Cognitive Theories of Religion*

STAT 101 *Elementary Statistics and Data Analysis*

STAT 201 *Statistics and Data Analysis*

STAT 231 *Statistical Design of Experiments*

### THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

### STUDY ABROAD

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

### COGS 222(F) *Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science* (Same as PHIL 222 and PSYC 222)

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Format: lecture/discussion. Requirements: midterm and final exams, and self-paced weekly computer lab exercises.

Prerequisites: Psychology 101 or Philosophy 116 or Computer Science 134 or permission of instructor. Background in more than one of these is recommended.

Enrollment limit: 25 (expected: 25). Preference given to first- and second-year students.

Satisfies one semester of the Division II requirement.

Hour: 11:20-12:35 TR

CRUZ

### COGS 493(F) *Senior Seminar*

The goal of the cognitive science senior seminar is threefold. Firstly, we will revisit the foundations of cognitive research by reading some of the classics that established cognitive science as a field in the middle of the 20th century. Secondly, we will engage current research trends in cognitive studies by looking at work published in the last five years on cognitive neuroscience, embodied cognition, dynamic systems theory, empirical approaches to consciousness, and situated robotics. In addition to attending to the specific empirical details of this latter work, we will also discuss how current research elaborates, expands, and sharpens early conceptions of the domain and methodology of cognitive science. Our final goal will be the preparation of individual research papers by members of the class. These will be on topics determined in collaboration with the instructor.

Students will be responsible for presentations on the assigned readings, and for the development of a final paper involving independent research.

Format: seminar or tutorial, depending on enrollment. Requirements: several short assignments, final paper, attendance and participation.

Prerequisites: required of, and open only to, senior cognitive science concentrators (though in unusual circumstances non-concentrators may take the class with permission of the cognitive science advisory committee). Enrollment limit: number of senior concentrators.

Hour: 1:10-3:50 W

DANYLUK

### COGS W31-494(S) *Senior Thesis*

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

### COGS 497(F), 498(S) *Independent Study*

## COMPARATIVE LITERATURE (Div. I)

Chair, Associate Professor CHRISTOPHER BOLTON

Professors: BELL-VILLADA\*\*, CASSIDAY, DRUXES, KIEFFER B, NEWMAN, ROUHI. Associate Professors: C. BOLTON, DEKEL, S. FOX\*\*\*, FRENCH, KAGAYA\*, MARTIN\*, NUGENT, PIEPRZAK, RHIE\*\*\*, VAN DE STADT, WANG. Assistant Professors: HOLZAPFEL, NAAMAN, VARGAS. Visiting Assistant Professor: EL-ANWAR.

Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the Program offers courses in literary theory that illuminate the study of texts of all sorts. Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

The Program supports two distinct majors: *Comparative Literature* and *Literary Studies*. The major in Comparative Literature requires advanced work in at least one language other than English and is strongly recommended for students contemplating graduate study in the discipline. Both majors provide a strong basis for any career demanding analytical, interpretive, and evaluative skills and allow the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

## MAJORS

### *Comparative Literature*

The Comparative Literature major combines the focused study of a single national-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student should choose a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major (*at least 1 course needs to be writing intensive*):

Comparative Literature 110 Introduction to Comparative Literature OR Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must be genuinely comparative across cultures and/or b) it must primarily treat literary theory. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women's, Gender and Sexuality Studies. Examples of core courses include the following (please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores):

COMP 104 Critical Approaches to Theater and Performance  
COMP 117 Introduction to Cultural Theory  
COMP 205 The Book of Job and Joban Literature  
COMP 223 Comparative Middle Eastern and Latin American Cultural Studies  
COMP 227 Writing Translation  
COMP 237 Gender and Desire 1200-1600  
COMP 243 Modern Women Writers and the City  
COMP 249T Philosophy and Narrative Fiction  
COMP 313 Gender, Race, Beauty in the Age of Transnational Media  
COMP 326 Queer Temporalities  
COMP 329 The Contemporary World Novel  
COMP 340 Literature and Psychoanalysis  
COMP 343 Modern Critical Theory

Students should complete core course requirements by the end of their junior year

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be at the 300-level or above. Students 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.

Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature.

Comparative Literature 401 Senior Seminar (variable topics)—*Students are expected to take the version of 401 offered in their senior year.*

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

### *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 should choose a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative OR Comparative Literature 110 Introduction to Comparative Literature

Any four comparative literature core courses. A core course is any course that meets the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The four core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including the foreign language programs and English, Religion, Africana Studies, and Latino/Latina Studies. See above under "Comparative Literature" for some examples of core courses. This list is not exhaustive, and each student should consult with a major advisor when choosing cores. Students who are considering a major in Literary Studies should aim to complete core course requirements by the end of their junior year.

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five.

Comparative Literature 401 Senior Seminar (variable topics)—*Students are expected to take the version of 401 offered in their senior year.*

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

## THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

### *Prerequisites*

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

### *Timing*

Students wishing to pursue a thesis in Comparative Literature or Literary Studies are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any



changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

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

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

#### *Characteristics of the Thesis, Evaluation, and Major Credit*

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

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

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-W-494)—is 12, i.e., one of the thesis courses may substitute for one elective.

#### STUDY ABROAD

The Program in Comparative Literature strongly urges its students to study abroad. Students who have Comparative Literature as a major should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. Literary Studies students can also benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

#### COURSES

##### **COMP 104(S) Critical Approaches to Theatre and Performance (Same as THEA 104) (D)**

(See under THEA 104 for full description.)

HOLZAPFEL

##### **COMP 107 The Trojan War (Same as CLAS 101) (Not offered 2012-2013)**

(See under CLAS 101 for full description.)

HOPPIN

##### **COMP 108(F) Roman Literature: Foundations and Empires (Same as CLAS 102)**

(See under CLAS 102 for full description.)

WILCOX

##### **COMP 110(S) Introduction to Comparative Literature (Same as ENGL 241)**

Comparative literature involves reading and analyzing literature that spans a range of different times, cultures, and media. In this class we will study English translations of texts that belong to several important literary traditions: Japanese, Chinese, and Greek classics; 19th-century Russian, French, and German fiction; and visual texts from oil painting to graphic novels, video games, and film. Throughout the course we will consider what it means to think about all these different works as literary texts. To help with this, we will also read some representative works of literary theory that have tried to define literature in abstract or philosophical terms. Assignments will focus on close reading of relatively short texts by authors like Homer, Sei Shōnagon, Wu Cheng'en, Kleist, Tolstoy, Zola, Maupassant, Wilde, Shklovsky, Bakhtin, Borges, Mamet, and Bechdel. All readings will be in English.

Format: lecture with discussion. Requirements/Evaluation: regular attendance, three 1-page response papers, two 5- to 7-page papers, a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 30). Preference given to students considering a major in comparative literature or literary studies.*

Hour: 1:10-2:25 MR

CASSIDAY

##### **COMP 111(F) The Nature of Narrative (Same as ENGL 120) (W)**

In this course, we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways and for what purposes do authors create different narrators to present a story? Why do we often read and write similar kinds of tales, and what does this repetition do for us? Our readings will include works by Maupassant, Dinesen, Tanizaki, Tolstoy, Premchand, and Cortazar. We will also consider some pertinent theoretical pieces. *All readings in English.*

Format: lecture/discussion. Requirements: active and thoughtful class participation, several short writing assignments, an oral presentation and a 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies.*

Hour: 8:30-9:45 MW

VAN DE STADT

##### **COMP 117(F) Introduction to Cultural Theory (Same as ENGL 117) (W)**

(See under ENGL 117 for full description.)

THORNE

##### **COMP 139(F) Metafiction (Same as ENGL 139) (W)**

(See under ENGL 139 for full description.)

ROSENHEIM

##### **COMP 152 Japanese Film (Same as JAPN 152) (Not offered 2012-2013)**

An introduction to Japanese film organized around major directors. The course will cover early masters like Ozu, Mizoguchi, and Kurosawa; New Wave directors of the 1960s and 1970s; and a few contemporary figures like Kitano "Beat" Takeshi. We will also consider popular genres like swordplay films, J-Horror, and anime, focusing on several directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled in English.*

Format: lecture with some discussion. Requirements: regular attendance in class and at weekly evening screenings, weekly readings in film theory and criticism, and several short response assignments, plus two short papers and an in-class exam.

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

C. BOLTON

##### **COMP 156(S) Thirteen Ways of Looking at Jazz (Same as AFR 156, AMST 156, ENGL 223, and MUS 156) (W) (D)**

(See under AFR 156 for full description.)

BRAGGS

##### **COMP 172 Myth in Music (Same as MUS 172) (Not offered 2011-2012) (W)**

(See under MUS 172 for full description.)

M. HIRSCH

##### **COMP 200 European Modernism—and Its Discontents (Not offered 2012-2013)**

What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850-1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti-"bourgeois" stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the breaks with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and Woolf; drama by Pirandello; Futurist and Surrealist manifestoes; German Expressionist films; and theoretical writings by Marx, Freud, Nietzsche, Ortega y Gasset, and Benjamin. In addition, select portions of Bell-Villada's *Art for Art's Sake and Literary Life* and Peter Gay's *Modernism* will serve as general background to the course. All readings in English.

Format: lecture/discussion. Requirements: class participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final.

No prerequisites; first-year students must consult with the instructor before registering for this course. *Enrollment limit: 20 (expected: 20). Preference given to students considering a major in Comparative Literature or Literary Studies.*

BELL-VILLADA

##### **COMP 201 The Hebrew Bible (Same as JWST 201 and REL 201) (Not offered 2012-2013)**

(See under REL 201 for full description.)

DEKEL

##### **COMP 203 19th-Century Russian Literature in Translation (Same as RUSS 203) (Not offered 2012-2013)**

(See under RUSS 203 for full description.)

SECKLER

##### **COMP 204(S) Twentieth-Century Russian Literature: From Revolution to Perestroika (Same as RUSS 204)**

(See under RUSS 204 for full description.)

VAN DE STADT



<b>COMP 205 The Latin-American Novel in Translation (Same as RLSP 205) (Not offered 2012-2013)</b> (See under RLSP 205 for full description.)	BELL-VILLADA
<b>COMP 206(S) The Book of Job and Joban Literature (Same as JWST 206 and REL 206) (W)</b> (See under REL 206 for full description.)	DEKEL
<b>COMP 207T Tolstoy: The Major Novels (Same as RUSS 210T) (Not offered 2012-2013) (W)</b> (See under RUSS 210 for full description.)	CASSIDAY
<b>COMP 208(S) The Culture of Carnival (Same as THEA 205) (D)</b> (See under THEA 205 for full description.)	BROTHERS
<b>COMP 210(S) Latina/o Language Politics: Hybrid Voices (Same as AMST 240 and LATS 240) (D)</b> (See under LATS 240 for full description.)	CEPEDA
<b>COMP 211 Terrorism and Literature (Not offered 2012-2013) (W)</b> Terrorism is distinctly related to literature in that text is often the primary form in which the motives of terrorists are conveyed to the public and the way in which many people contextualize trauma and create cultural memory. The ten-year anniversary of 9/11 will provide an opportunity for students to revisit the attacks through literature and read texts pertaining to 9/11 by al-Qaeda, major news sources, and novels by authors such as Jonathan Safran Foer and Don DeLillo. Students will also have the opportunity to see how terrorism and the cultural memory of terrorism is approached in different countries with a focus on Germany and the Red Army Faction (RAF) and texts by former RAF members, by major news sources, and by authors such as Heinrich Böll, Peter Schneider, Stefan Aust, Erin Cosgrove, and Bernhard Schlink. Format: seminar. Requirements: frequent short writing assignments, final oral presentation that will be revised into final paper. No prerequisites. <i>Enrollment limit: 19 (expected: 19). Preference given to Comparative Literature and Literary Studies majors and those interested in majoring.</i> COLLENBERG-GONZALEZ	
<b>COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as WGSS 200) (Not offered 2012-2013) (D)</b> Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sami people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Helena Christensen), technology (Volvo to Nokia), and design (IKEA to H&M). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, and Tomas Vinterberg. <i>All readings and discussions in English.</i> Format: seminar. Requirements: active participation, two short papers, an oral presentation, and a final paper. No prerequisites; open to first-year students. <i>Enrollment limit: 15 (expected: 15). Preference given to Comparative Literature and Women's, Gender and Sexuality Studies majors and those with compelling justification for admission.</i> MARTIN	
<b>COMP 213(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as CLAS 210 and REL 210) (W)</b> (See under REL 210 for full description.)	BUELL
<b>COMP 214 Moses: Stranger in a Strange Land (Same as JWST 202 and REL 202) (Not offered 2012-2013)</b> (See under REL 202 for full description.)	DEKEL
<b>COMP 215 Experimental Asian American Writing (Same as AMST 215 and ENGL 217) (Not offered 2012-2013)</b> (See under AMST 215 for full description.)	WANG
<b>COMP 216 Protest Literature: Arab Writing Across Three Continents (Same as ARAB 216) (Not offered 2012-2013)</b> (See under ARAB 216 for full description.)	NAAMAN
<b>COMP 217 Ancient Wisdom Literature (Same as CLAS 205, JWST 205 and REL 205)</b> (See under REL 205 for full description.)	DEKEL
<b>COMP 218 Gnosis, Gnostics, Gnosticism (Same as CLAS 218, HIST 331 and REL 218) (Not offered 2012-2013) (W)</b> (See under REL 218 for full description.)	BUELL
<b>COMP 219(S) Arabs in America: A Survey (Same as AMST 219 and ARAB 219)</b> (See under ARAB 219 for full description.)	NAAMAN
<b>COMP 221(F) The Feature Film (Same as ENGL 204)</b> (See under ENGL 204 for full description.)	KLEINER and ROSENHEIM
<b>COMP 223(S) Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies (Same as ARAB 223)</b> (See under ARAB 223 for full description.)	VARGAS
<b>COMP 224 Issues in Contemporary Japan through Literature and Film (Same as JAPN 224) (Not offered 2012-2013)</b> (See under JAPN 224 for full description.)	KAGAYA
<b>COMP 225(F) Traditional Chinese Poetry (Same as CHIN 228) (W) (D)</b> (See under CHIN 228 for full description.)	NUGENT
<b>COMP 226T The Ancient Novel (Same as CLAS 226T) (Not offered 2012-2013)(W)</b> (See under CLAS 226 for full description.)	WILCOX
<b>COMP 227 Writing Translation: Language and Literature in a Global Age (Not offered 2012-2013)</b> As more and more people from far-flung countries come into contact with each other, the language question is thrust to the fore. The site of language contact is more often than not a site of language clash, with governments both seeking to force a national language on immigrants while deploying foreign language speakers to conduct interventions abroad. Literature responds to this situation in myriad ways: by thematizing language issues, by violating "standard" languages, and, not least, by translation. Approaching Anglophone and non-English literatures from both a political and an aesthetic point of view, we will analyze authors—and translators—formal choices for what they say about context, genre, and literature in general. Readings include texts on postcolonial and translation theory, language policies and immigration law, and novels and films by Ken Saro-Wiwa, Tayeb Salih, R. Zamora Linmark, W.G. Sebald, Quentin Tarantino, and others. Format: seminar. Requirements: several short writing assignments, one midterm paper, one final research paper. No prerequisites. <i>Enrollment limit: 25 (expected: 15). Preference given to Comparative Literature or Literary Studies majors.</i>	
<b>COMP 228(F) Modern Arabic Literature in Translation (Same as ARAB 228) (W) (D)</b> (See under ARAB 228 for full description.)	NAAMAN
<b>COMP 229(S) Japanese Culture and History from Courtiers to Samurai and Beyond (Same as ASST 219, , HIST 219 and JAPN 219) (D)</b> (See under HIST 219 for full description.)	SINIAWER and C. BOLTON
<b>COMP 230(F) Fantastic Fictions (Same as RLSP 230T)</b> (See under RLSP 230 for full description.)	PITCHER
<b>COMP 231T(F) Postmodernism (Same as ENGL 266T) (W) (D)</b> In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Thomas Pynchon's paranoid novel about postal conspiracy, <i>The Crying of Lot 49</i> . Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical	

essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from various countries, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Along the way will ask whether global theoretical paradigms like postmodernism can help us understand other cultures better (by locating them within a single universal system), or whether this approach conceals important cultural differences. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Jorge Luis Borges, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown area museums; etc. Writing assignments will focus on reading the theoretical texts critically and applying their ideas to the artistic texts creatively in a way that sheds light on both.

Format: tutorial. Requirements: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week; they will write a 5-page paper every other week (five in all), and respond to their partners' papers in alternate weeks. Emphasis will be on understanding and engaging the criticism that we read, and comparing the critical and fictional texts creatively in a way that sheds light on both.

Prerequisites: a 100-level literature course (Comparative Literature, English, etc.) and sophomore standing or higher, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Priority will be given to students majoring in a discipline related to critical theory (or considering such a major) and those with a demonstrated interest in the material.*

Tutorial meetings to be arranged.

C. BOLTON

**COMP 233(S) Introduction to Classical Arabic Literature (Same as ARAB 233) (W)**

(See under ARAB 233 for full description.)

VARGAS

**COMP 235(F) Russian Literature Behind Bars: The Gulag and Its Cultural Legacy (Same as RUSS 235)**

(See under RUSS 235 for full description.)

KLOTS

**COMP 237(S) Gender and Desire 1200-1600 (Same as ENGL 237 and WGSS 237) (W) (D)**

(See under ENGL 237 for full description.)

KNOPP

**COMP 240(S) Introduction to Literary Theory (Same as ENGL 230) (W)**

(See under ENGL 230 for full description.)

DAVIS

**COMP 243 (formerly 252) Modern Women Writers and the City (Same as WGSS 252) (Not offered 2012-2013)**

Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan, Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.

Format: lecture and discussion. Requirements: two short papers and one final paper.

Prerequisites: Comparative Literature 111 or a 100-level English course. *Enrollment limit: 25 (expected: 20).*

DRUXES

**COMP 244(S) The Experience of Sexuality: Gender and Sexuality in 20th-century American Memoirs (Same as ENGL 208 and WGSS 204)**

(See under WGSS 204 for full description.)

Hour: 1:10-2:25 TFCOWDEN

**COMP 245(S) Revolution in Arab Cinema (Same as ARAB 245)**

(See under ARAB 245 for full description.)

EL-ANWAR

**COMP 248(S) The Modern Theatre: Plays and Performance (Same as ENGL 234 and THEA 248)**

(See under THEA 248 for full description.)

BAKER-WHITE and ERICKSON

**COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as CLAS 207, JWST 207 and REL 207)**

(*Not offered 2012-2013*)

(See under REL 207 for full description.)

DEKEL

**COMP 255 Love and Death in Modern Japanese Literature (Same as JAPN 255) (Not offered 2012-2013) (D)**

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

*The class and the readings are in English.* No familiarity with Japanese language or culture is required.

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

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

C. BOLTON

**COMP 256T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as CHIN 251T and HIST 215T) (Not offered 2012-2013) (W) (D)**

(See under CHIN 251 for full description.)

NUGENT

**COMP 257 Baghdad (Same as ARAB 257) (Not offered 2012-2013)**

(See under ARAB 257 for full description.)

VARGAS

**COMP 259T(S) Adultery in the Nineteenth-Century Novel (Same as ENGL 261 and WGSS 259) (W)**

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation.*

Format: tutorial. Evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to students who have already taken at least one course devoted to literature at Williams.*

*May not be taken on a pass/fail basis.*

Tutorial meetings to be arranged.

CASSIDAY

**COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as REL 230) (W)**

(See under REL 230 for full description.)

DARROW

**COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins (Same as ARAB 262) (Not offered 2011-2012) (W)**

(See under ARAB 262 for full description.)

NAAMAN

**COMP 264(F) Beauty, Danger and the End of the World in Japanese Literature (Same as JAPN 254)**

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibase 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 others. *The class and the readings are in English;* no familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts.

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

*This course is part of the Gaudino Initiative on Danger.*

Hour: 2:35-3:50 TF

C. BOLTON

- COMP 269 Transitional Japanese Literature into the Twentieth Century (Same as JAPN 271) (Not offered 2012-2013)**  
(See under JAPN 271 for full description.) KAGAYA
- COMP 270(S) Performing Greece and Rome (Same as CLAS 262 and THEA 262)**  
(See under CLAS 262 for full description.) HOPPIN
- COMP 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as AMST 256, LATS 272 and RLSP 272) (Not offered 2012-2013) (W) (D)**  
This course will present some of the methodologies and issues involved in studying the literature of the American hemisphere, with particular emphasis on the dialogue between US and Spanish American writers in the 19th century. Then as now, some of Latin America's most important intellectuals were profoundly affected by the experience of living in the US, and their influential formulations of Latin American identity reflect their ambivalence towards the northern neighbor that was both enviously successful and alarmingly imperialistic with regard to the rest of the hemisphere. Reading Domingo F. Sarmiento, José Martí, and other Spanish American authors in dialogue with Emerson, Whitman and the like, we will examine the various and intertwined ways in which American writers from both North and South of the Rio Grande addressed questions of fundamental importance to the new nations of the Americas, including the legacies of slavery and colonial violence, the scope of democracy and women's participation in it, the link between geography and national identity, and the nature of inter-American relations. This course fulfills the EDI requirement by challenging students to engage in a comparative study of the US and Latin American societies, focusing on the ways that political events and decisions in the US have affected Latin American lives and the ways that Latin American writers (and their audiences) have viewed the US. *Conducted in English.*  
Format: lecture/discussion. Requirements: regular class attendance and participation, three 5- to 7-pages papers and shorter writing assignments.  
No prerequisites. *Enrollment limit: 19 (expected: 19). (Cultural Studies)*  
FRENCH
- COMP 277(F) Dangerous Minds/Endangered Minds in the German Tradition (Same as GERM 277)**  
(See under GERM 277 for full description.) NEWMAN
- COMP 278 Premodern Japanese Literature and Performance (Same as JAPN 276) (Not offered 2012-2013)**  
(See under JAPN 276 for full description.) KAGAYA
- COMP 280(F) The Borders of Literature: From Shrek to Marcel Proust (Same as ENGL 252)**  
The aim of this course is to understand literature as a medium intimately related to other media. We shall study contemporary theories of media and intermediality in order to better understand general questions about all art forms and media—but also to be able to specify the medium specific aspects of literature. Theories of intermediality will be the backbone of the course, and a wide variety of examples will be discussed and analyzed. We will begin with the introductory scene of Shrek (Adamson 2001) and move through a handful of example clusters: concrete “visual” poetry; high modernist musical description (short fiction by Mann, Proust, Joyce, Woolf); literary descriptions of visual art (ekphrasis); and Lieder/chansons/rock-lyrics from Schubert to Bob Dylan. We shall also analyze the widespread phenomenon of novel-to-film adaption, exemplified by way of the Beat-poem “Howl” and the recent film based on the poem and the trial against Allen Ginsberg (Epstein and Friedman 2010).  
Format: seminar. Requirements: active participation, four training writing assignments (3 pages each), one short response assignment, and a final paper (6 pages).  
No prerequisites; All readings will be in English, but students with knowledge of French, Portuguese, Spanish or German may optionally read portions of the reading in the original languages. *Enrollment limit: 25 (expected: 20). Preference given to students majoring in Comparative Literature or Literary Studies.*  
Hour: 1:10-2:25 TF BRUHN
- COMP 281(S) Photography and Memory (Same as ARTH 281)**  
This course is an introduction to Visual Culture with a special focus on photography and its relationship to the construction of memory. Students will read western reflections on the practice and cultural impact of photography by critics such as Barthes, Baudelaire, Baudrillard, Bazin, Benjamin, Berger, Crimp, Derrida, Eco, Flusser, Greenberg, Hirsch, Kemp, Kracauer, Krauss, Metz, Mitchell, Moholy-Nagy, Solomon-Godeau, Sekula, Sontag, and Virilio. Students will supplement the theoretical and conceptual readings by examining photographs and collections of photography and their relationship to the construction of memory—from the personal album to museum collections and historical archives to the collected works of individual artists. Many class sessions will be held at the WCMA and local museums and libraries and students are encouraged to seek out and pursue projects that are meaningful to them.  
Format: seminar. Requirements: homework, active participation, presentation, short papers, final paper.  
No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given based on the students' experience and desire to take the course.*  
Hour: 1:10-3:50 W COLLEBERG-GONZALEZ
- COMP 282(F) The Ultimate City: Immigrant New York (Same as AMST 282 and RUSS 282)**  
New York is a city that stands apart from the Old World just as it does from the rest of America. As Michel de Certeau put it, it is also a city that “has never learned the art of growing old by playing on all its pasts.” And yet its air is thick with history, whose course has always been largely defined by its ever growing immigrant population. This seminar is a journey through more than a century of New York's immigrant culture. It is also a journey across various genres and creative media that have shaped New York's urban culture and myths. We will take as a case study the East European ways of navigating the city, but will also explore the “mappings” of the American metropolis across generations of writers of other ethno-linguistic and cultural backgrounds. We will delve into the gigantic repository of urban impressions that New York imposes upon new arrivals and, through a set of mythopoetic topoi that it generates, try to outline its place in the twentieth-century literary imagination. Topics of discussion will include, though will not be limited to, New York as the gate to the New World, an imagined space and a mental construct, the capitalist “jungle” and intersection of the consumerist and exquisite cultures, an “alternative” America and a version of the Jewish shtetl, a city “driven” by taxicabs and the subway, etc. A special session will be devoted to the artistic representations of 9/11 across immigrant cultures. Primary and secondary readings will be drawn from a variety of authors, including Jean Baudrillard, Michel de Certeau, Maxim Gorky, Federico Garcia Lorca, Franz Kafka, Sholem Aleichem, E.B. White, Paul Auster, Sergei Dovlatov, Junot Diaz and others; screenings will include films by Charlie Chaplin, Jim Jarmusch, Spike Lee, Martin Scorsese, Joan Micklin Silver, etc. Logistics permitting, we will take a field trip to Ellis Island and New York's Tenement Museum, as well as go on a tour of the city's historic neighborhoods.  
Format: seminar. Requirements: class attendance and participation, several film screenings, one overnight field trip, short informal weekly reading responses, one presentation (15-20 minutes), and a 10- to 12-page term paper.  
No prerequisites. *Enrollment: 20 (expected: 15) Preference given to students majoring in Comparative Literature, Literary Studies, American Studies or Russian.*  
Hour: 1:10-2:25 MR KLOTS
- COMP 283(F) Great Big Books (Same as ENGL 233) (Gateway) (W)**  
(See under ENGL 233 for full description.) TIFT
- COMP 291(F) Sirens in the Synagogue: Real and Imaginary Encounters in Jewish Narratives from Antiquity to the Present (Same as JWST 291 and REL 292)**  
(See under JWST 291 for full description.) HASAN-ROKEM
- COMP 294T Philosophy and Narrative Fiction (Same as PHIL 294) (Not offered 2012-2013) (W)**  
(See under PHIL 294 for full description.) MLADENOVIC
- COMP 301(F) Race and Abstraction (Same as AFR 303, AMST 303 and ENGL 344)**  
(See under AMST 303 for full description.) WANG
- COMP 302T Latino Writing: Literature by U.S. Hispanics (Same as RLSP 306T) (Not offered 2012-2013) (W)**  
(See under RLSP 306 for full description.) BELL-VILLADA
- COMP 303 Cities of the Anglophone Chinese Imagination (Same as AMST 305, ASST 305 and ENGL 374) (Not offered 2012-2013) (D)**  
(See under AMST 305 for full description.) WANG
- COMP 304(S) Gender, Genre, and Sexuality in Afrodiasporic Literature (Same as AFR 321, ENGL 313, and WGSS 304) (D)**  
(See under WGSS 304 for full description.) Hour: 11:00-12:15 MWFSULLIAN
- COMP 305(F) Dostoevsky and His Age (Same as RUSS 305)**  
(See under RUSS 305 for full description.) CASSIDAY
- COMP 306 Tolstoy and His Age (Same as RUSS 306) (Not offered 2012-2013)**  
(See under RUSS 306 for full description.) VAN DE STADT
- COMP 307(F) Arthurian Literature (Same as ENGL 307)**  
(See under ENGL 307 for full description.) KNOPP

**COMP 308(S) Everyday Life in Literature and Film (Same as WGSS 309)**

To bring the all too familiar everyday to our attention, artists and writers have made it strange. What happens when we view everyday life from elsewhere? While everyday culture has often been experienced as repressive and alienating in modern Western societies, a new importance assigned to everyday life made it liberating in Japan during the twenties and in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is its privileged place the street or the home? Is it lived largely in institutions that regulate our daily lives, or is it lived between and outside them? Everyday objects and commodities like the potato, the postcard, the car, clothes, housing, etc., will be analyzed. Fiction by Leo Tolstoy, Franz Kafka, Georges Perec, Manil Suri, Ha Jin, and Banana Yoshimoto. Films by Chantal Akerman, Pedro Almodovar, Benoit Jaquot, and Pierre Jeunet. Art projects that transform the everyday will also be discussed, including those of Sophie Calle, Mary Kelley, Mierle Laderman Ukeles, and Christine Hill. Short theoretical excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Debord, Foucault, and Bourdieu. *All works not originally in English will be read in English translation.*

Format: seminar. Evaluation will be based on two short oral reports on everyday objects and their history, two 3- to 5-page papers, and a 10- to 12-page final paper or creative project.

Prerequisites: one 200-level literature course. *Enrollment limit: 20 (expected: 10). Preference will be given to students majoring in Comparative Literature and Literary Studies.*

Hour: 9:55-11:10 TR

DRUXES

**COMP 309T(S) Exile, Homecoming and the Promised Land (Same as JWST 491T and REL 289T) (W) (D)**

(See under REL 289 for full description.)

HAMMERSCHLAG

**COMP 310T Storm and Stress and More (Same as GERM 310) (Not offered 2012-2013) (W)**

(See under GERM 310 for full description.)

B. KIEFFER

**COMP 312 Francographic Islands (Same as AFR 312 and RLFR 312) (Not offered 2012-2013) (D)**

(See under RLFR 312 for full description.)

PIEPZAK

**COMP 313(F) Gender, Race, Beauty, and Power in the Age of Transnational Media (Same as AMST 313, LATS 313 and WGSS 313) (D)**

(See under LATS 313 for full description.)

CEPEDA

**COMP 314T Enlightenment and its Discontents (Same as GERM 306T) (Not offered 2012-2013) (W)**

(See under GERM 306 for full description.)

NEWMAN

**COMP 318 Twentieth-Century Novel: From Adversity to Modernity (Same as RLFR 318) (Not offered 2012-2013)**

(See under RLFR 318 for full description.)

B. MARTIN

**COMP 319 Black Migrations: African American Performance at Home and Abroad (Same as AFR 317, AMST 317, DANC 317, ENGL 317 and THEA 317) (Not offered 2012-2013)**

(See under AFR 317 for full description.)

BAGGS

**COMP 320T Enchantment and the Origins of Poetry (Same as CLGR 410T and CLAS 320T) (Not offered 2012-2013) (W)**

(See under CLAS 320T for full description.)

DEKEL

**COMP 321 Groovin' the Written Word: The Role of Music in African American Literature (Same as AFR 314 and AMST 314) (Not offered 2012-2013)**

(See under AFR 314 for full description.)

BAGGS

**COMP 322(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AFR 323, AMST 323, ARTH 223, and ENGL 356) (D)**

(See under AFR 323 for full description.)

BAGGS

**COMP 326T(S) Queer Temporalities (Same as LATS 426T, REL 326T and WGSS 326T)(W)**

(See under REL 326 for full description.)

HIDALGO

**COMP 328(S) California: Myths, Peoples, Places (Same as AMST 318, ENVI 318, LATS 318 and REL 318) (W)**

(See under LATS 318 for full description.)

HIDALGO

**COMP 329(F) Literary Theory and Ordinary Language (Same as ENGL 309)**

(See under ENGL 309 for full description.)

HIDALGO

**COMP 333T(F) Narrative Strategies (Same as ArtS 333)**

(See under ARTS 333 for full description.)

ALI

**COMP 335T(F) Manners, Modernity, and the Novel (Same as ENGL 335T) (W)**

(See under ENGL 335 for full description.)

MCWEENY

**COMP 338(S) Latina/o Musical Cultures and the Dynamics of the Everyday (Same as AMST 339 and LATS 338) (W) (D)**

(See under LATS 338 for full description.)

CEPEDA

**COMP 340 Literature and Psychoanalysis (Same as ENGL 363) (Not offered 2012-2013) (W)**

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*

Format: lecture/discussion. Requirements: active engagement with the material and with each other; reading journal; two shorter papers, and one final paper that will first be presented orally in a conference format, then expanded and revised into a longer paper.

Prerequisites: one previous course in either Comparative Literature or English, or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Comparative Literature students.*

NEWMAN

**COMP 342(S) Psychoanalysis, Gender, and Sexuality (Same as ENGL 387 and WGSS 388)**

(See under ENGL 387 for full description.)

SOKOLSKY

**COMP 344 From Hermeneutics to Post-coloniality and Beyond (Same as ENGL 386 and REL 304) (Not offered 2012-2013) (D)**

(See under REL 304 for full description.) (Literature and Theory)

DREYFUS

**COMP 345(F) Museums, Memorials, and Monuments: The Representation and Politics of Memory**

In the past 25 years, we have seen an extraordinary boom in museum, memorial and monument building around the world. In this class, we will explore what this growth means to cultural practices of memory and global politics. We will explore questions posed by leading scholars in museum and cultural studies such as: Why is there a "global rush to commemorate atrocities" (Paul Williams)? Why do we live in a "voracious museal culture" and how does this impact our ability to imagine the future (Andreas Huyssen)? We look at museum history and recent museum controversies. We will analyze debates surrounding memorials and monuments. In addition to our work on institutions, we will also read a number of novels that claim to do the work of museums (Orhan Pamuk's *The Museum of Innocence*) and that interrupt processes of memorialization (Amy Waldman's *The Submission*).

Format: seminar. Requirements: response papers, case studies and a final essay.

No prerequisites. Enrollment limit: 20 (expected: 20). Preference given to Comparative Literature or Literary Studies majors.

Hour: 9:55-11:10 TR

PIEPZAK

**COMP 346 Questioning the Cultural Self in Literature (Not offered 2012-2013) (W)**

Cultural encounters entail a questioning of identity, values and worldview. As the familiar gives way to the unknown, issues of knowledge and power can begin to influence the interaction between different groups. In this course we will examine texts dealing with differences in language, religion, race, class, gender and citizenship that lead to the formation of allegiances and rivalries. What constitutes a cultural group? How is difference determined? What is the nature of the tension characteristic of many a cross-cultural encounter? How do cultural hybridity and conflicting solidarities influence multi-cultural dialogues? Readings for this course include Jhumpa Lahiri's *The Namesake*, Nelida Pinon's *The Republic of Dreams*, Joseph Conrad's *Heart of Darkness*, Jamaica Kincaid's *A Small Place*, Ghassan Kanafani's *Return to Haifa* and Victor Martinez's *Parrot in the Oven: Mi Vida*.

Format: lecture/discussion. Requirements: active class participation, two 3- to 5-page papers and a final 7- to 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors in Comparative Literature or Literary Studies.*

VARGAS

**COMP 350(S) Cervantes' *Don Quixote* in English Translation (Same as RLSP 303 and ENGL 308)**

A close study of one of the most influential and early European novels. *Don Quixote* by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the *Quixote*: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English-language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth-century Spain—as well as the reasons for its continuing relevance. Format: seminar. Evaluation will be based on active participation, three short papers, and a final project designed in consultation with the instructor.

Prerequisites: any 200-level literature course in foreign languages, Comparative Literature, or English, or permission of the instructor. *Enrollment limit: 30 (expected: 30). Preference given to Comparative Literature majors and upperclass students.*

*May not be taken on a pass/fail basis. This course does not count towards the Spanish major.*

Hour: 12:00-12:50 MWF

ROUHI

**COMP 352(F) Writing after the Disaster: The Literature of Exile (Same as JWST 352 and RLSP 352)**

This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.

Format: seminar. Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper.

Prerequisite: Comparative Literature 111 or an equivalent English course. *Enrollment limit: 20 (expected: 20). Preference given to majors in Comparative Literature.*

Hour: 11:00-12:15 MW

FOX

**COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature (Same as ARAB 353) (Not offered 2012-2013)**

(See under ARAB 353 for full description.)

NAAMAN

**COMP 355(F) Contemporary Drama and Performance (Same as ENGL 349 and THEA 345)**

(See under THEA 345 for full description.)

HOLZAPFEL

**COMP 359 Latinos/as and the Media: From Production to Consumption (Same as AMST 346 and LATS 346) (Not offered 2012-2013) (D)**

(See under LATS 346 for full description.)

CEPEDA

**COMP 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as AFR 370 and RLFR 370) (Not offered 2012-2013)**

(See under RLFR 370 for full description.)

PIEPRZAK

**COMP 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as AFR 403, AMST 403, ENGL 375 and LATS 403) (D)**

(See under AMST 403 for full description.)

WANG

**COMP 396(S) Introduction to Cultural Theory (Same as ENGL 396)**

(See under ENGL 396 for full description.)

THORNE

**COMP 397(F), 398(S) Independent Study****COMP 401(F) Senior Seminar: The Art of Translation**

The famous proverb "traduttore, traditore" ("translator, traitor") was coined by angry Italian readers in the Renaissance who felt that French translations of Dante betrayed the accuracy or artistry of the original. However, the long-running debate around the validity of this warning points to a complex system of underlying assumptions and questions about the nature of literary art. Can a translator be faithful to an original text while also appealing to readers in the target language? Is literary translation an act of interpretation, explication, obfuscation, betrayal, or even transmutation? This course will explore the art, theory, and practice of translation from several perspectives. We will examine several key works in the history of translation across a range of eras and cultures, with particular attention to approaches that illuminate the intersection between translation and literary analysis, including short readings by Horace, Jerome, Caxton, Luther, Du Bellay, Dryden, Arnold, Benjamin, Buber, Borges, Jakobson, Nabokov, Steiner, Bassnett, Heaney, and others. At the same time, we will investigate the linguistic, cultural, and literary processes involved in the practice of translation through an ongoing workshop format that will incorporate a series of short exercises and a long-term project.

Format: seminar. Requirements: class participation, short written assignments, and a final translation project.

Prerequisites: one upper-level literature course or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to senior Comparative Literature and Literary Studies majors and other advanced students of foreign language and literature.*

Hour: 2:35-3:50 MR

DEKEL

**COMP 403(S) Edward Said (Same as AMST 415 and ENGL 415)**

(See under AMST 415 for full description.)

WANG

**COMP 493(F)-W31-494(S) Senior Thesis—Comparative Literature****COMP 497(F), 498(S) Independent Study****LIT 493(F)-W31-494(S) Senior Thesis—Literary Studies**

## CRITICAL REASONING AND ANALYTICAL SKILLS (CRAAS) COURSES

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

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

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

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

ENGL 133 New Poetry  
ENGL 218 Forms of Violence  
ENGL 384 Advanced Fiction Workshop  
PHIL 205 Continental Philosophy: Reading the Critics of Reason  
PHIL 330/CLAS 330 Plato

## CRITICAL LANGUAGES (Div. I)

Coordinator, JANE CANOVA

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year\*, and it has offered one-year of elementary Hebrew, Hindi, Korean and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend biweekly group review sessions

with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230.

To be eligible for this 200-level Critical Languages course, the student must:

- ◆ have attained sophomore standing or higher;
- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how the study of the language integrates with his/her major or other academic interests;
- ◆ present a letter of support from a Williams faculty member;
- ◆ have at least a 3.0 GPA
- ◆ in some cases, take a placement test.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

*\*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.*

**CRHE 201(F)-202(S) Hebrew (This course is part of the Jewish Studies concentration.)**

**CRHI 201(F)-202(S) Hindi**

**CRKO 201(F)-202(S) Korean**

**CRSW 201(F)-202(S) Swahili**

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

## COMPUTER SCIENCE (Div. III)

*Chair, Associate Professor* STEPHEN N. FREUND

Professors: BAILEY\*, DANYLUK, LENHART\*, MURTAGH. Associate Professors: FREUND, HEERINGA, MCGUIRE. Assistant Professor: ALBRECHT.

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible, the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

### MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

### MAJOR REQUIREMENTS

#### *Required Courses in Computer Science*

A minimum of 8 courses is required in Computer Science, including the following:

#### *Introductory Courses*

- |                      |  |
|----------------------|--|
| Computer Science 134 | Introduction to Computer Science         |
| Computer Science 136 | Data Structures and Advanced Programming |

#### *Core Courses*

- |                      |                                     |
|----------------------|-------------------------------------|
| Computer Science 237 | Computer Organization               |
| Computer Science 256 | Algorithm Design and Analysis       |
| Computer Science 334 | Principles of Programming Languages |
| Computer Science 361 | Theory of Computation               |

#### *Electives*

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

#### *Required Courses in Mathematics*

- Mathematics 251 Discrete Mathematics  
and any other Mathematics or Statistics course at the 200-level or higher

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 102T, 107, or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Computer Science 102T, 107, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to look at the latest copy of the *Informal Guide to Computer Science*, which can be obtained on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.



## LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

## THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

## INTRODUCTORY COURSES

The department offers a choice of four introductory courses—Computer Science 102: The Socio-Techno Web, 107: Creating Games, 109: The Art and Science of Computer Graphics, and Computer Science 134: Introduction to Computer Science.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102: The Socio-Techno Web, 107: Creating Games, or 109: The Art and Science of Computer Graphics.

Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

## STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

## ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java.

## PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

## GENERAL REMARKS

### *Divisional Requirements*

All Computer Science courses may be used to satisfy the Division III distribution requirement.

### *Alternate Year Courses*

Computer Science 102T, 107, 109, 315, 336T, 337T, 339, 356T, 371, 373, 374T, 432, and 434T are each normally offered every other year. All other Computer Science courses are normally offered every year.

### *Course Numbering*

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

### *Course Descriptions*

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Computer Science*.

### *Courses Open on a Pass-Fail Basis*

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail, though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

### **CSCI 102T(F) The Socio-Techno Web (Q)**

This course introduces many fundamental concepts in computer science by examining the social aspects of computing. As more and more people use the technologies and services available via the Internet, online environments like Facebook, Amazon, Google, Twitter, and blogs are flourishing. However, several of the problems related to security, privacy, and trust that exist in the real world transfer and become amplified in the virtual world created by the ubiquity and pervasiveness of the Internet. In this course, we will investigate how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. Topics include the structure of the Social Web and networks in general; issues such as virtual identity, personal and group privacy, trust evaluation and propagation, and online security; and the technology, economics, and politics of Web information and online communities. No background in computer science or programming is required or expected.

Format: tutorial. Requirements: evaluation will be based on tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper. No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores who have not previously taken a computer science course.

Tutorial meetings to be arranged. Lab: TBA

ALBRECHT



**CSCI 107(S) Creating Games (Same as ARTS 107) (Q)**

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression.

Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Format: lecture and studio. Requirements: participation, studio work, quizzes.

No prerequisites; not open to students who completed a Computer Science course numbered 136 or above; this course does not count toward the Art Major. Enrollment limit: 24 (expected: 24).

Preference given to first-year students.

Lab fee of \$25 will be added to the student's term bill.

Hour: 8:30-9:45 TR Lab: 1-4 R

MCGUIRE

**CSCI 109 The Art and Science of Computer Graphics (Not offered 2012-2013) (Q)**

This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Format: lecture/laboratory. Evaluation will be based on progress in project work and two examinations.

This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. No enrollment limit (expected: 20). BAILEY

**COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS****CSCI 134(F,S) Introduction to Computer Science (Q)**

This course introduces fundamental ideas in computer science and builds skills in the design, implementation, and testing of computer programs. Students implement algorithms in the Java programming language with a strong focus on constructing correct, understandable, and efficient programs. Students explore the material through specific application areas. Topics covered include object-oriented programming, control structures, arrays, recursion, and event-driven programming. This course is appropriate for all students who want to create software and have little or no prior computing experience. More details are available on the department website, <http://www.cs.williams.edu>.

Format: lecture/laboratory. Evaluation will be based on weekly assignments, final programming projects, and examinations.

No prerequisites, except for the standard prerequisites for a (Q) course. Note that previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. enrollment limit 30 (expected: 25 per section). Preference: first year students and sophomores.

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

First Semester: FREUND, DANYLUK

Second Semester: MURTAGH, HEERINGA

**CSCI 136(F,S) Data Structures and Advanced Programming (Q)**

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, and graphs. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations.

Prerequisites: Computer Science 134 or equivalent. (Discrete Mathematics is recommended, but not required). Enrollment limit: 36 (expected: 20). Preference: first year students and sophomores.

Hour: 9:00-9:50 MWF Lab: 1-4 W

10:00-10:50 MWF Lab: 1-4 W

First Semester: MCGUIRE

Second Semester: ALBRECHT

**CSCI 237(F) Computer Organization (Q)**

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Format: lecture/laboratory. Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. Enrollment limit: 40 (expected: 25). Preference: current or expected Computer Science majors.

Hour: 10:00-10:50 MWF Lab: 1-2:30 T, 2:30-4 T

MURTAGH

**CSCI 256(S) Algorithm Design and Analysis (Q)**

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics of study include graph theory, hashing, and advanced data structures.

Format: lecture. Evaluation will be based on problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Discrete Mathematics. Enrollment limit: 40 (expected: 25). Preference: current or expected Computer Science majors.

Hour: 11:00-11:50 MWF

HEERINGA

**CSCI 315(S) Computational Biology (Same as INTR 315 and PHYS 315) (Q)**

(See under PHYS 315 for full description.)

AALBERTS

**CSCI 318T Numerical Problem Solving (Same as MATH 318T) (Not offered 2012-2013) (Q)**

(See under BIOL 319 for full description.)

BANTA

**CSCI 334(S) Principles of Programming Languages (Q)**

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Format: lecture. Evaluation will be based on weekly problem sets including programming, one or more midterm examinations and a final examination.

Prerequisites: Computer Science 136. Enrollment limit: 50 (expected: 25).

Hour: 9:55-11:10 TR

FREUND

**CSCI 336T(F) Computer Networks (Q)**

This course explores the principles underlying the design of computer networks. We will examine techniques for transmitting information efficiently and reliably over a variety of communication media. We will look at the addressing and routing problems that must be solved to ensure that transmitted data gets to the desired destination. We will come to understand the impact that the distributed nature of all network problems has on their difficulty. We will examine the ways in which these issues are addressed by current networking protocols such as TCP/IP and Ethernet. Students will meet weekly with the instructor in pairs to present solutions to problem sets and reports evaluating the technical merit of current solutions to various networking problems.

Format: tutorial. Evaluation will be based on problem sets, programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Computer Science 237. Enrollment limit: 10 (expected: 10). Preference given to seniors, followed by juniors.

Tutorial meetings to be arranged

MURTAGH

**CSCI 337T Digital Design and Modern Architecture (Not offered 2012-2013) (Q)**

This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALU's. Final group projects will develop

custom logic demonstrating concepts learned in course meetings.

Format: tutorial. Evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations.

Prerequisite: Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference given to current or expected Computer Science majors.*

BAILEY

### **CSCI 339 Distributed Systems (Not offered 2012-2013) (Q)**

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, ranging from the Internet to file systems. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Format: lecture/laboratory. Evaluation will be based on homework assignments, programming projects, and exams.

Prerequisites: Computer Science 136 (Data Structures) or equivalent programming experience, and Computer Science 237 (Computer Organization), or permission of the instructor. *No enrollment limit (expected: 15).*

PROJECT COURSE

ALBRECHT

### **CSCI 356T Advanced Algorithms (Not offered 2012-2013) (Q)**

This course explores advances in algorithm design, algorithm analysis and data structures. The primary focus is on randomized and approximation algorithms, randomized and advanced data structures, and algorithmic complexity. Topics include combinatorial algorithms for cut, packing, and covering problems, linear programming algorithms, approximation schemes, hardness of approximation, random search trees, and hashing.

Format: tutorial. Evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project.

Prerequisites: Computer Science 256. Computer Science 361 is recommended but not required. *Enrollment limit: 10 (expected: 10) Preference given to Computer Science majors.*

HEERINGA

### **CSCI 361(F) Theory of Computation (Same as MATH 361) (Q)**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Format: lecture. Evaluation will be based on problem sets, a midterm examination, and a final examination.

Prerequisites: Computer Science 256 or both a 300-level Mathematics course and permission of instructor. *Enrollment limit: 30 (expected: 20).*

Hour: 11:00-11:50 MWF

HEERINGA

### **CSCI 371(F) Computer Graphics (Q)**

PhotoShop, medical MRIs, video games, and movie special effects all programatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model.

Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments culminate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

Format: lecture, with optics laboratory exercises. Evaluation based on assignments, projects, and exams.

Prerequisites: Computer Science 136 and Computer Science 237 OR permission of the instructor. *No enrollment limit (expected: 18).*

PROJECT COURSE

Hour: 12:00-12:50 MWF

Lab 1-4 R

MCGUIRE

### **CSCI 373 Artificial Intelligence (Not offered 2012-2013) (Q)**

This course introduces fundamental techniques in the field of Artificial Intelligence, which is concerned with the ability to create machines that perform tasks requiring “intelligence.” The course covers methods for knowledge representation, reasoning, problem solving, and learning. It then explores those further by surveying current applications in areas selected such as game playing, and natural language processing.

Format: lecture/laboratory. Four programming projects in the first half of the semester and a larger project spanning most of the second half account for 70% of the student's final grade. A midterm examination and a six-page survey paper account for the remainder of the student's grade.

Prerequisites: Computer Science 136 and Discrete Mathematics. *No enrollment limit (expected: 20).*

DANYLUK

### **CSCI 374T(S) Machine Learning (Q)**

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Format: tutorial. Evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature, and a final exam.

Prerequisites: Computer Science 136 and Mathematics 251. Computer Science 256 is recommended but not required. *Enrollment limit: 10 (expected: 10). Preference given to Computer Science majors.*

Tutorial meetings to be arranged

DANYLUK

### **CSCI 397(F), 398(S), 497(F), 498(S) Reading**

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

### **CSCI 432(S) Operating Systems (Q)**

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

Format: lecture/laboratory. Evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams.

Prerequisites: Computer Science 237 and either Computer Science 256 or Computer Science 334. *Enrollment limit: 25 (expected: 20). Preference: current or expected Computer Science majors.*

PROJECT COURSE

Hour: 11:20-12:35 TR

ALBRECHT

### **CSCI 434T Compiler Design (Not offered 2012-2013) (Q)**

This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. As a project course, students will construct a full compiler for a simple object-oriented language.

Format: tutorial. Evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams.

Prerequisites: Computer Science 237 and Computer Science 361 (concurrent enrollment is acceptable). Computer Science 334 is recommended, but not required. *Enrollment limit: 10 (expected: 10). Preference given to current or expected Computer Science majors.*

PROJECT COURSE

FREUND

### **CSCI 493(F) Research in Computer Science**

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

This course (along with Computer Science W31 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Evaluation will be based on class participation, presentations, and the final written report.

*Enrollment is limited. Open to senior Computer Science majors with permission of instructor.*

Hour: TBA

Members of the Department

### **CSCI W31-494(S) Senior Thesis**

Prerequisites: Computer Science 493.

### **CSCI 499(FS) 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: 2:35-4 F

FREUND

## **DANCE (Div I)**

*Acting Chair, ERICA DANKMEYER*

*Faculty:* Senior Lecturer: BURTON\*. Lecturer: H. SILVA. Artist in Residence: DANKMEYER. Artist in Residence: PARKER. Visiting Artist in Residence: LOVEMusical Director/Accompanist: SAUER.

The purpose of the Dance Department is to educate students in the physical disciplines, cultural traditions and expressive possibilities of dance. We provide the opportunity to study and experience dance as technique, composition, history, theory and performance. We do not offer a major or a concentration, yet our courses can offer complementary study in the disciplines of Theater, Visual Art, Africana Studies, Performance Studies and Music. Technique courses currently offered include ballet, modern, African and Irish traditions and Pilates.

At the beginning of the fall semester, prior to the beginning of classes, the department will offer a placement workshop to evaluate student accomplishment and determine which course level is appropriate. Notification of placement will be sent to the student within 24 hours. If a student wishes to pre-register before the placement workshop, he/she is advised to contact the instructor of the course for advice.

All students are welcome to audition for membership in the Department's performing companies (CoDa, Kusika, Sankofa, and INISH). Membership is also possible through invitation by the company directors. Kusika and INISH also accept members as dancers, musicians, singers and storytellers. Members study with faculty, guest artists and peers. Student choreographers are also supported.

Students may receive PE credit for dance in the following ways: enrolling in a class that is for PE credit only, choosing the PE option in courses offered for academic credit or PE, successful participation in CoDa, Kusika, Sankofa, or INISH.

The Department belongs to and attends the American College Dance Festival Association New England Regional where students are able to perform, attend master classes and audition for scholarships for summer study. Our students also participate in area cultural events and provide workshops, lecture demonstrations and performances for local schools.

### **DANC 100(F) Foundations for Dance**

This course is a primer of basic dance technique\* and an introduction to the history of dance in several cultures and serves as the foundation for all other courses taught in the Dance Department. Students will study the fundamentals of ballet, modern, Irish and African dance and the intrinsic relation between music and movement. Pilates will be introduced as a technique to develop the strength and stamina necessary for all dance activities. Regular studio work will be supplemented with readings, recordings of dance, and discussion.

Format: studio/ lecture/discussion. Requirements: evaluation will be based on active participation and progress in the techniques, participation in discussions, and the quality of written assignments and quizzes.

No prerequisites. Experienced dancers who wish to enroll in upper level courses may waive the DANC 100 prerequisite by taking the advanced placement class or by permission of the faculty. *Enrollment limit: 30 (expected: 30). Preference given to beginning dancers and students with no prior experience.*

*\*Option: Dance Department ensemble members in good standing may fulfill the studio portion of the course within their weekly ensemble classes and attend seminar sections only; any ensemble member who drops membership during the semester must remain in company classes to receive credit for DANC 100.*

Hour: 1:10-3:50 MR

DANKMEYER and Dance Department Faculty

### **DANC 201(F) African Dance and Percussion (Same as AFR 201 and MUS 212)**

Students will learn dance and music traditions from the African continent. To more fully understand the art form, students will also study the culture and history of the African regions in which selected dance and music evolved. This course can be taken for academic and/or PE credit

Prerequisites: DANC 100 or advanced placement or permission of the instructor.

Format: studio/ lecture/discussion. Requirements: students enrolled for academic credit must attend weekly lecture/discussion sessions & write final 5 pg research paper that is related to his/her final performance project; students enrolled PE credit have no final paper & do not attend the wklly lectures. All students must participate in a performance project of course material.

Prerequisites: DANC 100 or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to students who have taken DANC 100 or advanced placement.*

Hour: 1:10-3:50 TF

LOVE

### **DANC 202(S) African Dance and Percussion (Same as AFR 206 and MUS 213)**

Students will learn dance and music traditions from the African continent. To more fully understand the art form, students will also study the culture and history of the African regions in which selected dance and music evolved. This course can be taken for academic and/or PE credit

Prerequisites: DANC 100 or advanced placement or permission of the instructor.

Format: studio/ lecture/discussion. Requirements: students enrolled for academic credit must attend weekly lecture/discussion sessions & write final 5 pg research paper that is related to his/her final performance project; students enrolled PE credit have no final paper & do not attend the wklly lectures. All students must participate in a performance project of course material.

Prerequisites: DANC 100 or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to students who have taken DANC 100 or advanced placement.*

Hour: 1:10-3:50 MR

LOVE

### **DANC 205(S) Modern Masterworks**

Some works of art are "instantly" declared masterworks. Others gain this recognition over time, after initial indifference or even hostility. This course will examine select modern dance masterworks, including works by both the pioneers of modern dance and those by contemporary choreographic masters. Students will develop a critical framework for understanding dance by examining works both loved and misunderstood in their respective times. By what criteria does a culture define a masterwork? What does the work reflect about its time, its creator, and the place of dance in society? We will examine topics suggested by the works, such as how the body is constructed/deconstructed in, and by, the work, religion and spiritual practice in relation to dance-making, the social identity of the creator and the performers, the uses of music/sound in relation to movement expression, and how we "read" dances as individuals. Weekly viewings, critical and historic readings and discussion will be accompanied by studio practice in which we explore movement techniques developed by master creators.

Format: seminar and studio. Requirements: students will be evaluated based upon class participation, weekly written response, and a final research presentation. Prerequisites: DANC 100 or permission of the instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-3:50 TF

TBA

### **DANC 207(F) Anatomy for Movers**

This course is an introduction to the musculoskeletal system designed for people who are physically engaged and want to know more about the body. Anatomical identification, terminology and physiological principals will be highlighted through lecture, and the use of conditioning exercises, strengthening and movement vocabulary. Pilates mat work, stretching techniques and stamina exercises will be introduced in a studio setting. Course work includes reading, lectures, physical exercises and reviews.

Format: studio/seminar. Evaluation will be based on quality of participation, tests, final presentation and final exam.

No prerequisites. This course is appropriate for dancers, athletes and others interested in understanding the body as a moving structure. *Enrollment limit: 16 (expected: 16).*

Hour: 11:00-12:15 M and 10:00-12:15 W

SILVA

### **DANC 301 Creative Process in Dance (Not offered 2012-2013)**

This course examines the methods used to make dances. It is intended for the experienced mover who is ready to focus on theory, methods and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. The class will also study innovative professional choreographers such as Pina Bausch, Ping Chong, George Balanchine, Eiko and Koma, Rennie Harris, Alvin Ailey, Martha Graham, Ronald K. Brown, Lucinda Childs and Merce Cunningham. To more fully understand the context in which

these works were created, the class will read essays by dance scholars such as Louis Horst, Liz Lerman, Deborah Jowitt, Sally Banes, and Susan Leigh Foster. Format: studio/seminar. Evaluation will be based on the quality of participation, assigned projects and presentations.

Prerequisites: a minimum of 1-2 years experience as a dancer or choreographer prior to college or 1-2 years experience in a Williams College dance company, or permission of the instructor. *Enrollment limit: 12 (expected: 12). Preferences given to students who have experience in the process of making dances or using movement as part of making theater and other kinds of performance.*

BURTON

**DANC 317 Black Migrations: African American Performance at Home and Abroad (Same as AFR 317, AMST 317, COMP 319, ENGL 317 and THEA 317) (Not offered 2012-2013)**

(See under AFR 317 for full description.)

BRAGGS

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

Dance Department Faculty

#### *COURSES WHICH MAY BE TAKEN FOR PHYSICAL EDUCATION CREDIT ONLY*

##### **Beginner/Intermediate Ballet (Fall)**

This course continues to build on the fundamentals of ballet technique, following the traditional ballet class format of barre work proceeding into center work including adage, pirouettes, small and large jumps. Emphasis is placed on proper alignment of the body, understanding music in relationship to dance and the development of expression through movement.

Format: studio. Requirements: one semester of training in ballet or permission of the instructor following placement class.

*Enrollment limit: 25 (expected: 12).*

*This course may only be taken for PE credit.*

Hour: 9:55-11:10 TR

PARKER

##### **Intermediate /Advanced Ballet (Fall, Winter Study and Spring)**

This course follows the traditional ballet class format of barre work proceeding into center work. Barre exercises will warm up the muscles in a logical fashion, reinforce proper alignment, coordination and musicality. Center work will include adage, pirouettes, travelling steps and turns, small and large jumps.

Format: studio.

Prerequisites: a minimum of 3 years of training in ballet, placement class or permission of the instructor. *Enrollment limit: 18 (expected: 12).*

Hour: 11:20-12:35 TR

PARKER

##### **Beginning Ballet (Spring)**

This course will introduce the fundamentals of classical technique using the barre and center floor work. Students will learn to work safely and correctly with their individual abilities. Emphasis is placed on the following: proper alignment of the body, understanding music in relationship to dance and the development of expression through movement.

Format: studio. Evaluation will be based on quality of participation, understanding and use of technique as well as progress with movement concepts.

Prerequisites: none. *Enrollment limit: 20 (expected: 12). Preferences given to students who have completed DANC 100.*

*This course may only be taken for PE credit.*

Hour: 9:55-11:10 TR

PARKER

## **ECONOMICS (Div. II)**

Chair, Professor PETER MONTIEL

Professors: BAKIJA, BRADBURY, CAPRIO\*\*\*, GENTRY\*\*, D. GOLLIN\*, KUTTNER, MONTIEL, P. PEDRONI, S. SHEPPARD, SHORE-SHEPPARD, SWAMY, ZIMMERMAN. Associate Professors: LOVE\*\*, NAFZIGER, RAI, SCHMIDT, WATSON\*. Assistant Professors: ASH-RAF\*, JACOBSON, LALUMIA, LEE, OLNEY, ROLLEIGH, SAVASER, WILSON\*\*. Senior Lecturer: SAMSON§§. Visiting Professors: BIRDSALL, FORTUNATO, HANSON, HELLER. Visiting Associate Professor: HONDERICH§.

The primary objectives of the economics major are to develop an understanding of how the economy works and how individuals, organizations and societies meet their economic needs. The major equips students to understand and analyze economic issues and related social policies. The introductory courses develop the basic elements of economic analysis that are used for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the market in allocating economic resources and by examining the aggregate processes that determine employment, inflation, and growth. The required econometrics course equips the major to understand and apply the tools of quantitative empirical analysis used for measuring economic behavior and testing economic theory. In elective courses students apply theoretical and empirical tools to develop a richer understanding of specific aspects of economic behavior and public policy.

Graduate training in economics requires more mathematical sophistication than does undergraduate economics. We encourage students who are considering pursuing a Ph.D. in Economics to take Mathematics 105 (or 106), Mathematics 209, Mathematics 211 and Mathematics 301. We also advise students to consider electives such as Economics 451 and 475 that present an advanced perspective on contemporary economic theory. As graduate schools also look for evidence of research experience and promise, we strongly encourage interested students to write a senior honors thesis in Economics.

#### *Should I Major in Economics to Prepare for a Career in Business?*

Economics is a social science that deals with how individuals and organizations make choices, and with the allocation of scarce resources among competing ends. An economics major is excellent preparation for a wide variety of careers: public policy, law, teaching, economics research in government or in the private sector, as well as more general careers in business. Training in economics is similar to training in other sciences. You will learn about the constraints that influence the relationships among economic agents and the economic systems in which these agents interact. You will learn about economic data and how to test economic theories and measure economic outcomes. *Training in economics is not the same as training in business management.* Success in business is achieved by students from a wide variety of majors, not only economics. We advise students to acquire a broad exposure to the arts, social sciences and natural sciences, and to major in the subject that most engages their interest, rather than attempt to acquire extensive pre-professional training while undergraduates.

#### **MAJOR**

Students who have not yet taken an economics course should begin their sequence with Economics 110 and should follow the following sequence:

Economics 110 Principles of Microeconomics

*(Note that students may not take any economics courses, including Economics 110 and 120, without having passed the quantitative studies exam or the equivalent.)*

Economics 120 Principles of Macroeconomics (Economics 110 or the equivalent is a prerequisite for 120)

Economics 251 Price and Allocation Theory

Economics 252 Macroeconomics

Economics 255 Empirical Methods

*Please note that Statistics 101 or 201 is a prerequisite from Economics 255. Students who are considering majoring in economics are thus strongly encouraged to take Statistics 101 or 201 early in their college careers. Students may take the combination of Statistics 201 and 346 instead of Economics 255. Economics/POEC 253 cannot be substituted for Economics 255, or count as an elective towards the economics major. A score of 5 on the Statistics AP satisfies the prerequisite for Economics 255.*

Note that Economics 251, 252, and the Empirical Methods course can be taken in any order. In most cases all three of these courses are prerequisites for Economics Senior Seminars, at least one of which is required for the major. Senior seminars are typically taken during senior year or during the spring of junior year. Students are thus strongly encouraged to complete these three core courses by the end of junior year at the latest.

Prospective majors please note that instructors in all sections of Economics 251, 252, and 255 and courses numbered 350 and above feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses, with the exception of 251 which has only Economics 110 and Mathematics 103 as prerequisites. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

#### *Elective Requirements:*

Students must complete four Economics electives, of which at least two must be selected from advanced electives numbered 350 to 395 (or from the CDE courses offered), and one of which must be selected from electives numbered 450-475. (Note: students may substitute an extra 450+ elective for a

350-395 elective. However, in admitting students to these courses, the department will give preference to students who have not yet taken a course numbered 450-475.)

#### *Credit for Coursework Done Elsewhere*

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or higher, or the numeric equivalent.

#### STUDY ABROAD

Students who are considering study abroad should consult with the Department's Coordinator for Transfers/Study Abroad Credits early in the process of planning a year or semester abroad. (See the Department website to determine which professor is the Coordinator for this academic year.) Economics majors or prospective majors who are considering spending all or part of their junior year abroad are strongly advised to choose sophomore courses such that they can complete their intermediate theory requirements (Economics 251, 252, and 255) prior to the start of their senior year. We recommend as well that students complete at least part of the major's advanced elective requirement prior to the beginning of the senior year. Students who hope to pursue Honors in economics but who plan to be away for all or part of the junior year are strongly advised to meet with the Department's Director of Research prior to going abroad to discuss options for pursuing honors. (See the Department website to determine the Director of Research for this academic year.)

#### THE DEGREE WITH HONORS IN ECONOMICS

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the Specialization Route and the Thesis Route.

##### *1) Specialization Route, consisting of these three units:*

- a. Development of a thesis proposal;
- b. An honors winter study project (W30) in January of the senior year;
- c. Economics 491 or 492 Honors Seminar. Students may pursue the Specialization Route to honors in their senior year, either in the fall semester plus WSP or WSP plus the spring semester. After selecting an advisor and discussing the topic with the advisor, the student should submit a thesis proposal to the department for approval. (A description of what should be included in proposals is listed on the department's website.) Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. Students should submit proposals at the end of the spring semester if they wish to pursue a fall-WSP thesis and by one week after the last day of classes in December if they wish to pursue a WSP-spring thesis. The department provides a memorandum to majors with more details every spring and fall.

##### *2) Thesis Route (Economics 493-W31-494):*

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take both Economics 493 and 494 may substitute Economics 493 for an upper-level elective (excluding those numbered 400-490) if they wish to. Students who pursue the Specialization Route to Honors may not substitute Economics 491 or 492 for an upper- (or lower-) level elective requirement.

Because economics honors theses frequently make use of empirical economic methods, students considering writing an honors thesis in economics are strongly advised to complete Economics 255 or Statistics 346 before the end of junior year.

#### AFRICANA STUDIES AND AREA STUDIES

A major in economics who concentrates in Africana Studies or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

*Note on course numbers:* Courses between 201 and 299 are lower-level electives and are open to students who have taken 110 or 120. Courses 350 and above are advanced electives, have intermediate theory prerequisites, and are primarily designed for Economics and Political Economy majors. Courses numbered 450-475 are only open to students who have completed Economics 251, Economics 252, and who have satisfied the statistical methods requirement unless the course prerequisite explicitly indicates otherwise.

#### **ECON 110(F,S) Principles of Microeconomics (Q)**

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam. (*Bradburd's and Schmidt's sections will have two midterm exams.*)

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

Hour: 1:10-2:25 MR, 2:35-3:50 MR, 8:30-9:45 TR, 9:55-11:10 TR, 2:35-3:50 TF  
1:10-2:25 MR, 2:35-3:50 MR, 9:55-11:10 TR

First Semester: NAFZIGER, SCHMIDT, BRADBURD, LEE  
Second Semester: BRADBURD, LEE

#### **ECON 111 Introduction to Economics and Its Applications (Not offered 2012-2013) (Q)**

This course is intended for students who do not wish to major in economics but who would like to learn something about the discipline and to develop a greater understanding of the ways in which economics can be used to explain behavior and to inform policy. Our focus will be on providing some very basic tools of economic analysis and important institutional background regarding the US and international economies, and then using those tools and institutional knowledge to analyze current policy issues.

Format: lecture/discussion. Requirements: problem sets, several short papers, at least one quiz, and midterm and final exam.

Prerequisites: open only to juniors and seniors who have not taken an economics course. (Note: Economics 111 cannot substitute for Economics 110 or Economics 120 as a prerequisite for admission to Economics 251 or Economics 252, respectively.) Enrollment limit: 30 (expected: 30).  
BRADBURD

#### **ECON 120(F,S) Principles of Macroeconomics (Q)**

This course provides an introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international finance.

Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam. (*Samson's section in the spring will have 2 one-hour exams and a final.*)

Prerequisites: Economics 110. Enrollment limit: 40 (expected: 40).

Hour: 9:55-11:10 TR, 1:10-2:25 TF  
8:30-9:45 MWF, 8:30-9:45 TR, 1:10-2:25 MR, 2:35-3:50 MR

First Semester: OLNEY, LALUMIA  
SAMSON, OLNEY, LOVE

#### **ECON 204 Economics of Developing Countries (Same as ENVI 234) (Not offered 2012-2013)**

This course is an introduction to the microeconomics of development. The central question is: why are some people and nations poor? And what can governments (or donors) do to reduce poverty? Topics include agricultural productivity, health, education, microfinance, child labor, corruption, and intellectual property rights. We shall also discuss the extent to which market-friendly reforms (such as trade liberalization) can reduce poverty.

Format: lecture/discussion. Requirements: short papers and exams.

Prerequisites: Economics 110. Enrollment limit: 40 (expected 35). If overenrolled, preference to sophomores.  
NAFZIGER

**ECON 205(S) Public Economics**

This course examines the role of the government in a market economy. Three broad issues are considered: when is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on individual incentives? The course will cover issues in both taxation and spending. Specific programs will be considered such as Social Security, Medicare, education, and public assistance for the poor. We will also discuss rationales and strategies for reforming the U.S. tax system.

Format: lecture/discussion. Requirements: problem sets, policy memos, midterm and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 30).*

Hour: 11:00-12:15 MWF

LALUMIA

**ECON 211 Gender in the Global Economy (Same as WGSS 211) (Not offered 2012-2013)**

(See under WGST 211 for full description.)

HONDERICH

**ECON 213(F) Introduction to Environmental and Natural Resources Economics (Same as ENVI 213) (Q)**

Economists love free markets, but many people fear that market-driven economic growth and consumption are endangering the natural environment. In fact, core economic theories predict that people and firms, left to their own devices, will often tend to pollute too much, conserve too little, overfish common waters, and cut down too many trees. These predictions seem to be borne out by the world's environmental problems. Fortunately, economics offers tools to address these issues, and these tools are increasingly gaining attention in the policy world. In this course, we will survey environmental and natural resource economics, fields that work to inform policy with attention to both natural assets and human needs. We will focus on real-world problems, mostly from a microeconomic perspective. Underlying issues in these fields include: why markets might be inefficient where the environment and natural resources are concerned; whether and how to value the benefits we receive from the environment; and how to carefully evaluate policies. We will study the economists' perspective on sustainability and we'll discuss how sustainability, growth, and human wellbeing relate to each other. We will study the use of non-renewable resources (like oil) and renewable resources (like trees and fish), and we will spend some time talking about energy and energy policy. We will examine issues related to pollution, looking at traditional "command and control" regulations and at market-based pollution control policies. Climate change is a pressing global problem, and we will study current and proposed climate policies and the role economics can play. We may cover other topics, including international development, food, agriculture, and water.

Format: lecture. Requirements: problem sets, short papers, a midterm, and a final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 30). Preference to sophomores if course is overenrolled.*

Hour: 11:00-12:15 MWF

JACOBSON

**ECON 215(S) International Trade, Globalization and Its Effects (Same as INST 315)**

This course is an introduction to international trade and finance with an emphasis on issues of current interest. Topics to be discussed may include: the gains from trade; why nations trade; different theories of the pattern of trade; the effects of tariffs and other trade barriers on national welfare and income distribution; the balance of payments, the determination of foreign exchange rates, and alternative exchange rate regimes.

Format: lecture/discussion. Requirements will include problem sets, a midterm, and a final exam.

Prerequisites: Economics 110. *Students who have completed Economics 251 must have permission of the instructor. Enrollment limit: 35 (expected: 35).*

Hour: 11:00-12:15 MWF

SAVASER

**ECON 217(F) Economics of East Asia (Same as ASST 220)**

This course will provide students with an understanding of economic growth in East Asia and the region's current microeconomic policy issues. For the purpose of this course, we will focus on China, Japan, Korea, and several Southeast Asian countries. Those interested in economic development and applied microeconomics characteristic of East Asia will find this course useful. We first examine the process of economic growth. Cross country comparisons will help draw similarities but also differences in the development processes. The second part of the course will focus on country or topic specific current economic issues such as, privatization in China, education and inequality in South Korea, demographic challenges in Japan, black markets in North Korea, disaster aid in Indonesia, and real estate in Singapore. The course will involve readings from various texts, policy reports, and academic journals. Students will learn how to read and analyze empirical evidence presented in these articles.

Format: lecture. Requirements: problem sets, one midterm, research prospectus, class presentation, final exam.

Prerequisites: ECON 110 and ECON 120. *Enrollment limit: 35 (expected: 25). Preference given to Economics and Asian Studies majors.*

Hour: 9:55-11:10 TR

LEE

**ECON 219T Global Economic History (Not offered 2012-2013) (W)**

Why did Western Europe—and not China, India, or the Middle East—first experience the Industrial Revolution? Why did Latin America fall behind in the 20th century? Why have the countries of East Asia recently experienced such high rates of economic growth? And why has Africa remained so poor for so long? These and other questions will guide our exploration of world economic development over the past several millennia. We will draw on micro and macroeconomic theory to help explain and interpret the historical roots of the modern global economy. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, cultural and technological revolutions, and market developments have driven economic changes.

Format: tutorial. Requirements: will meet weekly for one hour in groups of two. Evaluation will be based on five 5- to 7-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion.

Prerequisites: Economics 110 and 120 or equivalent. *Preference will be given to first-year students and sophomores intending to major in economics. Enrollment limit: 10 (expected: 10).*

NAFZIGER

**ECON 220(S) American Economic History**

This course examines the growth and development of the American economy from the colonial era to the modern period. The emphasis will be on the use of economic theory and quantitative evidence to address key questions in U.S. history. Topics may include some or all of the following: the development of colonial markets, the economic origins of the U.S. Constitution, immigration, agricultural innovation, industrialization, slavery, government regulation and policymaking, the Great Depression, the changing roles of women in the U.S. economy, post-World War II growth, and the place of the United States in the modern global economy. Comparisons will be made to European and non-European experiences when appropriate.

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

Prerequisites: Economics 110 and Economics 120. *Enrollment limit: 35 (expected: 35).*

Hour: 9:55-11:10 TR

NAFZIGER

**ECON 222 Economics of the Arts and Culture (Not offered 2012-2013)**

What economic forces influence the creation, presentation, preservation and ownership of art and culture? Should support for the arts be provided through private patronage, private philanthropy, or public sector support? How does the mechanism of support for art affect the productivity and creativity of the artist? Does art make a good investment for an individual? How do art markets function and what determines the price of art? Why do some art museums and performing arts organizations require donations and public support and operate as non-profit enterprises, while other types of culture production and preservation operate as for-profit enterprise? What are the impacts on economic vitality and local economic development of cultural and arts organizations? When these impacts arise, how can (or should) they be used for public policy? This course will use the tools of economic analysis to present a framework for discussion and analysis of these and related questions.

Format: lecture, discussion. Requirements: midterm and final exam, two policy memoranda.

Prerequisite: Economics 110. *Enrollment limit: 35 (expected: 30). Preference given to sophomores and juniors.*

S. SHEPPARD

**ECON 225T Global Financial Crisis and African Economic Development (Not offered 2012-2013) (W)**

Will the global financial crunch create a development crisis for Africa? Just two years ago the International Monetary Fund published the most optimistic growth projections for Africa in decades, predicting rapid growth driven by higher commodity prices, stronger agricultural output and the dividends of years of difficult economic reforms. Today, economic analysts are downgrading African growth forecasts in the face of growing poverty and macroeconomic challenges. Food prices have more than doubled in some countries—increasing hunger for the most vulnerable groups. Fuel costs—and subsidy policies in some countries—are creating macroeconomic imbalances, and the global financial crisis is depressing demand for Africa's exports. Private capital flows, which reached record levels until 2007, are expected to decline by \$300-400 billion over the next two years, with bank lending falling, portfolio investment declining, and foreign direct investment decreasing. This triple-F crisis—food, fuel and financial—is posing renewed challenges to African leaders trying to tackle the imperatives of economic development and pro-poor and inclusive economic growth. This crisis is raising the costs of reforms in countries reliant on exports and international capital for growth. Successful strategies must combine policies more efficiently than ever—to balance the necessary reforms with initiatives that offset the costs for the most vulnerable. This tutorial will analyze critical questions posed by the emerging crisis: Which countries will be hit the hardest, and how deeply and for how long? Through which channels does the contagion afflict national economies? And perhaps most importantly, what coordinated strategies can African nations develop in order to foster effective responses? This tutorial will explore how policy-makers in Africa are working to build successful inclusive growth strategies, with fiscal, monetary, industrial, trade and labor market policies reinforcing each other rather than working at cross purposes.



Format: tutorial, will meet weekly for one hour in groups of two. Evaluation will be based on five short papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 252 (or concurrently) or permission of the instructor. *Enrollment limit: 10 (expected 10).*  
SAMSON

### **ECON 228T(F) Water as a Scarce Resource (Same as ENVI 228) (W)**

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Format: tutorial. Students will meet with the instructor in pairs for an hour each week. Requirements: write a 5- to 7-page paper every other week (five in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers. Evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 110 or equivalent. *Enrollment limit: 10 (expected: 10). Preference will be given to first year students and sophomores intending to major in economics and/or to concentrate in Environmental Studies.*

Tutorial meetings to be arranged.

BRADBUD

### **ECON 229 Law and Economics (Not offered 2012-2013) (Q)**

This course applies the tools of microeconomic analysis to both private (i.e., civil) and criminal law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how criminal law deters criminal activity. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system.

Format: lecture/discussion. Evaluation will be based on class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam.

Prerequisite: Economics 110. *Enrollment limit: 35 (expected: 25). Preference given to majors and sophomores if overenrolled.*

GENTRY

### **ECON 230 The Economics of Health and Health Care (Not offered 2012-2013) (W)**

In recent years, the intersection between health and economics has increased in importance. The costs of health care have been rising, seemingly inexorably. A substantial fraction of the United States population lacks health insurance, while the rising number of elderly is putting increasing pressure on health spending. Globally, the HIV/AIDS pandemic is causing severe economic hardship, and many people lack access to basic health care. More positively, advances in health care have widened the scope of possible treatments. Given the importance of good health for individual well-being, it is not surprising that health care and how to pay for it are of concern to individuals and policymakers worldwide. In this course we will analyze the economics of health by applying standard microeconomic techniques to the problems of health and health care markets. The course focuses on three broad issues: the inputs to health and the demand for health care, the structure and consequences of public and private health insurance, and the supply of health care. Special attention will be devoted to topics of current public policy, including the problems of rising costs and cost containment, health insurance reform, the changing nature of health care provision, changing public policies in the Medicare and Medicaid programs, hospital competition, and the determinants and consequences of technological change in medicine.

Format: lecture/discussion. Requirements: several short papers and a final research paper and presentation.

Prerequisite: Economics 110. *Enrollment limited to 19 (expected: 19).*

SHORE-SHEPPARD

### **ECON 231(F) Inequality and Development in a Globalizing World (Same as INST 231)**

This course introduces students to the relations among growth, inequality and globalization of economic markets, with a focus on implications for the developing world. Among topics for study are the world distribution of income, across and within countries; concepts of inequality (income, opportunity, mobility, capabilities, horizontal inequality); the implications of global trade and capital markets for inequality within developing countries; the consequences of inequality for growth and for political institutions in developing countries; the effects of global market failures and differences among countries in economic power on trade, capital, intellectual property, international migration, climate and other global regimes; and the role of global economic institutions (IMF, World Bank, bilateral aid programs) in addressing unequal opportunity and global market failures.

Format: lecture/discussion of readings. Requirements: two papers (5-10 pages each) arguing for a policy change; one class presentation; final exam.

Prerequisites: ECON 110 and 120. *Enrollment limit: 25 (expected: 25). Preference given to Div II majors and prospective majors.*

Hour: 11:20-12:35 TR

BIRDSALL

### **ECON 235 Urban Centers and Urban Systems (Not offered 2012-2013) (Q)**

Cities, systems of cities, and the interactions between cities are the outcome of human decisions and reflect their social structure and desire for interaction. The form of these urban areas is determined by the choices made by the people who reside in, work in, and travel between cities. Economic forces influence and constrain these choices, and economic models of decision-making can help us to explain and predict the patterns that result. These models help us to comprehend the structure of urban areas. This course will introduce the ideas and some of the analytic tools that assist in understanding the economic foundations of urban centers and urban systems. Topics addressed in the course will include the determinants of land use, location of firms, choice of transportation mode, flows of capital investment into real estate, housing prices and housing availability and regulation of housing markets, movement of population from one city to another, and public policies designed to deal with urban problems.

Format: lecture/discussion. Requirements: two "policy memoranda" on assigned topics, midterm, and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40.*

S. SHEPPARD

### **ECON 240T(F) Colonialism and Underdevelopment in South Asia (D) (W)**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to not only examine the economic questions, but also how power and its contestations have shaped the answers provided. Therefore, the course part of the college's Exploring Diversity Initiative.

Format: tutorial. Requirements: papers.

Prerequisites: ECON 110, 120. *Enrollment limit: 10 (expected: 10). Preference given to students with a prior class on South Asia.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Tutorial meetings to be arranged.

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.

Format: lecture. Requirements: problem sets, a midterm, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 2:35-3:50 TF, 1:10-2:25 T, 2:35-3:50 MR

2:35-3:50 TF, 2:35-3:50 MR

First Semester: SHEPPARD, RAI, JACOBSON  
Second Semester: S. SHEPPARD, JACOBSON



**ECON 252(F,S) Macroeconomics (Q)**

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Format: lecture. Requirements: problem sets and/or written assignments, midterm(s), and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Enrollment limit: 30 (expected: 25).*

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF

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

First Semester: SAVASER

Second Semester: KUTTNER, SAVASER, P. PEDRONI

**ECON 255(F,S) Econometrics (Q)**

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations and possible additional assignments.

Prerequisites: Mathematics 103 and Statistics 101 or Statistics 201 or equivalent *plus* one course in Economics. (A score of 5 on the Statistics AP satisfies the prerequisite for Economics 255.) *Enrollment limit: 35 (expected: 35).*

Hour: 1:10-2:25 TF, 2:35-3:50 TF

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

First Semester: ZIMMERMAN

Second Semester: GENTRY, SWAMY

**ECON 299(F) Economic Liberalism and Its Critics (Same as POEC 250 and PSCI 238)**

(See under POEC 250 for full description.)

BAKIJA and MAHON

**ADVANCED ELECTIVES****ECON 351 Tax Policy (Not offered 2012-2013) (Q) (W)**

The tax system is a major element of public policy. In addition to raising revenue for government expenditure programs, policymakers use the tax system to redistribute resources and to promote a variety of economic policies. For example, the United States tax system has specific rules to encourage savings, education, and investment. Inherently, many tax policy choices involve trade-offs between equity and efficiency. The purpose of this course is to clarify the goals and possibilities of tax policy, mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), notations of fairness in taxation (e.g., the rate structure), the choice to tax corporate income separately from personal income, and a variety of specific tax policy issues (e.g., retirement saving, child care, the "marriage" tax, capital gains taxation, and the taxation of housing).

Format: seminar/discussion. Requirements: several shorter papers, a research paper, and final exam.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

LALUMIA

**ECON 357T(S) The Economics of Higher Education**

This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

Format: tutorial; will meet weekly for one hour in groups of two. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 251 and 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference will be given to majors if overenrolled.*

Tutorial meetings to be arranged.

ZIMMERMAN

**ECON 358 International Trade and Economic Policy (Not offered 2012-2013)**

Advances in transportation and communication have led to an increasingly integrated global economy where goods, services, people, capital, and ideas flow across borders. In this course we will examine the causes and consequences of globalization, using theoretical models and empirical evidence. Topics discussed in class will include: models of international trade; immigration; multinational corporations; offshoring; trade policies such as tariffs, quotas, and export subsidies; international trade agreements and organizations; and the implications of trade for the environment.

Format: lecture/discussion. Requirements: problems sets, short essays, midterm, and final.

Prerequisites: Economics 251, 252, and some familiarity with statistical analysis.

Enrollment limit 20, expected 20

Preference given to senior economics majors.

OLNEY

**ECON 360 International Monetary Economics (Not offered 2012-2013)**

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the "asset market approach" to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements for first semester: two hour tests and a choice between a 10-page paper or a comprehensive final; requirements for second semester: two exams and a term paper.

Prerequisites: Economics 251 and 252. *Enrollment limit: 25 (expected: 25).*

MONTIEL

**ECON 362(S) Global Competitive Strategies**

This course examines the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

Hour: 7:00-9:40 M

FORTUNATO

**ECON 363 Money and Banking (Not offered 2012-2013)**

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? Second, it analyzes the role of the central bank and the conduct of monetary policy. Special attention will be given to the organization and the operation of the Federal Reserve System, but other monetary policy regimes will also be considered. Students will simulate a meeting of the Federal Reserve Open Market Committee, either to decide on monetary policy or to debate a current policy issue. Third, it studies the complexities associated with managing and regulating modern financial instruments. Throughout the impact of incentives on the shape and evolution of the financial system will be stressed.

Format: lecture and discussion. Requirements: problem sets, midterm, a group project culminating in a paper and a presentation, and a final exam.

Prerequisites: Economics 252. *Enrollment limit: 25 (expected: 25). Preference given to majors.*

CAPRIO

**ECON 371T Economic Justice (Not offered 2012-2013)**

This tutorial will examine normative and empirical aspects of economic justice, with a special emphasis on concerns related to income distribution. The course is loosely structured around three questions: a) How ought income be distributed? b) How is income distributed? c) What policies should be considered when a) and b) differ? The first question moves us into the area of ethics. We will spend several classes discussing the connections between economic analysis and

ethical theory. The second question moves us into the area of facts and theories surrounding income distribution. The third question moves us to consider policy responses to any perceived problems. In considering question c) we will focus on issues related to the distribution of income and status in the United States. Format: tutorial; will meet weekly for one hour in groups of 2. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 251 and 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference will be given to Economics majors.*

ZIMMERMAN

#### **ECON 374T Poverty and Public Policy (Not offered 2012-2013) (W)**

Since 1965, the annual poverty rate in the United States has hovered between 10 and 15 percent, though far more than 15 percent of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Food Stamps, Medicaid, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Format: tutorial. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to majors if over-enrolled.*

SHORE-SHEPPARD

#### **ECON 375T Speculative Attacks and Currency Crises (Not offered 2012-2013) (W)**

This course will review the causes and consequences of currency crises in industrial countries and emerging economies. Topics to be covered include analytical models of balance of payments crises, empirical research on the determinants of currency crises, the relationship between currency and banking crises, and the channels of "contagion" of crises across countries. The evolution of a series of important recent crises with systemic implications will be examined, including the European crisis of 1992, the Mexican crisis of 1994, the Asian crisis in 1997, and the Russian crisis of 1998. Several more recent currency crises with effects more restricted to the crisis countries themselves will also be studied.

Format: tutorial. Requirements: a paper every other week.

Prerequisites: Economics 252. *Enrollment limit: 10.*

MONTIEL

#### **ECON 378 Long-Run Perspectives on Economic Growth (Not offered 2012-2013) (Q)**

The world today is marred by vast inequities, with about a 30-fold difference in per capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity? Are the explanations to be found in underlying differences between countries during the past few decades? The past few centuries? Or the past few millennia? If contemporary differences in living standards have origins that are hundreds or even thousands of years in the past, what scope exists for policies to reduce global inequality? Can we expect these inequalities to be reduced gradually over time through natural economic processes, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include, amongst other topics, Malthusian stagnation in pre-industrial societies, the importance of the demographic transition and human capital formation in the process of industrialization, the role of colonialism, slavery and ethnic fragmentation in shaping modern institutions, and the long-lasting effect of geography through its impact on the emergence of agriculture in early human societies.

Format: lecture/discussion. Requirements will include at least one exam, a research paper and a class presentation.

Prerequisites: Economics 251 and 252 or permission of the instructor, familiarity with econometrics (ECON 255) will be helpful but not essential. *Enrollment limit: 25 (expected: 25). Preference given to junior and senior Economics majors.*

ASHRAF

#### **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.

Format: lecture. Requirements: requirements will include at least one exam, a research paper and a class presentation.

Prerequisites: Economics 251 and 255 or permission of the instructor. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 8:30-9:45 TR

SCHMIDT

#### **ECON 383(F) Cities, Regions and the Economy**

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of economic growth is generally associated with increasing urbanization. Urbanization, with its increasing concentration of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy.

Format: lecture/discussion. Requirements: two midterms and a research paper.

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25). Preference given to seniors and juniors.*

Hour: 1:10-2:25 TF

S. SHEPPARD

#### **ECON 384 Corporate Finance (Not offered 2011-2012) (Q)**

This course analyzes the major financial decisions facing firms. The course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate governance and corporate restructuring, such as mergers and acquisitions. The course will emphasize the underlying economic models that are relevant for these decisions.

Format: lecture/discussion. Requirements: class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, and a final exam.

Prerequisites: Economics 251, 252, and some familiarity with statistics (e.g., Economics 253 or 255).

*Enrollment limit: 20 (expected: 20) Preference given to senior economics majors.*

GENTRY

#### **ECON 385 Games and Information (Not offered 2012-2013) (Q)**

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life. Applications include auctions, labor contracts, debt relief, and corruption.

Format: lecture/discussion. Requirements: exams, problem sets and a substantial final project that involves modeling a real world situation as a game.

Prerequisites: Economics 251; Mathematics 105 (or permission of the instructor). *Enrollment limit: 25 (expected: 25).*

RAI

#### **ECON 386(S) Environmental Policy and Natural Resource Management (Same as ECON 518 and ENVI 386) (Q)**

Economics has a rich body of advice for policymakers struggling to manage and preserve environmental assets in developed and developing countries. In this course, we will study environmental policy and natural resource management from a microeconomic (and, to a lesser extent, macroeconomic) perspective. Throughout the course, we will emphasize issues of efficiency and equity, and we will be reminded again and again that the challenges are both technical and ethical. We will learn to identify cases in which markets may work well and cases of market failures. We will also look at actual policies worldwide to learn about

policy implementation and pitfalls. The course is undergirded by concepts like sustainability, welfare within and across generations, market failure, and valuation of environmental assets. We will study pollution, generally seeking an efficient level of pollution, since reducing pollution always comes at a cost. We will study both localized air and water pollution and larger global problems, with special attention to climate change. There are many policies (including taxes and “cap and trade”) that may be useful in cost-effectively fighting pollution, and we’ll study them. We will study the exploitation and management of both nonrenewable and renewable resources, including global energy issues. We will also examine the relationship between development and the environment, touching on controversial topics such as the “natural resources curse” and the relationship between economic growth and the demand for environmental quality.

Format: lecture/discussion. Requirements: problem sets, paper, brief presentation, a midterm, and a final exam.

Prerequisites: Economics 251, familiarity with statistics.

Enrollment limit: 25 (expected: 20). Preference given to senior majors and CDE fellows.

Hour: 11:00-12:15 MWF

JACOBSON

### **ECON 388 Urbanization and Development (Same as ECON 517 and ENVI 388) (Not offered 2012-2013)**

(See under ECON 517 for full description.)

S. SHEPPARD

### **ECON 390T(F) Financial Crises: Causes and Cures (W)**

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spill over to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies in the 19th, 20th and 21st centuries will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Format: tutorial. Requirements: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students.

Prerequisites: Economics 252, and 253/255. Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors.

Not available for the Gaudino option.

This course is part of the Gaudino Danger Initiative.

Tutorial meetings to be arranged.

CAPRIO

### **ECON 391T(S) Economic Analysis of Housing Markets (W)**

Housing is one of the most basic of human needs and the housing market is one of the largest, most important and most heavily regulated markets in national economies around the world. At various times economists, policy makers and the general public have regarded the housing market as irrational and malfunctioning in a variety of ways. Why? In this tutorial we will explore and analyze the workings of the housing market. In what ways do housing markets differ from other markets? Why (and how often) do house price “bubbles” occur? How do mortgage markets function and influence housing markets in countries around the world? In what ways can housing and housing conditions serve as an indicator of quality of life? How do housing markets affect the sustainability of cities? These and other questions will be the focus of reading and discussion for the course.

Format: tutorial. Each student will write a paper every other week, and comment on his/her partner’s work in the other weeks.

Prerequisites: Economics 251 and 255 or permission of the instructor. Enrollment limit: 10 (expected: 10). Preference given to Economics majors.

Tutorial meetings to be arranged.

S. SHEPPARD

### **ECON 392 Finance and Capital Markets (Not offered 2012-2013) (Q)**

This course gives a survey of financial markets and currency trading. We begin by exploring the role of capital markets in the flow-of-funds between savers and investors, their role in risk redistribution and continue with the analysis of exchange-rate markets. Topics include: risk and return tradeoffs, models of stock and bond prices, the capital asset pricing model, financial derivatives (options, futures, currency swaps), hedging, “efficient markets” theories of financial markets and order flow analysis in currency markets.

Format: lecture/discussion. Evaluation will be based on problem sets, midterm, final, a project and class participation.

Prerequisites: Economics 251 and either Statistics 101 or 201 or Economics 253 or Economics 255. Enrollment limit: 25 (expected: 25). Preference to Economics majors.

SAVASER

### **ECON 393(F) International Macroeconomics**

This course examines the workings and interactions among national economies in the global arena and the implications for macroeconomic policy analysis. Topics include analysis of international financial asset markets, international capital flows and the transmission of business cycles internationally. A series of both factual and counterfactual case studies are developed in class and used to study the implications for central bank exchange rate policies, monetary policies, trade policies, currency and trade unions such as the EEC and NAFTA, and international policy coordination issues among the G7 and members of the International Monetary Fund more broadly.

Format: lecture/discussion. Requirements: two midterm exams and one final term paper focused on an international macro policy topic of the student’s choice.

Prerequisites: Economics 252 (Intermediate Macro). Enrollment limit: 20 (expected: 15). Preference given to Economics majors, and particularly to those wishing to write an honors thesis in related areas of interest.

Hour: 1:10-2:25 MR

P. PEDRONI

### **ECON 394 European Economic History (Not offered 2012-2013)**

Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? Why did the economy of the Soviet Union collapse in the 1980s? What drove European economic integration? This course will explore these and other questions related to the economic development of Europe from the early modern period until today. We will investigate how institutional change, technology, industrialization, social welfare policies, trade and globalization, and government intervention have affected the process of economic growth. Drawing on a wide variety of empirical and theoretical readings, the perspective of the course will be comparative, both across Europe and to the experiences of developing countries today.

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

Prerequisites: Economics 251 or 252 AND either 253, 255, or equivalent. Enrollment limit: 25 (expected: 25).

NAFZIGER

### **ECON 395T Growth and Sustainability (Not offered 2012-2013) (W)**

The question to be addressed in this class is whether material living standards can continue to rise indefinitely: is “sustainable growth” possible, or is the world doomed to stagnation—or eventual collapse—by limited resources, population pressures and pollution? The readings will include the views of pessimists, such as Malthus and Diamond, as well as those of optimists, such as Simon and Nordhaus. Because growth and the allocation of resources are central to the study of economics, we will confront the question of sustainability with the tools of microeconomics and growth theory, extending standard economic models to address the challenges posed by population growth, resource use, and pollution.

Format: tutorial; will meet weekly for one hour in groups of two. The requirements are five 5- to 7-page papers, written commentary on fellow students’ papers, an expanded version of one of the short papers and consistent contributions to tutorial discussions.

Prerequisites: Economics 251 and 252. Enrollment limit: 10 (expected: 10). Preference will be given to Economics majors.

KUTTNER

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

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Hour: TBA

Members of the Department

### **ECON 451 Topics in Macroeconomics (Not offered 2012-2013)**

This seminar explores some of the central topics in macroeconomics, including economic growth, saving and investment, business cycle fluctuations, monetary policy, and financial crises. The first part of the course focuses on long-run economic growth. Using economic theory and evidence, we will attempt to answer some of the most important questions in all of economics: Why are some countries poor and other countries rich? What can governments do to achieve faster and environmentally sustainable rates of growth? What are the growth consequences of sustained budget deficits? Understanding the behavior of the economy in the long run is one of the key tasks of macroeconomics. But as we have seen during the 2008-2009 financial crisis, the short run matters as well. In the second part of the class, we will turn our attention to economic downturns and financial crises. Using historical work on past crises and the accumulating evidence on the current one, we will study a host of short-run topics, including financial markets, the effectiveness of fiscal and monetary policies, consumer expectations, asset prices, employment, and productivity. Because this is an advanced class in macroeconomics, we will approach these issues as practicing economists

working with the best possible models and empirical techniques. Students will have an opportunity to apply these methods in a required end-of-term research paper.

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

Prerequisites: Economics 251, 252, and 255.

LOVE

### **ECON 453(S) Research in Labor Economics (Q)**

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Format: seminar. Requirements: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages).

Prerequisites: ECON 251 and 255 or ECON/POEC 253. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 9:55-11:10 TR

SHORE-SHEPPARD

### **ECON 455(S) Research in Economic History**

Historical approaches to understanding current economic issues are increasingly in vogue. History not only offers laboratories for investigating economic phenomena, but it often provides excellent empirical material for testing economic theories and analyzing policy decisions. This seminar will explore recent works in economic history, all of which speak to a current debate in the broader economics profession. Topics to be covered include the role of political change in economic development, education and human capital accumulation, technology and innovation policies, and the evolution and workings of global factor markets. The focus of the seminar will be on how economic historians marshal evidence and utilize empirical tools of economics to investigate questions of a historical nature that have modern implications. Students will be expected to not only analyze recent scholarship in economic history, but they will produce and present their own original research over the semester.

Format: seminar. Requirements: short reading responses and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages).

Prerequisites: ECON 251 and ECON 255 or ECON/POEC 253. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 2:35-3:50 TF

NAFZIGER

### **ECON 456(F) Income Distribution**

This course examines the distribution of income in the U.S., with particular emphasis on how it is affected by taxes, transfers, and other government programs. Most of the course will focus on the bottom of the income distribution, where the role for policy is greatest. Questions to be addressed may include the following: What are the causes and consequences of poverty? How do welfare, the minimum wage, and the EITC affect those in poverty? How does discrimination affect the incomes of various demographic groups? What are the effects of affirmative action? How much mobility is there across the income distribution? What explains the recent growth in income at the top of the distribution, and the resulting increase in inequality?

Format: seminar/discussion. Requirements: short writing assignments, computer lab exercises, oral presentations, and a final research paper.

Prerequisites: Economics 251 and 253 or 255 or equivalent. *Enrollment limit: 19 (expected: 19). Preference: senior Economics majors.*

Hour: 9:55-11:10 TR

LALUMIA

### **ECON 457 Public Economics Research Seminar (Not offered 2012-2013)**

In this class, students will learn how to read, critically evaluate, and begin to produce empirical research on important and interesting public policy questions. Topics will be selected from across the spectrum of public economics issues and may vary from year to year. Examples of specific topics that may be covered include education, environmental policy, taxation, income inequality, anti-poverty policy, health care policy, the economics of crime and corruption, and the implications of behavioral economics and psychology for public policy (we will typically only cover a subset of these topics). Applications will be drawn mostly from the United States but we will also consider some issues and evidence from other industrialized and developing countries. The course will especially emphasize the critical analysis of empirical evidence on public policy questions.

Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models. Requirements will include a 15- to 20-page research paper (written in stages) that is a combination of a research proposal and an original empirical analysis of data, a series of short papers and empirical exercises, and regular constructive contributions to class discussion.

Prerequisites: Economics 255, Economics 251, and Economics 120. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

BAKIJIA

### **ECON 458T Economics of Risk (Not offered 2012-2013)**

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions—from managing a portfolio to starting a business—are also fraught with uncertainty. Some risks are environmental—both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

Format: tutorial; will meet with the instructor in pairs in each week. Requirements: each student will write a paper (or do a short project) every other week, and comment on his or her partner's work in the other weeks. The final two weeks will be reserved for applied projects of the student's choice. One of the papers during the term will be revised to reflect feedback from the instructor and the student's partner.

Prerequisites: Economics 251, 252, and Economics 253 or 255. *Enrollment limit: 10 (expected: 10). Preference to senior majors.*

GENTRY

### **ECON 459 Economics of Institutions (Not offered 2012-2013)**

Why are some countries rich and others poor? There are numerous candidate explanations emphasizing factors ranging from demography to technological innovation to unequal international relations. However, some economists like Douglass North and Mancur Olson have argued that beneath the profusion of proximate causes the quality of a country's "institutions" fundamentally determines its economic prospects. The word "institutions" is used broadly; it can refer to micro-structures like households or macro-structures like the state. The course will survey the literature on institutions and economic development, discussing both developed and developing countries. Readings will largely consist of published journal articles and unpublished work of similar quality. Students should expect to use microeconomic theory and econometrics learned in previous courses.

Format: seminar. Evaluation will be based on four short papers of 7-10 pages each.

Prerequisites: Economics 251, Economics 253 or 255 or the equivalent; *students who have already taken Economics 502 will not be admitted. Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

SWAMY

### **ECON 461(S) Computable General Equilibrium (CGE) Modeling (Same as ECON 526)**

The Computable General Equilibrium (CGE) model is an important tool for applied policy work. CGE models are the primary tool for many government organizations when evaluating policy alternatives and are also used extensively by various NGO's when deciding aid and policy recommendations. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models. This overview will be rigorous and mathematical. This course will use the free programming packages GAMS and MPSGE to implement various CGE models using real world data. While no previous computer experience is required, some familiarity with Excel is recommended. During the latter part of the course, students will create a CGE model for a country of their choice and conduct policy experiments using their model. Interested students could continue this project as a potential thesis topic.

Format: lecture/discussion. Evaluation will be based on problem sets, two midterms, final project and presentation.

Prerequisites: Mathematics 105, Economics 251. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 2:35-3:50 MR

ROLLEIGH

**ECON 463 Financial History (Not offered 2012-2013) (W)**

This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluate their efficacy, and consider lessons for modern financial regulation.

Format: seminar. Evaluation will consist either of 6 short papers or 3 short papers and one longer research paper (student choice), at least one oral presentation, and contributions to class discussions.

Prerequisites: Economics 363, 384, 390, 392, or 505 (that is, any one of those courses), or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

CAPRIO

**ECON 467T Development Successes (Same as ECON 531T) (Not offered 2012-2013) (W)**

Although living standards in most of the world's poor countries have increasingly fallen behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, as well as non-Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.

Format: tutorial. Methods of evaluation; students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

Prerequisites: Economics 204 or 501. *Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors. Admission requires permission of the Instructor.*

MONTIEL

**ECON 468 Your Money or Your Life: Health Disparities in the United States (Not offered 2012-2013)**

A 25 year-old man living in a high-income household can expect to live 10 years longer than his low-income counterpart. There are also stark differences in mortality and health by education, employment status, race, immigrant status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.

Format: seminar. Course will include frequent small group meetings, a computer lab, and a poverty simulation. Evaluation includes class discussion, oral presentations, 4 short response papers, two 5-page critiques of published articles, and one 15-page original empirical research paper.

Prerequisites: Econ 251 and Econ 255 or equivalent, or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

WATSON

**ECON 469(S) Topics in Urban Economics (Same as ECON 527)**

This course will provide students with an understanding of how economists think about and analyze various urban policy issues around the world. Those interested in doing policy work on urban issues and/or economic development in the future will find this course useful. We will explore the structure of cities and the urban policy issues in both the US and developing countries. We will cover topics including city size and growth, land use regulation, property rights, housing, public goods and education, environment and energy, transportation and infrastructure, entrepreneurship, and migration and segregation. Students will learn the underlying economic theory and how to empirically examine urban policy questions using data. The course includes textbook like treatment of urban topics and examination of empirical evidence using journal articles. Examples will equally be drawn from the US and developing country cases.

Format: seminar. Requirements: problem sets, midterm exams, class presentation, research paper.

Prerequisites: ECON 251 and ECON 255. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors and CDE students.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 2:35-3:50 MR

LEE

**ECON 470(S) The Indian Economy: Development and Social Justice (D)**

The Indian economy today is described in two competing narratives. India is, on the one hand, a fast-growing "emerging economy;" it is producing a range of information technology services, threatening white-collar jobs in the United States; its growing consumption of fossil fuels is stressing world energy supplies and contributing to global warming; along with China, it is changing the balance of international economic and political relations. In another narrative Indian economic growth is lop-sided and unsustainable: poverty and malnutrition remain widespread; Maoist insurgencies threaten a swath of eastern districts; and conflicts rage over threatened ecological resources. In one prominent academic work India has been described as an "Emerging Giant;" in another, it is a "Republic of Hunger." This course will introduce the student to these narratives in the words of participants, ranging from books by CEO's of major corporations to pamphlets produced by left-wing critics of present economic policies.

We will then use the traditional theoretical and quantitative methods of an economist to evaluate these perspectives, and, consistent with the goals of the Exploring Diversity Initiative, consider how they are shaped by power, privilege, and the social location of the narrator.

Format: seminar. Requirements: five short response papers (5 pages), and longer final paper (15 pages).

Prerequisites: Economics 253, Economics 255, or equivalent, or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference: to junior and senior Economics majors*

Hour: 11:20-12:35 TR

SWAMY

**ECON 471(F) Topics in Advanced Econometrics (Q)**

This course focuses on a set of topics in the fields of time series econometrics and panel time series. Particular emphasis is placed on methods of structural identification of macroeconomic dynamics in vector autoregressive analysis and long run cointegration analysis, both in a conventional time series framework and in more recently developed multi-country and multi-regional panel time series contexts. The course is well suited for students exploring possibilities for empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, international trade and macro-development. It is also well suited for students who simply wish to expand their econometrics training and understanding to a more advanced level, or wish to pursue an honors thesis in econometrics. The course will cover both conceptual and practical issues.

Format: seminar. Requirements: periodic homework assignments, midterm exam, term paper.

Prerequisites: ECON 252 and ECON 255 (or equivalent). *Enrollment limit: 10 (expected: 10). Preference given to students with strong math backgrounds, and to students intending to write an honors thesis.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

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

P. PEDRONI

**ECON 473(S) Microfinance (Same as ECON 520) (Q) (D)**

Unequal access to finance (loans, savings, insurance) contributes to the persistence of poverty in developing countries. We review evidence that the entrepreneurial poor lack access to loans, and discuss how repayments can be enforced even when borrowers do not have collateral. We discuss how recent innovations in micro-insurance can reduce vulnerability. We will study the role of governments and donors in equalizing financial access through subsidies or targeting. Finally, we shall explore how microfinance can empower women within the household. Readings include current empirical and theoretical research in development economics. This course is an EDI course because it critically analyzes how microfinance interventions can reduce inequality both within and across households.

Format: seminar. Requirements: evaluation will be based on a midterm, a series of short papers and a longer final paper.

Prerequisites: ECON 251 and ECON 255. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 TF

RAI

**ECON 475(F) Advanced Microeconomic Theory (Q)**

This course examines the mathematical underpinnings of advanced economics. This includes proofs of the following: existence and uniqueness of competitive equilibrium in a variety of environments, first and second fundamental welfare theorems, existence of Nash equilibrium, and others. The focus of this class is primarily on the mathematical proofs. These proofs are essential components of any graduate program in economics. Students who wish to see pure math theo-

rems applied to other fields may also be interested.

Format: lecture. Requirements: problem sets, a midterm, class participation, and a final exam.

Prerequisites: Mathematics 105 or equivalent, Economics 251. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

Hour: 2:35-3:50 MR

ROLLEIGH

### **ECON 491(F)-W30 or ECON W30-492(S) Honors Seminar**

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department. Required for honors in Economics unless a student writes a year-long thesis.

### **ECON 493(F)-W31-494(S) Honors Thesis**

A year-long research project for those honors candidates admitted to this route to honors. Prerequisites: admission by the department in the spring of the junior year.

## **GRADUATE COURSES IN DEVELOPMENT ECONOMICS**

Juniors and seniors majoring in Economics or Political Economy may, with the permission of the instructor, enroll in graduate courses given by the Center for Development Economics (described below). These courses can substitute for electives numbered 350-395 in the major.

### **ECON 501(F) Development Economics I**

The course examines concepts, tools, and models in contemporary economic theory that have proved relevant to development problems, and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality.

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

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and requires instructor's permission.*

Hour: 9:55-11:10 TR

RAI

### **ECON 502(F) Statistics/Econometrics**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Admission to 502 depends on previous background in statistics and mathematics. *Enrollment limited to CDE students.*

Hour: 11:20-12:35 TR

SHORE-SHEPPARD

### **ECON 503(F) Statistics/Econometrics: Advanced Section**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Format: lecture/discussion. Requirements: problem sets, two midterm exams, and a final project.

Prerequisites: admission depends on previous background in statistics and mathematics; enrollment limited to CDE students. *Expected enrollment: 15.*

Hour: 1:10-2:25 MR

KUTTNER

### **ECON 504(F) Public Economics**

This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy?" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and equity. We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, microfinance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "decentralization?" What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Format: lecture/discussion. Requirements: problem sets, one 3- to 5-page paper, one 8- to 10-page paper, midterm, and a final exam.

Prerequisites: Economics 110; in addition, an empirical methods course (Economics 253, 255, 502 or 503, or Statistics 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission. Students who have previously taken Econ 205 will not be enrolled. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:00-12:15 MWF

BAKIIA

### **ECON 505(F) Developing Country Macroeconomics**

This course focuses on the relationship between macroeconomic policies and economic growth in developing countries. After examining the links between macroeconomic stability and long-run growth, the rest of the course is divided into three parts. The first part is devoted to the construction of an analytical model that is suitable for analyzing a wide variety of macroeconomic issues in developing countries. This model provides the general framework for a more specific analysis of fiscal and monetary policies in the two remaining parts. In analyzing fiscal policy, the course will consider in particular the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It will also examine alternative methods for achieving fiscal credibility, including the design of fiscal institutions. The final part of the course will turn to an analysis of central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.

Format: lecture. Requirements: two hour tests and a comprehensive final exam.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 MWF

MONTIEL

### **ECON 506(F) Fundamentals of Developing Country Macroeconomics**

This class covers the basic principles of macroeconomics, with an emphasis on the issues facing for developing, transition, and emerging market economies. The course begins with an introduction to core macro concepts and definitions. It then looks at the sectors and institutions that play major roles in the economy: households, businesses, the external sector, the fiscal authority, and the central bank. It goes on to develop a simple analytical framework for thinking about economic performance and policies. The course concludes with a discussion of some of the macroeconomic problems encountered in developing economies, and some of the policies that can be used to deal with them. The class is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics. Consequently, it does not qualify as a prerequisite for Econ 515.

Format: lecture. Requirements: two hour tests and a comprehensive final exam.

No prerequisites.; enrollment limited to CDE students. *No enrollment limit (expected: 10).*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 8:30-9:45 MWF

KUTTNER

### **ECON 510 Finance and Development (Not offered 2012-2013)**

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Format: lecture/discussion. Requirements: midterm, group presentation, policy paper, and a final exam.

Prerequisites: Economics 251 and 252. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

CAPRIO

### **ECON 511 Institutions and Governance (Not offered 2012-2013)**

Over the last two decades economists have become increasingly aware of the importance of the "social infrastructure" at various levels of economic activity: capable and honest government officials must be available to formulate and implement policies, markets must be supported by suitable institutional frameworks, property rights must be secure, and contracts reliably enforced. Even the structure of the household, the smallest institution analyzed by economists, has been shown to have an important influence on economic development. This course will survey the growing literature on institutions and governance.



Format: lecture and discussion. Evaluation will be based on several short assignments, and a longer final paper.

Prerequisites: at least one among Economics 253, Economics 255, Economics 502, Economics 503, Statistics 346; requires permission of instructor; students who have previously taken Economics 459 will not be enrolled. *Enrollment limit: 19 (expected: 19).*

SWAMY

### **ECON 513(S) Empirical Methods in Macroeconomics (Q)**

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis and forecasting, sources of exchange rate volatility and determinants of long run economic growth. Computer work and programming will be an important and integral part of the course, but no previous training is expected. Economics majors who are considering writing an honors thesis on related topics are encouraged to enroll in this course during the spring semester of their junior year. Students studying abroad during their junior year may nonetheless take this course during their senior year.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 252, Economics 255 or equivalent, and Economics 393 (360 may substitute for Economics 393). Not open to students who have taken Economics 471. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

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

P. PEDRONI

### **ECON 514(S) Tax Policy in Emerging Markets (Q)**

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. All of these issues are of great importance in developing and transitional countries (also known as "emerging markets"), but in these nations taxation is especially challenging because of serious problems with tax evasion and administration, among other things. This class provides an in-depth exploration of tax policy, with an emphasis on the challenges and issues most relevant in emerging markets. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; presumptive taxation; the "unofficial" economy and its implications for tax policy; tax policy towards natural resources such as minerals and oil; taxes on imports and exports; non-tax methods of raising revenue; and political economy considerations in tax policy.

Format: seminar. Requirements: midterm exam, problem sets, two short essays and a final 10- to 15-page research paper.

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253, ECON 255, 502, or 503); students who have previously taken Economics 351 will not be enrolled. *Enrollment limit: 19 (expected: 15-19). Preference given to CDE students, but undergraduates with the prerequisites are welcome.*

Hour: 8:30-9:45 TR

GENTRY

### **ECON 515(S) Developing Country Macroeconomics II**

This lecture course is a continuation of Economics 505. The first part of the course extends the analysis of the first semester to several open-economy issues that arise in developing countries, especially with respect to the interactions among exchange rate regimes, monetary policy regimes, and policies directed at the financial account of the balance of payments. The second part of the course will apply these analytical tools, as well as those developed in Economics 505, to an examination of the various types of crises that have afflicted developing countries over the past three decades, considering in particular the implications of such crises for growth and development.

Format: lecture. Requirements: two midterms and a final project.

Prerequisites: Economics 505. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 1:10-2:25 MR

KUTTNER

### **ECON 516(S) International Trade and Development**

This course will examine the causes and consequences of international trade and its implications for less developed countries. We will examine a few models of international trade and the empirical relevance of these theories. In addition, international economic issues of particular importance to developing countries will be covered, such as brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the World Trade Organization, and the resource curse.

Format: lecture/discussion. Requirements: problems sets, short essays, midterm, and final.

Prerequisites: Economics 251, and familiarity with econometrics.

*Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:20-12:35 TR

OLNEY

### **ECON 517 Urbanization and Development (Same as ECON 388 and ENVI 388) (Not offered 2012-2013)**

At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?

Format: lecture/discussion. Requirements: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data.

Prerequisites: Economics 251 plus 253, 255, 502 or 503. *Expected enrollment: 20. Undergraduate enrollment limited and requires instructor's permission.*

S. SHEPPARD

### **ECON 518(S) Environmental Policy and Natural Resource Management (Same as ECON 386 and ENVI 386) (Q)**

(See under ECON 386 for full description.)

JACOBSON

### **ECON 520(S) Microfinance (Same as ECON 473) (Q) (D)**

(See under ECON 473 for full description.)

RAI

### **ECON 521(S) Incentives and Development Policy**

Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework.

Format: seminar. Requirements: two hour-long tests and a final policy project.

Prerequisites: undergraduate enrollment limited and requires instructor's permission. *Enrollment limit: 19 (expected: 19). Preference: this course is intended for CDE fellows.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 9:55-11:10 TR

RAI

### **ECON 526(S) Computable General Equilibrium (CGE) Modeling (Same as ECON 461)**

(See under ECON 461 for full description.)

ROLLEIGH

### **ECON 527(S) Topics in Urban Economics (Same as ECON 469)**

(See under ECON 469 for full description.)

LEE

### **ECON 531T Development Successes (Same as ECON 467T) (Not offered 2012-2013) (W)**

(See under ECON 467 for full description.)

MONTIEL



### **ECON 532T(S) Inclusive Growth: The Role of Social Safety Nets**

Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

Format: tutorial. Methods of evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

*Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

SAMSON

### **ECON 534T(S) Long Term Fiscal Challenges**

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the coming years and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, and water. The course will consider the specific policy challenges that arise for each and the ways in which different industrial and emerging market countries are addressing them.

Format: tutorial. Requirements: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

Prerequisites: permission of the instructor for undergraduates. *Enrollment limit: 10 (expected: 10). Preference given to CDE students and undergraduates with permission of the instructor.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Tutorial meetings to be arranged.

HELLER

### **ECON 535T(S) International Financial Institutions**

This tutorial will explore issues in economic development and finance with a focus on writing short papers that lay out the critical dimensions of these issues and the appropriate policy measures to deal with them. Topics will include: the lessons of the 1990s for developing economies; speeding up growth in slow-growing economies; handling capital inflows, foreign investment and foreign portfolio investment; successes and failures in developing countries in dealing with the recent international economic crisis; dealing with financial and banking crises; the growth and risks of domestic government debt; and country interactions with the IMF and the World Bank.

Format: tutorial. Requirements: students will write five papers and deliver formal comments on 5 papers written by other students.

Open to CDE students and, with the permission of the instructor, undergraduates. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

HANSON

### **ECON 540(S) Research Studies**

In this course, each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

## **ENGLISH (Div. I)**

*Chair, Professor JOHN K. LIMON*

Professors: I. BELL\*, R. BELL, CASE, FIX, KLEINER, KENT\*, KNOPP, MURPHY\*, PYE\*\*, RAAB, ROSENHEIM, J. SHEPARD, D. L. SMITH, SOKOLSKY, SWANN, TIFFT. Associate Professors: MCWEENY\*\*\*, RHIE\*\*\*, THORNE. Assistant Professor: SCHLEITWILER. Visiting Professor of English: MIHAILOVIC. Visiting Assistant Professors: BARNES, COWDEN, UM. Senior Lecturers: BARRETT\$, CLEG-HORN, PETHICA\$. Lecturers: DE GOOYER\$, PARK\$, K. SHEPARD\$. Bernhard Emeritus Faculty Fellow: GRAVER. *Affiliated Faculty:* Assistant Professor: WANG.

The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with an intellectual foundation and analytical skills that they can draw upon to follow a wide range of paths.

### **COURSES AND COURSE-NUMBERING**

#### **100-LEVEL COURSES**

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

#### **200-LEVEL COURSES**

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.*

#### **300-LEVEL COURSES**

The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

#### **400-LEVEL COURSES**

400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400-level course before senior year.

### **ADVISING**

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Prospective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

## MAJOR

1) Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

Students majoring in English must take at least nine courses, including the following:

- 2) Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.
- 3) At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as a Gateway requirement.)
- 4) At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. (Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)
- 5) At least three courses at the 300-level or above.
- 6) At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

LH-A: courses dealing primarily with literature written before 1800.

LH-B: courses dealing primarily with literature written before 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).

LH-C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).

For further clarification, please see the English Department webpage at <http://web.williams.edu/English/>.

### *Courses outside the department*

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's Literary Histories, Criticism, or Gateway requirements.

## STUDY AWAY

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student's advisor as well as the department's administrative assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair.

## THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Gage McWeeny) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

### *Creative Writing Thesis*

The creative writing thesis is a significant body of fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

### *Critical Thesis*

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, the student publicly presents his or her work.

### *Critical Specialization*

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

### *Applying to the Honors Program*

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to preregistration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department's assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

When pre-registering for Fall 2012, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

### *Progress and Evaluation of Honors*

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student's work in the fall semester not meet this standard, the course will convert to a standard independent study (English

397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit three final copies of their written work to the department on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The advisor determines the student's semester grades in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

## COURSES

### 100-LEVEL COURSES

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills—techniques of reading—as well as skills in writing and argumentation. English 150 and 154 will focus more directly on basic expository writing skills than the other 100-level classes. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate.

#### ENGL 105(F) Poetry and Magic (W)

Ancient Celtic texts—Irish and Welsh—associate the poet with powerful magic—shape-shifting, access to the other-world, and visions of transcendent authority and truth. Plato, in his famous condemnation of poetry in *The Republic*, also associates poetry with magic, but with magic as con game or sleight-of-hand trick. This course will use Plato and the Celtic texts to establish a theoretical framework for reading and interpreting the representation of poetry and magic in a variety of literary works from the Middle Ages to the twentieth century. The goal of the course is to develop effective reading and writing strategies for works of different genres and time periods. Reading will include Chaucer's *Friar's Tale* (where the poet-figure is a devil); Marlowe's *Doctor Faustus* (where the poet-figure sells his soul to the devil for magical power); Shakespeare's *Midsummer Night's Dream* and *The Tempest* (where fairies and magic represent the positive power of the imagination); and short poems by Coleridge, Keats, Tennyson, and Yeats.

Format: seminar. Requirements: a mix of writing assignments, formal and informal, totaling about 25 pages. Students will be evaluated on writing and class participation.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.

Hour: 1:10-2:25 MR

KNOPP

#### ENGL 108(S) What Passes for Freedom?: Mixed-Race Figures in U.S. Culture (Same as AFR 108 and AMST 107) (W)

The idea of a distinct category of individuals identified as "biracial," "multiracial," or "mixed-race" has become increasingly prominent over the past few decades, despite the inescapable fact that the existence of children of interracial couples is by no means new. Indeed, historically speaking, notions of "racial purity" are a relatively recent invention—what might now be called "race-mixing" is older than the concept of "race" itself. Why, then, has the figure of the mixed-race person been receiving so much attention? Why is this figure imagined as somehow novel or unprecedented? Is there something different about the contemporary social experience of children of interracial couples? Why do people who do not share this experience take so much interest in it? Our pursuit of these questions will take us back to earlier periods in U.S. history, and to different figures appearing at the borders of established racial categories, such as the "tragic mulatta" or the "passing" figure. Most of our readings will be drawn from African American literature and works by other writers of color, but you should also expect a substantial amount of scholarly writing on theories and histories of race. These readings will lead to some highly charged discussions—which will not always end comfortably, or with everyone in agreement. Because this course is writing-intensive, we'll spend significant time developing writing skills, with an emphasis on collaborative learning.

Format: seminar. Requirements: active class participation, regular short writing assignments, and four to five papers totaling about 20 pages.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.

Hour: 9:00-9:50 MWF

SCHLEITWILER

#### ENGL109(FS) Complaints, Rants, and Grievances (W)

We complain in order to voice our dissatisfaction with things as they are. It is a rhetorical form that seems to demand change or, at minimum, acknowledgement. As a genre, however, the complaint and its companions, the rant and the grievance, often speak to deaf ears: a distant and uncaring beloved; a bureaucracy that may not recognize one's humanity; abstractions, systems, and machines. In literary form, complaints introduce questions such as: What is the relationship between literary complaints and legal ones? What effects can such expressions have on social and political realities? Is it necessary that someone hear our dissatisfaction, or might the simple act of voicing complaint relieve our frustrations? We will explore texts that engage thematically or formally with the genres of the complaint, the rant, and the grievance, including complaint poems; stories that thematize repetition, frustration, and disillusionment; and political forms such as the manifesto. We will read writers including Shakespeare, Wordsworth, Herman Melville, T.S. Eliot, William Carlos Williams, Willa Cather, Valerie Solanas, David Wojnarowicz, and Jamaica Kincaid; we will also consider some alternative and collective forms, such as the harmonized frustrations of the Helsinki Complaints Choir.

Format: seminar. Requirements: active class participation; 4 or 5 essays totaling 20 pages of writing.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.

Hour: 1:10-2:25 MR

First Semester: COWDEN

8:30-9:45 TR

Second Semester: COWDEN

#### ENGL 110(F) American Love Story (W)

It's been argued that American writers don't know how to tell a happy love story. Instead of ending a tale with the payoff of a wedding, or writing about the joys of family life, they obsess over loneliness, death, and escape from civilization. In this class, we will collectively test and revamp that thesis, constructing an informal history of love over a century of American imaginings. What is the symbolic value of marriage in a country with a stated aim to achieve a more perfect union (a question we'll see played out in the film *The Philadelphia Story*)? How do some of our great authors try to convey the nature of desire? What, for instance, makes Daisy in *The Great Gatsby*, or Poe's dark-eyed heroine in "Ligeia," so alluring? And we'll consider extramarital forms of attachment, from the ties that bind "frenemies" (like Chillingworth and Dimmesdale in *The Scarlet Letter*) to the tender care people lavish on the things they collect (as in Henry James's *The Spoils of Poynton*).

Format: seminar. Requirements: active class participation and 4 or 5 essays totaling at least 20 pages.

No Prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.

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

BARNES

#### 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.

Format: discussion/seminar. Requirements: active class participation and 20 pages of writing in the form of frequent short papers.

No prerequisites; no prior experience with poetry (or politics!) is expected. Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.

Hour: 11:20-12:35 TR

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: seminar. Requirements: six papers, ranging from 1-2 pages to 4-5 pages.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 10:00-10:50 MWF

FIX

### ENGL 116(F) The Ethics of Fiction (W)

Can made up stories actually be bad for you? (Plato seems to have thought so.) Conversely, can they do you any good, even transform your vision of what it means to be good? Can reading fiction, that is, shape your moral character? Or is literature really just entertainment, however sophisticated and intellectually challenging? In this course, we will explore questions like these about the ethics of fiction, questions that have inspired some practitioners of the art to make claims such as: "Surely one of the novel's habitual aims is to articulate morality, to sharpen the reader's sense of vice and virtue" (John Updike); "You write in order to change the world...and if you alter, even by a millimeter, the way a person looks at reality, then you can change it" (James Baldwin); "...a writer [is] as an architect of the soul" (Doris Lessing); "Naturally you're aware that bad art can finally cripple a man" (Saul Bellow). If you are curious about the subject of ethics, enjoy reading narrative fictions, and are interested in thinking about the connection between the two, this may be the class for you. We will read a varied selection of fiction along with a fair amount of scholarship on the links between moral philosophy and narrative forms in order to refine the critical language we have at our disposal. Writers we will read include: Elizabeth Anscombe, J.M. Coetzee, Cora Diamond, Richard Eldridge, Kazuo Ishiguro, Henry James, Immanuel Kant, Toni Morrison, Iris Murdoch, Tim O'Brien, Robert Pippin, and Jean-Paul Sartre.

Format: discussion/seminar. Requirements: active class participation and five papers totaling 20 pages.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 10:00-10:50 MWF

RHIE

### ENGL 117(F) Introduction to Cultural Theory (Same as COMP 117) (W)

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Format: discussion/seminar. Requirements: five short papers totaling about 20 pages, class attendance and participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 11:20-12:35 TR

THORNE

### ENGL 120(F) The Nature of Narrative (Same as COMP 111) (W)

(See under COMP 111 for full description.)

CASSIDAY

### ENGL 129(S) Twentieth-Century Black Poets (Same as AFR 129) (W)

From Langston Hughes to contemporary poets such as Amiri Baraka and Angela Jackson, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of a journal on the readings and several short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 2:35-3:50 TF

D. L. SMITH

### ENGL 133(S) New Poetry (W)

In this class we will read or otherwise experience a range of poetry being produced right now in the U.S. Some of this poetry doesn't immediately seem to "fit" in the classroom: it's too new, too weird, too raw, too cerebral, too multi-media, too performance-oriented, somehow "unteachable." The premise of the course is that by engaging with these diverse voices and forms we will come up with ways of talking about them, and that in the process we will have to take up some big and interesting questions: What is poetry? Can it be defined? How does poetry aim to affect us? Does one need "expertise" to appreciate it? And: is poetry important? Does it matter—socially, politically, culturally? The course is aimed at lovers of poetry, those who dislike poetry, those who are intimidated by the idea of it, and those who can't see why we should bother. Readings will be structured around the work of the poets coming to Williams to read, and may also include some "old poetry" (for purposes of comparison), critical articles, and manifestos; we will also watch or listen to on-line recordings of more performance-oriented work (e.g., slam, spoken word), and read/hear the work of Williams faculty and student poets.

Format: seminar. Requirements: class discussion; 4 short formal essays (3-6pp.), each of which will go through a revision process; occasional group projects and informal writing assignments

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first year students who have not taken or placed out of a 100-level English course.*

Hour: 9:55-11:10 TR

SWANN

### ENGL 135(F) Vengeance (W)

For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs—and he usually has to die for it. Driven by past events, cut off from the present, and wrapped up in stratagems for future reprisals, the avenger's actions are almost always compromised by impotence or excess. At best, revenge is "a kinde of Wilde Justice"—a justice that kills its heroes as well as its villains.. We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible.

Format: discussion/seminar. Requirements/Evaluation: evaluation will be based upon class participation; four short papers (5 pages), one of which will be revised into a longer critical essay (of 10-12 pages).

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

*Enrollment limit: 19 (expected: 19).*

Hour: 8:30-9:45 MWF

DEGOOYER

### ENGL 139(F) Metafiction (Same as COMP 139)(W)

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Franz Kafka, Kelly Link, Michel Gondry, Paul Park, and others. Ultimately, we will use the study of metafiction to focus a larger inquiry into the socializing force of language and self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in much of their assigned writing.

Format: seminar. Requirements: several short exercises; four or five papers of increasingly complexity, totaling 24 pages; consistent attendance and participation; a genuine love of reading, and a willingness to reread.

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

*Preference given to first-year students who have not taken or placed out of a 100-level English course.*

*Not available for the Gaudino option.*

Hour: 11:20-12:35 TR

ROSENHEIM

### ENGL 140(F) Catastrophe/Apocalypse: The Movie (W)

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, but perhaps unsurprisingly, given the state of our world, the apocalyptic and post-apocalyptic sensibility seems to be everywhere in our mass culture these days. In fact, being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films help us negotiate our suspicion that, as Hegel noted, we glimpse history only in those moments when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively the issue of our own complicity in—if not responsibility for—disaster? Films to be studied will include W.S. Van Dyke's *San Francisco*, Steven Spielberg's *Schindler's List*, Stanley Kubrick's *Dr. Strangelove*, George Romero's *Night of the Living Dead*, Ridley Scott's *Blade Runner*, Carl Schultz's *The Seventh Sign*, Danny Boyle's *28 Days Later*, Alfonso Cuarón's *Children of Men*, Bruce McDonald's *Pontypool*, and Steven Soderbergh's *Contagion*.

Format: seminar. Requirements: four short papers totaling more than twenty pages and in-class presentations.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

*May not be taken on a pass/fail basis.*

Hour: 1:10-2:25 TF

J. SHEPARD

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

The many variations of the detective novel—from the British “cozy” to American “hardboiled” thrillers—have long been staples of popular culture. While the intricate plot may play a large role in attracting readers, other formal elements of detective fiction have attracted many writers, some who would transgress the genre itself. In this class, we will read and discuss works by various American ethnic writers and their use of the forms and conventions of the mystery novel to ask: how do we understand the relationship between racial/ethnic identities, histories, experiences and the genres, conventions, and other elements of detective fictions? What is the relationship of form, genre, narrative to cultural politics and history? How do the different writers use conventions of detective fictions, and to what effects and purposes? To this end, we will be readings works that are recognizable “detective fictions” as well as works that complicate and push the boundaries of the genre, to the extent that they become nearly unrecognizable. This is not to suggest that these boundaries are strict or stable. As we will see, the question of what does or does not constitute “detective fiction” will become less central as we investigate multiple ways in which the novels/authors stretch, disrupt, and play with the forms and elements of detective fictions.

Format: discussion/seminar. Requirements: active in-class participation (including group led discussion facilitation), 4 response papers (3-4 pages each at least one of which will go through the process of revision), and a final paper (6-8 pages, which will also go through the process of revision and in-class workshop) on a mystery novel or film of your choice.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 1:10-2:25 TF

UM

### **ENGL 150(S) Expository Writing: The Literary Essay (W)**

This course is for students who want to learn how to write a clear, well-argued, intelligible paper based on close, critical analysis of texts. A range of literary texts will be assigned including fiction and poetry, but the emphasis will be on the genre of the literary essay/creative nonfiction. This course is designed to prepare students for upper-level English department courses.

Format: discussion seminar and workshop. Evaluation will be based on substantial, weekly writing assignments of graduated length and active participation in classroom discussion and the peer editing process. Regular class meetings will be supplemented by individual conferences.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 8:30-9:45 TR

CLEGHORN

### **ENGL 154(F) New American Fiction (W)**

The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last ten to twenty years) developments in American fiction. We will read short stories and novels by writers such as Mary Robison, Karen Russell, Cormac McCarthy, Nam Le, ZZ Packer, among others. This course will focus more directly on basic expository writing skills than the other 100-level classes.

Format: seminar. Requirements: papers (approximately 25 pages of writing), editorial comments, group-led presentations.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

Hour: 8:30-9:45 TR

K. SHEPARD

## **200-LEVEL COURSES**

### **ENGL 201(F) Shakespeare's Other Worlds**

Ghosts and witches, magicians and spirits—all are part of the supernatural worlds that so often intrude upon what we're tempted to assume is a drama's “true reality.” This course will examine six of Shakespeare's greatest—and strangest—plays by considering the consequences of the collision of these realms—their powers and limitations, their illusions and revelations. Plays will include *A Midsummer Night's Dream*, *Hamlet*, *Macbeth*, *Othello*, *The Tempest*, and *The Winter's Tale*.

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

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 35 (expected: 35). Preference given to first-year students who have placed out of a 100-level English course.*

(LH-A)

Hour: 9:55-11:10 TR

RAAB

### **ENGL 204(F) The Feature Film (Same as COMP 221)**

An introduction to film analysis, focusing on features produced by Hollywood studios from the 1930s to the present. Our emphasis will be on film genres, and on the formal properties of film as a medium for telling stories. We will also consider the industrial organization of film production and the intersection of economics and popular culture. Students will be required to attend screenings of one and sometimes two films weekly, by directors including Welles, Hitchcock, Coppola, and Jonze. Critical readings will be assigned.

Format: lecture. Requirements: short written exercises; one 6-page paper; two midterm tests, and a final exam.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate; not open to students who have taken English 203. *Enrollment limit: 70 (expected: 70). Preference given to sophomores and current English majors.*

(LH-C)

Hour: 9:55-11:10 TR

KLEINER and ROSEMHEIM

### **ENGL 207T(S) Hollywood Directors: Hawks, Lubitsch, and Sturges (W)**

Mainstream narrative cinema as we know it today was shaped during Hollywood's “Golden Age,” the 1930's and 1940's, when Hollywood set the stylistic and narrative norms that have dominated cinema ever since. Working in many narrative genres, and forging distinctive styles despite the industrial methods of the studio system, the best Hollywood directors, such as Howard Hawks, Ernst Lubitsch, and Preston Sturges, were able to produce an astonishing number of great films within a short span of time, which won the spectator over not by the sensational visual stunts so common today, but by using superb writing and deft cinematography to spin out engaging narratives. Despite their light touch, these films are deceptively thoughtful about social, psychological, and ethical problems. In this tutorial course, we will study a range of films by Hawks, Lubitsch, and Sturges—primarily comedies, but also gangster films, Westerns, and films noirs—taking advantage of each director's distinctive style and social and moral vision to find common strains of thought among diverse works. Topics to be discussed will include sexuality and gender relations, class mobility, distinctively American forms of ambition and heroism, World War II and the Depression, thievery and con games. Critical essays on individual films, as well as accounts of film genres and of the socio-historical backgrounds of the period, will be assigned, along with films such as *Scarface*, *Bringing Up Baby*, *The Big Sleep*, *Red River*, *Trouble in Paradise*, *Ninotchka*, *To Be or Not To Be*, *The Lady Eve*, *The Palm Beach Story*, and *Sullivan's Travels*. After a week in which we will meet as a group to become acquainted with some of these films and with approaches to analyzing them, students will meet with the instructor in pairs for a 60- to 75-minute session each week during the rest of the semester. They will write a paper every other week (five in all), and write a response to their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading, viewing, and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Format: tutorial. Requirements: five 5- to 6-page papers, five 2-page critiques of partner's papers.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and first-years, students who have previously taken an introductory film-studies course, and English majors.*

*Cannot be taken on a pass/fail basis; not available for the Gaudio option.*

Tutorial meetings to be arranged.

TIFFT

### **ENGL 208(S) The Experience of Sexuality: Gender and Sexuality in 20th-century American Memoirs (Same as COMP 244 and WGSS 204)**

(See under WGSS 204 for full description.)

COWDEN

### **ENGL 211(S) British Literature: Middle Ages through the Renaissance**

A survey of the major figures and movements of English literature through the first part of the seventeenth century: Beowulf, Chaucer, Marlowe, Spenser, Shakespeare, Donne, and others. The goal of the course is critical and historical understanding of the English literary tradition, with practice in close reading and critical writing.

Format: seminar. Requirements: class participation, two 5- to 7-page papers, several short writing assignments, and a final exam.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 10-15). Preference given to first-year students who have placed out of 100-level courses and sophomores.*

(LH-A)

Hour: 1:10-2:25 MR

KNOPP

### ENGL 213(S) Radio, Radio

A seminar devoted to making and thinking about documentary audio. Students will learn how to do field recording, conduct interviews, and edit and score short non-fiction pieces. At the same time, we will explore fundamental questions about storytelling. What counts as a good story? When does editorial manipulation turn into lying? What is the nature of the contract between maker and listener? In addition to listening to exemplary pieces ranging from The War of the Worlds to episodes of Radiolab, we will read widely in media theory and cultural history.

Format: seminar. Requirements: assignments will include short written exercises; an editing assignment using found footage; and the production of several audio essays; students may occasionally be required to work in teams

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to sophomores; English majors; first-year students.*

*Cannot be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

ROSENHEIM

### ENGL 214(S) Playwriting (Same as THEA 214) (W)

(See under THEA 214 for full description.)

HOLZAPFEL

### ENGL 215(S) Race(ing) Sports: Issues, Themes and Representations of Black Athletes (Same as AFR 217, AMST 217 and SOC 217) (D)

(See under AFR 217 for full description.)

BRAGGS

### ENGL 216(S) Introduction to the Novel

A team-taught lecture course on the development of the novel as a literary form. Texts are likely to include: Henry Fielding's *Tom Jones*; Jane Austen's *Emma*; Charles Dickens' *Great Expectations*; Virginia Woolf's *To the Lighthouse*; F. Scott Fitzgerald's *The Great Gatsby*; Vladimir Nabokov's *Lolita*; and Toni Morrison's *Beloved*. Occasional sessions will be scheduled during the term for informal discussions and questions.

Format: lecture. Requirements: midterm and final exams, one critical essay, and one quiz.

Prerequisites: a 100-level English course, or a score of 5 on the AP examination in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 100 (expected: 100). Preference given to students who have pre-registered for the course, and thereafter, seniors, then juniors, sophomores, and first-years.*

(LH-C)

Hour: 10:00-10:50 MWF

FIX and PETHICA

### ENGL 217 Experimental Asian American Writing (Same as AMST 215 and COMP 215) (Not offered 2012-2013)

(See under AMST 215 for full description.)

WANG

### ENGL 223(S) Thirteen Ways of Looking at Jazz (Same as AFR 156, AMST 156, COMP 156, and MUS 156) (W) (D)

(See under AFR 156 for full description.)

BRAGGS

### ENGL 229T(F) Elegies (W)

This tutorial—intended primarily for sophomores—explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past.

This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900—including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists—Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week; they will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks; emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 10 (expected: 10). Preference given to sophomores; not open to first-year students.*

*Cannot be taken on a pass/fail basis; not available for the Gaudino option.*

(LH-B)

Tutorial meetings to be arranged.

FIX

### ENGL 231(FS) Literature of the Sea (Same as MAST 231) (W) (Offered only at Mystic Seaport.)

(See under MAST 231 for full description.)

First Semester: BERCAW-EDWARDS  
Second Semester: KING

### ENGL 234(S) The Modern Theatre: Plays and Performance (Same as COMP 248 and THEA 248)

(See under THEA 248 for full description.)

BAKER-WHITE and ERICKSON

### ENGL 236 Visible Culture: Documentary and Nonfiction (Same as ANTH 225) (Not offered 2012-2013)

(See under ANTH 225 for full description.)

D. EDWARDS

### ENGL 238 Racial Formations and Transformations in America: 1945-Present (Same as AMST 238) (Not offered 2012-2013) (D)

(See under AMST 238 for full description.)

UM

### ENGL 241(S) Introduction to Comparative Literature (Same as COMP 110)

(See under COMP 110 for full description.)

C. BOLTON

### ENGL 244 First-Hand America (Same as AMST 108) (Not offered 2012-2013)

(See under AMST 108 for full description.)

CLEGHORN

### ENGL 252(F) The Borders of Literature: From Shrek to Marcel Proust (Same as COMP280)

(See under COMP 280 for full description.)

BRUHN

### ENGL 253 Gender, Sexuality and the Modern Stage (Same as THEA 250 and WGSS 250) (Not offered 2012-2013) (W) (D)

(See under THEA 250 for full description.)

HOLZAPFEL

### ENGL 261T(S) Adultery in the Nineteenth-Century Novel (Same as COMP 259 and WGSS 259) (W)

(See under COMP 259 for full description.)

CASSIDAY

### ENGL 266T(F) Postmodernism (Same as COMP 231T) (W) (D)

(See under COMP 231 for full description.)

C. BOLTON

(Criticism)

### ENGL 287 Topics in Asian American Literature (Same as AMST 283) (Not offered 2012-2013) (D)

(See under AMST 283 for full description.)

WANG

## GATEWAY COURSES

200-level "Gateway" courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. (*Note: a Gateway course can fulfill a Period or Criticism requirement as well as a Gateway requirement. Students contemplating the English major are strongly urged to take a Gateway course by the end of Sophomore year.*)

### ENGL 218(S) Forms of Violence (W) (Gateway)

"It seems that the appetite for pictures showing bodies in pain is almost as keen as the desire for ones that show bodies naked." When Susan Sontag made this claim she was referring to photographs. She could just as well have been talking about poetry or film. In this course we will consider stories, plays and movies that take up, in one way or another, the problem of aestheticized cruelty. We will ask how art might help us to understand various forms of violence—domestic,

random, state-sponsored—and how violence may help us to understand art. Works to be studied will include: *Oedipus*, *The Bacchae*, *Othello*, Orson Welles's *A Touch of Evil*, and David Russell's *Three Kings*. We will also read stories and novels by Raymond Carver, Alice Munro, and J.M. Coetzee.

Format: seminar. Requirements: five essays, including one revision.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 19 (expected: 19). Preference given to advanced first-year students, sophomores, and English majors who have yet to take a Gateway.*

*May not be taken on a pass/fail basis.*

Hour: 9:55-11:10 TR

KLEINER

### **ENGL 220(F) Introduction to African American Writing (Same as AMST 220 and AFR 220) (W) (Gateway)**

Toni Morrison has guided her writing as guided by a musician's imperative always to hold something in reserve, to leave her audience wanting something more. It's a simple idea, but a strange one—that a reader's desire might be fulfilled only by its increase, that its satisfaction requires that it is never enough. African American writing, in all its richness and variety, moves between never enough and something more; this course will introduce just a few of the historical experiences, intellectual currents, cultural resources, thematic preoccupations, and formal strategies encountered in this writing, and consider how and to what ends African American literary tradition(s) have been organized, in critical and polemical ways, by individual writers and scholars, and by artistic and political movements. We'll forego the perspective of a grand overview, diving right in instead, and we won't necessarily always reach for the best-known titles by the most famous authors. In any case, by the end of the course, you should be prepared to have more left to read than you did at the beginning.

Format: seminar. Requirements: active class participation and four or five short essays, totalling about 20-25 pages.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway and Africana Studies concentrators.*

(LH-C)

Hour: 2:35-3:50 MR

SCHLEITWILER

### **ENGL 222(S) Lyric Poetry (Gateway) (W)**

What do poems do? How do poems work and play? How do poems challenge and reward attentive scrutiny? What does close, sustained reading enable us to think, feel, and say about a poem? This course considers short poems by Frost, Yeats, Keats, Bishop, Tennyson, Donne, Milton, Shakespeare and others. This Gateway course is writing intensive, requiring four analytic papers of four pages each. Students will also memorize passages and read aloud, to hear as well as see what is happening. The goals are to encourage subtler, richer responses to poetry, to expand appreciation and enjoyment, and to develop analytic and interpretive capacity.

Format: seminar. Requirements: four short essays, weekly journal entries, some memorization and participation in discussions.

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 19 (expected: 19). Preference goes to sophomores interested in the Major who have not yet taken a Gateway course.*

(LH-B)

Hour: 9:00-9:50 MWF

R. BELL

### **ENGL 225(F) Romanticism and Modernism (W) (Gateway)**

In the nineteenth and twentieth centuries, literature written in English participated in two international aesthetic movements, Romanticism and Modernism, respectively. While Modernism is often thought to mark a decisive break with Romanticism—in part because both movements presented themselves as “new,” a radical departure from what had gone before—there are important continuities and affinities as well as breaches between the two movements. This course will investigate the nature of Romanticism and Modernism, and the relation between them. We will study major works from each period, including polemics, poetry, novels, and short stories. Our Romantic writers will be primarily British, and will include Wordsworth, Coleridge, Percy and Mary Shelley; Modernist writers will include a more international cast of characters: Wilde, the French Symbolist poets, along with Pound, Stein, Williams, and several Harlem Renaissance writers. We will explore each movement's engagement with a range of topics and issues: for example, the subjective experience of time and memory; the nature of symbolization and the role of “feeling” in art; the relation of the individual mind to social life; the conflicted appeal for the artist of “common” language and experience, on the one hand, and avant-garde forms of expression, on the other. Our broader aim will be to invite potential English majors to think critically about the principles that underlie the ordering of literary history into aesthetic movements and “periods.”

Format: seminar. Requirements: class discussion; four or five short essays, including at least one revision.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 19 (expected: 19). Preference given to sophomores intending to major in English*

(LH-B)

Hour: 2:35-3:50 MR

SWANN

### **ENGL 230(S) Introduction to Literary Theory (Same as COMP 240) (Gateway) (W)**

In this course we will debate the nature of literary meaning and explore the engagement of literature, theory, and culture. In the first half of the course we will explore such questions as, What determines the meaning of a text? Can an interpretation of a literary work be deemed true or false? In the second half of the course, we will read works by such authors as Frantz Fanon, Michel Foucault, and Judith Butler and as we investigate the role of art in the construction and transformation of political subjectivities. The emphasis will be on exploring and defending arguments on the issues in productive discussion and frequent short papers.

Format: discussion/seminar. Requirements: several short papers amounting to 20 pages of writing and an in-class presentation.

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

(Criticism) CRAAS

Hour: 2:35-3:50 MR

SOKOLSKY

### **ENGL 233(F) Great Big Books (Same as COMP 283) (Gateway) (W)**

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Format: discussion/seminar. Requirements: four short essays, and optional revisions; class participation.

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 19 (expected 19). Preference to first- and second-year students and majors who have yet to take a Gateway.*

(LH-B)

Hour: 2:35-3:50 MR

TIFFT

### **ENGL 237(S) Gender and Desire 1200-1600 (Same as COMP 237 and WGSS 237) (Gateway) (W) (D)**

The celebration of “courtly love” by medieval and Renaissance writers institutionalized the notion of the desiring male subject and the desired female object that continues to reverberate in contemporary culture. But early writers do not always, or even usually, endorse these positions uncritically, and even works that elevate heterosexual love devote surprisingly large spaces to other kinds of desire. What does it mean, for example, that the fountain of Narcissus occupies the center of the garden of courtly love in the *Romance of the Rose*? That despite the Lover's proclaimed desire to “possess” the Rose, it is the male God of Love he kisses on the mouth? Shakespeare's comedies end famously with triple and quadruple marriages, but how should we read the cross-dressing and gender confusion that occupy so much of the plots beforehand? As we explore these and other issues, we will supplement our literary readings with theoretical texts drawn from medieval and Renaissance treatises as well as contemporary feminist, psychoanalytic, and queer theory. The goal of the course is to sharpen critical reading and writing skills across a broad range of literary forms and historical, cultural and aesthetic values. As part of the Exploring Diversity Initiative, this course focuses on relationships between same-sex and heterosexual desire in a variety of major pre- and early modern works, and in the analyses of contemporary critics who undertake to explain (or explain away) the same-sex desire in them. In doing that, of course, we explore our own values and assumptions in a much longer historical context than usual.

Format: seminar. Requirements: class participation, four or five papers of varying lengths involving a total of 20-25 pages of writing.

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate.



reate. Enrollment limit: 19 (expected: 19). Preference given to (in order): first-year students, sophomores who have not taken a Gateway course, upper-class majors who have not taken a Gateway, prospective Comparative Literature majors.

(LH-A)

Hour: 2:35-3:50 MR

KNOPP

### ENGL 258(F) Poetry and the City (Gateway) (W)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Arnold, Yeats, Crane, Moore, Auden, Hughes, Bishop, Ginsberg, Baraka, and Ashbery. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, and Abbott; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

Format: discussion/ seminar. Requirements: four or five short essays, including at least one revision.

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 19 (expected: 19). Preference given to sophomores and English majors who have yet to take a Gateway.

(LH-B)

Hour: 1:10-2:25 TF

SOKOLSKY

### ENGL 265(S) Topics in American Literature: Freedom and Captivity (W) (D) (Gateway)

This course explores the American obsession with freedom and captivity, as those concepts manifest themselves in works ranging from Bradford's *Of Plymouth Plantation* to Herzog's *Grizzly Man*. We'll look at novels, films, captivity narratives, works of journalism, and memoirs, framed by additional readings in cultural geography, historiography, and literary history. Throughout, we will attend to the curious persistence of certain stories about freedom, and to the ways those stories continue to structure American ideas about nation, race, and self.

Format: seminar. Requirements: two 6-page papers; one 10-page paper; active attendance and participation; occasional short responses.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.

Not available for the Gaudino option.

(LH-B)

Hour: 8:30-9:45 MWF

ROSENHEIM

### ENGL 267(F) The Art of Satire (W) (Gateway)

Satire is good nasty fun, perennially controversial, and (at its best) a complex art form. This Gateway course begins with eighteenth-century English satires by such writers as Jonathan Swift, Henry Fielding, Jane Austen, and Lord Byron. The second half of the course studies satirical works by Vladimir Nabokov, Flannery O'Connor, and David Foster Wallace, as well as Stephen Colbert, Jon Stewart, and Sara Silverman.

Format: seminar. Requirements: six short essays and participation in discussions.

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 19 (expected: 19). Preference given to potential English majors who have not yet had a Gateway.

(LH-B)

Hour: 9:00-9:50 MWF

R. BELL

### ENGL 272(S) American Postmodern Fiction (Same as AMST 272) (W) (Gateway)

American fiction took a turn at World War II: the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness; postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Joseph Heller's *Catch-22*. Subsequent books: Nabokov's *Pale Fire*, Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Johnson's *Jesus's Son*.

Format: seminar. Requirements: four to five papers (about 20 pp); class participation.

Prerequisites: a 100-level English Course, or a score of 5 on the AP Examination in English Lit, or a 6 or 7 on the International Baccalaureate exam for international students. Enrollment limit: 19 (expected: 19). Preference given to year students, sophomores, and English majors who have not yet taken a Gateway.

May not be taken on a pass/fail basis.

Hour: 2:35-3:50 TF

LIMON

## 300-LEVEL COURSES

### ENGL 305(S) Chaucer

A study of the Canterbury Tales in their literary, linguistic, and historical contexts.

Class Format: seminar/discussion. Requirements/Evaluation: frequent quizzes on vocabulary and comprehension, practice reading Middle English aloud, two 5- to 7-page papers, a midterm, and a final exam.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 25 (expected: 25).

Hour: 1:10-2:25 TF

KLEINER

### ENGL 307(F) Arthurian Literature (Same as COMP 307)

A study of the origins of the Arthurian story in Welsh history and folklore and a survey of its development and transformations in the romance literature of England and the Continent, from Chretien de Troyes to Thomas Malory, circa 1100-1500. We will pay special attention to the ways in which British/English nationalism, Celtic magic, French courtly love and chivalry, and Christian morality combine and recombine to produce ever new meaning in familiar elements of the plot: Arthur's birth and establishment as king, the fellowship and adventures of his followers, the adulterous love triangle, the Quest for the Holy Grail, and, finally, Arthur's death.

Format: seminar. Requirements: frequent 1-page position papers and two longer papers (5-7 pages); students will be evaluated on writing and class participation.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 25 (expected: 20-25). Preference given to English majors.

(LH-A)

Hour: 2:35-3:50 MR

KNOPP

### ENGL 308(S) Cervantes' Don Quixote in English Translation (Same as COMP 350 and RLSP 303)

(See under COMP 350 for full description.)

(LH-A)

ROUHI

### ENGL 309(F) Literary Theory and Ordinary Language (Same as COMP 329)

Ludwig Wittgenstein is commonly cited as one of the central figures in twentieth-century philosophy, and the ordinary language philosophy of J. L. Austin and Stanley Cavell is often seen as one of the century's major philosophical movements. Yet the writing of all these figures remains relatively under-appreciated in literary studies. In this course we will address this shortcoming in two ways. First, we will examine some of the basic claims put forward in ordinary language philosophy, particularly as they compare and contrast with various contemporary literary-theoretical projects. Topics may include meaning and intention (Anscombe, Fish, Derrida, de Man, Michaels); experimental writing (R.M. Berry, Theodor Adorno); gender (Toril Moi, Judith Butler); emotion, affect, and expression (Deleuze, Terada, Leys, Altieri, Eldridge); and animals (Cora Diamond, Cary Wolfe). Most of our time will be spent reading philosophy and theory, but we'll also look at a couple of works of literature (a Shakespeare play and a contemporary novel) and a couple of films.

Format: seminar/discussion. Requirements: active participation in class discussions, bi-weekly response papers (approx. 300-400 words each), and one 15-page research paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 25 (expected: 25). Preference given to English majors, by seniority.

(Criticism)

Hour: 1:10-2:25 MR

RHIE

### ENGL 310(S) Rebels, Revelers, and Reactionaries: The Poets of the Seventeenth Century

The decades following the death of Elizabeth I was period of scandal, schism, dissent and decadence, culminating in a bloody civil war and the beheading of a king. It was, in other words, a world turned upside down by every kind of upheaval: in civics, philosophy, politics, religion, and science. It also produced writers of some of England's finest lyric and satiric poetry, and its greatest epic poet. How the century's poets successfully dramatized the critical events and feelings in

this time of turmoil will be the focus of the course. While primarily a course in close reading, we will nevertheless try to reconstruct the lives and contexts of the writers, and examine some of the critical and theoretical issues involved in contextualizing the poems. Authors will include Donne, Jonson, Lanyer, Herbert, Herrick, the Cavalier Poets, Milton, Marvell, Cavendish, Dryden, and Rochester.

Format:seminar. Requirements:two 8-10 page essays and several short writing assignments.

Prerequisites:a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment:25(expected:20). Preference given toEnglishMajors.*

(LH-A)

Hour: 9:55-11:10 TR

DeGOOYER

### ENGL 311(S) Theorizing Shakespeare (Same as THEA 311 and WGSS 311)

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice*, *King Lear* or *Hamlet* and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other—what, for instance, would a Shakespearean reading of Jacques Lacan look like?

Format: discussion. Requirements: active class participation and 20 pages of writing in the form of two short and one longer paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(LH-A or Criticism)

Hour: 11:20-12:35 TR

PYE

### ENGL 313(S) Gender, Genre, and Sexuality in Afrodiasporic Literature (Same as AFR 321,COMP 304, and WGSS 304) (D)

(See under WGSS 304 for full description.)

SULLIAN

### ENGL 314(F) Renaissance Drama (Same as THEA 315)

English drama began as a communal religious event only to be reinvented as a peculiarly lurid—and profitable—form of popular entertainment. In this course we will study plays and masques written between the opening of the first commercial theater in London in 1576 and the official closing of the theaters by parliamentary decree in 1642. We will focus on the sensational aspects of these works—their preoccupation with revenge, black magic, sexual ambiguity and grotesque violence—and also on their technical virtuosity. Authors will include Christopher Marlowe, Thomas Kyd, William Shakespeare, Ben Jonson, John Webster and Cyril Tourneur.

Class Format: discussion/seminar. Requirements/Evaluation: several short exercises, two 5- to 7-page papers and a final exam.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25).*

(LH-A)

Hour: 1:10-2:25 MR

KLEINER

### ENGL 315(F) Milton

The premise of this course is that Milton is the greatest of the English poets and *Paradise Lost* the greatest of English poems. The purpose of the course is to persuade you that the premise is correct, by immersing students in his densely organized language, his imagined worlds of an earthly paradise, heaven, hell, and the dark world after the fall, and the philosophical and theological problems that challenge the best readers. To prepare for our 6 weeks on *Paradise Lost*, we will read some of Milton's early poems and prose, including *Areopagitica*, his ringing defense of freedom of expression, some of his political writings (to situate him in the strenuous politics of church and state during the English Civil War), and his tract defending divorce (which reflects not only on his own life, but also on the "marriage" of Adam and Eve). And we will conclude the course with three weeks on his other two great long poems, the magnificent and austere *Paradise Regained* and *Samson Agonistes*, which continue Milton's radical redefinition of the classical ideas of heroism and constitute his parting words on the apparent failure of the Puritan Revolution.

Format: discussion. Requirements: several 1-page assignments, a shorter paper and a longer paper; regular attendance and class participation.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 15).*

(LH-A)

Hour: 11:00-12:15 MWF

DE GOOYER

### ENGL 317 Black Migrations: African American Performance at Home and Abroad (Same as AFR 317, AMST 317, COMP 319, DANC 317 and THEA 317) (Not offered 2012-2013)

(See under AFR 317 for full description.)

BRAGGS

### ENGL 320(F) Shakespeare's Othello (Same as THEA 320) (D)

One of the most problematic and controversial as well as amazing Shakespearean plays is *Othello*. This sensational tragedy, full of breathtakingly beautiful poetry, dramatizes disturbing forces of race, gender, and class, and still disturbs and terrifies audiences. Besides generating much valuable critical commentary, some of which we will read, *Othello* has inspired memorable theatrical productions and remarkable films, featuring Laurence Olivier, Paul Robeson, Orson Welles, James Earl Jones, Laurence Fishburn, and Kenneth Branagh. We will consider the play in very close detail, scene by scene, contemplate theatrical and dramatic possibilities, discuss critical and theoretical analyses, and debate interpretations. The course will be run as a seminar, and requires a substantial term paper, to be developed in conferences with the instructor.

Format: seminar. Requirements: regular participation in seminar discussions, class presentations, memorization, a 12-page term paper.

Prerequisites: English 201 or permission of the instructor. *Enrollment limit: 15. (Expected: 15). Preference given to English majors.*

(LH-A or Criticism)

Hour: 11:00-12:15 MWF

R. BELL

### ENGL 321(S) Samuel Johnson and the Literary Tradition

Johnson has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and to sharpen our understanding of the relationships between his standards and our own.

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

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 22). Preference given to English majors.*

(LH-A or Criticism)

Hour: 2:35-3:50 TF

FIX

### ENGL 322(S) Robot Dreams: Artificial and Human Identities in Literature and Popular Culture (W)

In this course we will trace artificial intelligence (A.I.) in literature and film from the industrial revolution to the "hive mind" of rave music and the age of the internet. We will consider the fear of A.I. as well as the optimistic view of it as an enhancement or amplification of the human. The image of the female and/or racialized robot is especially prominent, as is the notion that manufactured internet identities are variations on the theme of A.I. Readings will include E. T. A. Hoffmann's short stories about automata, Karel Capek Rossum's *Universal Robots*, Jeanette Winterson's *The Stone Gods*, Thomas Berger's *Adventure of the Artificial Woman*, Donna Haraway's "A Manifesto for Cyborgs," and selections from Isaac Asimov, William Gibson, Jean Baudrillard and contemporary cyberpunk and steampunk fiction. Films will include *Metropolis*, *Blade Runner*, *The Matrix*, *Sleep Dealers* and selections from the series *Battlestar Galactica*.

Format:seminar. Requirements:4 papers, of varying length (3-5 pages, 4-6, 5-7, and 8-10).

Prerequisites:a 100 level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit:25 (expected:20). Preference given to English Majors.*

Hour: 2:35-3:50 MR

MIHAIOVIC

### ENGL 328(F) Narrating Other Minds: Austen, Eliot, Woolf (Same as WGSS 328)

At roughly fifty-year intervals, Britain produced three brilliant female novelists—Jane Austen, George Eliot, and Virginia Woolf—who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction—with an emphasis on Austen and Eliot—in the context of recent critical debate about the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered:

how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do “omniscient” narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? Why does “free indirect discourse”—which blurs the distinction between the consciousness of narrator and character—feature so prominently in the work of all three? Possible texts include Austen’s *Emma* and *Persuasion*, Eliot’s *Middlemarch*, *Daniel Deronda*, and “The Lifted Veil,” and Woolf’s *The Waves*.

Requirements: three 5- to 8-page essay and several shorter assignments.

Prerequisite: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25).*

(Criticism or LH-B)

Hour: 2:35-3:50 MR

CASE

### **ENGL 329 Cultures of War: U.S. Wars in Asia and American Culture (Same as AMST 329) (Not offered 2012-2013)**

(See under AMST 329 for full description.)

UM

### **ENGL 331(S) Romantic Nature (Same as ENVI 331)**

“Nature” is a central concern of British Romantic-era writing, which engages and celebrates sublime prospects, tucked-away violets and field mice, bird song, stinging frosts and glorious morns. Indeed, “nature” could be said to have been invented, or at least constructed anew, in this period, partly in response to the ecological crises brought on by the rapid industrialization and imperial expansion occurring at the same time. This course will examine Romantic-era constructions of nature and the natural world; we will also attend to how these constructions have shaped our current environmental and ecological concerns and discourses. Primary readings will include texts by Jean Jacques Rousseau, William Blake, Charlotte Smith, Dorothy and William Wordsworth, Mary and Percy Shelley, John Clare, and at least some contemporary environmental writing; we will also read philosophical and theoretical essays by Edmund Burke, Friedrich Schiller, Michel Serres, Lawrence Buell, Timothy Morton and others.

Format: seminar. Requirements: students will be expected to take an active role in shaping class discussion, and thus may be asked to do informal group presentations and/or to post responses to readings before class meetings. Two formal essays, 6-8 pages and 10 pages, will be due at mid-term and at the end of reading week.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25).*

Preference given to English majors and Environmental Studies majors and concentrators.

(LH-B)

Hour: 1:10-2:25 TF

SWANN

### **ENGL 333(S) The Nineteenth-Century British Novel (Same as WGSS 333)**

Imagine this: a form of art and entertainment that purports to be able to represent everything-intimate, even inaccessible human thoughts and feelings, love, class, the city, shopping, sexuality, bureaucracy, social bonds, industrialization, nationalism, even modernity itself. In this course we will try to understand the scope of the nineteenth-century British novel’s jaw-dropping representational aspirations: its claim to comprehend in its pages both the dizzying complexity of new social, political, and economic structures, as well as delineate in finest detail the texture of individual minds and lives. We will pay attention to the fictional modes by which apparently intractable social problems are resolved, through a sleight of hand act we seem never to tire of, in the realm of romantic love. And while we might think of the novel as an *Empire of the Little*, endlessly occupied with giving significance to the smallest acts of ordinary human life, we will think about the broader historical and social conditions the novel both represents in its pages, and is a crucial not-so-silent partner in promoting and contesting. We will also interest ourselves in the kind of under-the-counter work the Victorian novel does on behalf of British empire, as well as empire’s own behind-the-scenes work for the novel. Since so many of these stories of everyday life seem as familiar to us as everyday life, we will work hard to maintain what is strange and specific about the nineteenth century even as we recognize within these works the birth of so much that is modern in our own culture. Likely authors include: Austen, Scott, Brontë, Dickens, Eliot, Braddon, and Forster.

Format: seminar/discussion. Requirements: heavy reading load, flexible writing requirements with options for journal, short papers, exam, and final long paper.

Prerequisite: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(LH-B)

Hour: 1:10-2:25 TF

CASE

### **ENGL 335(F) Manners, Modernity, and the Novel (Same as COMP 335) (W)**

The realist novel has a thing for good form: preoccupied with figuring an entire social world in its pages, it also turns a granular-level lens upon the nicer aspects of social life and etiquette. Some literary historians even have pegged the novel’s rise to the civilizing process itself. Not just a good read, the novel taught us not to kill each other at the dinner table, and not to use a fish fork to eat our salad. Manners, it turns out, figure some of the most pressing concerns of modernity: the nature of social authority amidst increasingly fluid notions of class, the role of taste in the discourse of aesthetics, and the relation of civilization to its discontents. This course will think about the novel’s interest in good form, both within fictional worlds and in the novel’s sense of itself as becoming something more refined than mass culture as it enters the 20th century. We will read novels alongside work on style and taste, ranging from etiquette books to philosophical writing on aesthetics, as well as sociological theories of taste as an engine of social distinction. How does something as quaint as good manners become a means of registering, and contending with, the vicissitudes of modernity in fiction, from the perfection of social form in Oscar Wilde to the tactful reticence of Henry James? While focused on the 19th century, we also will take up one contemporary heir to the novel of manners, American Psycho, in which the desire to keep up appearances becomes a gothic compulsion. Likely novelists include Jane Austen, William Thackeray, Oscar Wilde, Henry James, Edith Wharton, Bret Easton Ellis. Theorists will include Pierre Bourdieu, Theodor Adorno, and Erving Goffman, among others.

Format: tutorial. Requirements: weekly tutorial papers.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 10 (expected: 10). Preference given to English majors and by interview.*

*May not be taken on a pass/fail basis.*

(LH-B)

Tutorial meetings to be arranged.

MCWEENY

### **ENGL 338(F) The American Renaissance (Same as AMST 338)**

The 1840s and 50s are known as “the American Renaissance,” a watershed in American literary history which includes Thoreau’s *Walden* and Melville’s *Moby-Dick*, Emerson’s essays and Hawthorne’s fiction. It also includes major abolitionist writings by Frederick Douglass and Harriet Beecher Stowe and the groundbreaking poetry of Walt Whitman and Emily Dickinson. We will read through this essential period of American literature by asking how key authors figure intimacy, emotion, and experience. That inquiry, in turn, will help us explore the formations of literary work and its interventions into the culture of a nation heading toward Civil War and conscious of its fractures. How did these authors imagine the gulf between self and not-self, and the potential to bridge that gulf? Did the written word have the power to make readers “feel right,” as Stowe hoped, or to correct them when they felt wrong, as Douglass attempts to do when he tells his audience that slave songs express sorrow, not joy? As we move through a rich variety of texts, we will explore how authors try to move their readers, and how they conceive of emotion’s relationship to the individual person and to the culture at large.

Format: seminar. Requirements: students will write regular informal response papers/presentations, plus two longer essays of about 6-7 and 9-10 pages.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(LH-B)

Hour: 11:20-12:35 TR

BARNES

### **ENGL 340(F) Reading Americans Reading (Same as AMST 340) (W)**

“Take heed what you read!” Sojourner Truth warned her audiences. Frederick Douglass described the mixed blessing of literacy—facilitating his freedom, but not without first increasing his sense of oppression. Truth and Douglass signal the strong American awareness of both the promises and the dangers of reading, and of the intensely social nature of that seemingly insular world of the reader and the book. While, culturally speaking, we are what we read, it’s not always clear how the process of digestion works. How have certain American writers become the writers they are through the books they devour or are denied? How might we account for the mutual relations between reading, consciousness and action, making sense of how reading is at once a function of our social construction, as well as a mode of transforming ourselves and the worlds we inhabit? What happens when we shift our attention from the uses of books to the uses of popular culture, and from readers to fans? Who really authors a text? Using models drawn from literary and cultural theory, social history and theories of literacy, we evaluate the ways Americans have found and lost themselves in their reading. Readings include works by Emerson, Douglass, Melville, Hawthorne, Eudora Welty, Richard Wright, Roland Barthes, Georges Poulet, Paulo Freire, Carlo Ginzburg, Alice Walker, Richard Rodriguez, Janice Radway, Constance Penley, as well as Harlequin romance, slash and mashup fiction.

Format: seminar. Requirements: evaluation will be based on class participation (discussion seminar format), several short papers and one substantial final essay.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate for English majors;

AMST 201 for American Studies majors. Enrollment limit: 19 (expected: 19). Preference given to English or American Studies majors. This course fulfills the Criticism requirement for the English major, and counts for either the Arts in Context or Critical/Cultural Theory specializations in American Studies.

(Criticism)

Hour: 1:10-2:25 TF

CLEGHORN

**ENGL 344(F) Race and Abstraction (Same as AFR 303, AMST 303, and COMP 301)**

(See under AMST 303 for full description.)

WANG

**ENGL 349(F) Contemporary Drama and Performance (Same as COMP 355 and THEA 345)**

(See under THEA 345 for full description.)

HOLZAPFEL

**ENGL 351(S) Ford Madox Ford**

In this course we will study the work of Ford Madox Ford, arguably the most versatile and representative, and perhaps the most entertaining, among modernist novelists. An important editor as well as prolific writer, Ford lived at the heart of both pre-War English and post-War Parisian literary life, and his work brilliantly reflects the development of literature from the early modernism of the fin-de-siècle and Edwardian eras to the post-War high modernism of writers such as Woolf and Joyce. Ford's novels offer a panoramic view of the enormous shift from the Victorian world of the late 19th century to the startlingly modern social landscape of the 1920s. He writes of the decline of a still powerful European aristocracy; of Anglo-American cultural relations; of sexuality, adultery, strange fidelity, and shifting gender relations; of competing forms of religious belief in an increasingly secularized society, and of a new Bohemian intellectual class; of women's suffrage and class ferment; of international betrayals, trench warfare, and the transformed England that World War I left in its wake. We will study his short novel *The Good Soldier*, whose literary impressionism led to its being called "the finest French novel in the English language"; *The Fifth Queen*, a trilogy of innovative historical novels concerning Henry VIII's ill-fated wife Katherine Howard; and his epic World War I tetralogy, *Parade's End*, which has been described as the greatest war novel in English.

Format: seminar. Requirements: active participation in class discussions, two 8- to 10-page papers.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 25 (expected: 15). Preference given to English majors.

(LH-C)

Hour: 1:10-2:25 MR

TIFFT

**ENGL 355(S) Fanaticism**

Eighteenth- and nineteenth-century writers of literature and political philosophy repudiate fanaticism-over and over again. Whether as a religious, political or amorous posture, fanaticism is universally decried and never avowed. But what is fanaticism, and why should it be considered such a threat, particularly during a period that for the most part embraced an enlightened secular rationalism? In this course, we will explore these questions by considering literary texts that dramatize fanaticism in light of accounts by such philosophers and historians as Voltaire, Kant, Rousseau, Hobbes, Hume, Burke, Tocqueville, Carlyle, Mill, William James, and Adorno. Literary readings will be drawn from works by Swift, Wordsworth, Hogge, Dickens, Eliot, Hawthorne, Conrad, and Henry James. We will also look at drawings and engravings by Hogarth and Goya. While some of these works oppose fanaticism to enlightenment values, others see it as an effect of those values, which include sympathy, self-examination, and political flexibility. Since fanaticism has recently had considerable political currency, we will also consider some contemporary accounts, by Walter Laqueur and others, which reanimate the debates and concerns of the course.

Format: discussion/seminar. Requirements: students will write one 6- to 8-page paper and one 10- to 12-page paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 25 (expected: 25). Preference given to junior and senior English majors.

(LH-B or Criticism)

Hour: 1:10-3:50 W

SOKOLSKY

**ENGL 356(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AFR 323, AMST 323, ARTH 223, and COMP 322) (D)**

(See under AFR 323 for full description.)

BRAGGS

**ENGL 360(F) James Joyce's Ulysses**

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism) are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as biographical and critical essays. Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.

Format: discussion/seminar. Requirements: active participation in class discussions, several group reports, a midterm exam and two papers.

Prerequisite: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 25 (expected: 25). Preference given to English majors.

(LH-C)

Hour: 11:00-12:15 MWF

TIFFT

**ENGL 363 Literature and Psychoanalysis (Same as COMP 340) (Not offered 2012-2013) (W)**

(See under COMP 340 for full description.)

NEWMAN

(Criticism)

**ENGL 372T(F) American Modernist Fiction (Same as AMST 372T) (W)**

Modernism among writers began in the second half of the nineteenth century and continued through perhaps World War II; we shall concentrate on fiction from around the 1920s, by such writers as Faulkner, Hemingway, Fitzgerald, Toomer, Cather, and Stein. Modernism tends to be difficult and elitist, though such writers as Fitzgerald and Hemingway tried to make popular careers out of its methods. Its reception has always been controversial and paradoxical: modernism either unleashes revolutionary thinking or displaces it (and either alternative may be its value); it either allows expression to repressed forms of sexuality or re-represses them; it either registers new racial realities or is specifically designed to keep racial structures in place. In this tutorial we shall address both American modernist fiction and its reception, and thus will conduct a continuing investigation of the relation of obscure meaning and imputed historical significance.

Format: tutorial. Requirements: students will write papers every other week (five in all) of 5-7 pages, and will critique papers in their off-weeks.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Enrollment limit: 10 (expected: 10). Preference given to English majors.

(LH-C or Criticism)

Not available for the Gaudino option.

Tutorial meetings to be arranged.

LIMON

**ENGL 374 Cities of the Anglophone Chinese Imagination (Same as AMST 305, ASST 305 and COMP 303) (Not offered 2012-2013) (D)**

(See under AMST 305 for full description.)

WANG

**ENGL 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as AFR 403, AMST 403, COMP 375 and LATS 403) (D)**

(See under AMST 403 for full description.)

WANG

(LH-C)

**ENGL 377T(F) From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (Same as AMST 377) (W) (D)**

This course is not an introduction to Asian American history or Asian American literature. Rather, it surveys the first five decades of an interdisciplinary academic field, Asian American Studies, to understand its development, intellectual and political concerns, and future prospects. Originating in student movements that saw themselves in solidarity with revolutionary forces around the world and in the U.S., Asian American Studies has become an established part of the curriculum in leading colleges and universities around the country. How did that happen? What was gained, and what was lost? How have the intellectual frameworks and objectives of the field shifted over time? In this course, we'll pursue an intellectual and institutional history of the field, with a special focus on Asian American literary and cultural studies. We won't shy away from some of the most vexing questions animating contemporary debates in the field: are the key ideas out of which it originated—its concept of "Asian America," its agenda for rethinking the social function of higher education—even recognizable today? Does "Asian American" continue to be a socially and politically useful category? Can ethnic studies continue to be a transformative force within higher education, or has it merely extended the reach of a structure it once sought to supplant? The tutorial format will allow us to accommodate students with or without prior knowledge of Asian American issues.

Format: tutorial. Requirements: weekly writing (alternating between 5- to 7-page papers and shorter critiques), active participation, one collaborative project. Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate or permission of instructor. *Enrollment limit: 10 (expected: 10). Preferences: an application will be solicited from interested students.*

*May not be taken on a pass/fail basis.*

(Criticism or LH-C)

Tutorial meetings to be arranged.

SCHLEITWILER

### ENGL 378(F) Nature/Writing (Same as ENVI 378)

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Format: seminar. Requirements: two 10-page papers, regular class attendance, and participation in discussions.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25). Preference given to English majors and Environmental Studies concentrators.*

Hour: 2:35-3:50 TF

D.L. SMITH

### ENGL 381(S) Black Modernisms and the Great Migration (Same as AFR 380 and AMST 381)

Courses on "the Harlem Renaissance" have long been standard fare in college curricula, but this rubric is too narrow to encompass the dramatic changes in early 20th century African American culture that made possible the careers of writers like Alain Locke, Langston Hughes, Claude McKay, Nella Larsen, and Zora Neale Hurston. Instead, we'll begin with a question: how did the term "urban" become a euphemism for African American culture? A hundred years ago, many informed commentators scorned the notion that African American populations might become other than what they had been for centuries—overwhelmingly rural and Southern. The massive social phenomenon that changed this status, by which millions of impoverished workers sought new lives in the industrial cities of the North, Midwest, and West Coast, is arguably the most significant event in African American history in the 20th century, and has become known as "the Great Migration." (Or, "the Great Migrations"—scholars like to pluralize everything these days—it's complicated!) "Black modernisms" should take the plural, too: as we'll see, the concept of modernism in Euro-American culture depended on a racialized theory of history and civilization that consigned people of color to the past (or, occasionally, the future), even as it was irrevocably shaped by influences of, appropriations from, and collaboration with peoples of color who saw modernity as a chance they were determined to claim for themselves. What became known as "the Harlem Renaissance" was the most famous U.S. example of such a cultural movement, but we'll explore it in a longer and more aesthetically, politically, and regionally diverse context. The artists and critics we'll examine, in addition to those mentioned above, may include Hubert Harrison, Jean Toomer, Marita Bonner, Richard Bruce Nugent, Bessie Smith, Richard Wright, David Levering Lewis, Cheryl Wall, and Brent Hayes Edwards.

Format: seminar. Requirements: class participation, frequent short writing assignments, a midterm take-home exam, and a final project.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to English majors and Africana Studies concentrators.*

Hour: 2:35-3:50 MR

SCHLEITWILER

### ENGL 386 From Hermeneutics to Post-coloniality and Beyond (Same as COMP 344 and REL 304) (Not offered 2012-2013) (D)

(See under REL 304 for full description.)

(Criticism)

DREYFUS

### ENGL 387(S) Psychoanalysis, Gender, and Sexuality (Same as COMP 342 and WGSS 388)

Psychoanalytic thought offers one of the most subtle and startling accounts we have of the nature of gender and sexuality, one that suggests how inextricably sexuality is bound to language, to the limits of culture, and to the problem of identity as such. We'll be interested in these issues in their own right; we'll be equally interested in the surprising ways psychoanalytic thought opens up literary, cinematic and visual works—psychoanalysis is, in the end, a form of reading. The course will weave together theoretical texts and fictions from *As You Like It* to *Some Like It Hot*. We'll explore *Antigone*, "chick flicks" and "buddy" films, courtly love lyrics and novels (Balzac, Woolf, Duras) in the light of thinkers such as Freud, Jacques Lacan, Jacqueline Rose, Leo Bersani and Lee Edelman.

Format: discussion/seminar. Requirements: lively participation, 20 pages of writing in the form of two short and one longer paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 25). Preference given to English, Comparative Literature, and Women's, Gender and Sexuality Studies majors.*

(Criticism)

Hour: 2:35-3:50 TF

PYE

### ENGL 394(S) Modern Pleasure Same as (WGSS 396)

This course investigates the modernist imagination of pleasure, both sensual and aesthetic, with a particular focus on the ways that modernism's formal strategies facilitate the representation of queer pleasures, affections, intimacies, and desires. We will read some texts that seek explicitly to represent lesbian, gay, bisexual, and transgender sexualities; we will look at others that radically re-imagine the feeling and expression of pleasure.

We will approach these texts through the questions: What constitutes "modern" pleasure? What makes pleasure (or a representation of it) queer? And do queer textual expressions of pleasure differ from representations of LGBT sexuality and desire? In tandem with our discussion of literary form, we will consider the crucial role that subcultural sites of intimacy, like Harlem's cabarets and Natalie Barney's sapphic salon, played in the collaborative production and transatlantic circulation of modernism. Authors likely to be studied include Henry James, Virginia Woolf, Gertrude Stein, Djuna Barnes, Nella Larsen, Radclyffe Hall, Willa Cather, and James Baldwin. We will also consider visual and aural texts, including photographs of the Barney salon, cubist portraits and landscapes, and the music of Gertrude "Ma" Rainey. We will read the work of sexologists and situate modernist literature in relation to early 20th-century scientific and cultural conversations about the nature of pleasure. Some contemporary scholarship on modernist sexual culture and much queer and feminist theory will accompany these texts and provide a framework for our analysis of modernism's queer pleasures.

Format: seminar. Requirements: engaged and thoughtful discussion; one 5- to 7-page paper and one 8- to 10-page paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 15 (expected 15). Preference given to English majors and/or students interested in Gender/Queer Studies.*

Hour: 11:00-12:15 MW

COWDEN

### ENGL 396(S) Hollywood, Hip-Hop, and Harry Potter: Making Sense of Popular Culture

One of the more peculiar features of societies like ours is that we are drowning in what used to be called art. No-one has to make a point of seeking out stories or music or painterly images. They stream ceaselessly from out of glowing boxes. They are piped into public space. You couldn't hide from art if you tried. This raises some interesting questions: Are popular movies (and novels and tunes) different from the "artistic" kinds? Are they worse? Does anything about culture change when societies start producing it in bulk? Does popular culture faithfully recite the attitudes and ideas of dominant groups and powerful institutions? How wide a variety of views is possible within it? The course will be held inside the Berkshire county jail; enrollment will be divided equally between Williams students and residents of the jail.

Permission to enroll will be granted on the basis of a questionnaire and face-to-face interview with the instructor. Williams students will be asked to consider what forms of culture they share with people who have not typically thought of themselves as college-bound and will get to trade ideas on the subject with incarcerated women. The jail setting is a way of bringing into the classroom the one group that college students almost never get to hear from: people who weren't made ready for college. One class meeting per week.

Format: seminar. Requirements: there will be short essays weekly.

Prerequisites: a 100 level English class or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to English majors.*

Hour: 1:10-3:50 W

THORNE

## 400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

### ENGL 410 American Avant Garde Poetry Since 1950 (Same as AMST 410) (Not offered 2012-2013)

(See under AMST 410 for full description.)

WANG

### ENGL 415(S) Edward Said (Same as AMST 415 and COMP 403)

(See under AMST 415 for full description.)

WANG

### ENGL 423 History in Theory (Not offered 2012-2013)

Moments of political turmoil expose the contested and highly charged ways in which a culture structures itself around an imagined past, a process that some of the most interesting theorists of the past two hundred years have helped to illuminate. In this course, we will read their work along with literary and cinematic texts that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis—in order to lay bare the problems and contradictions that emerge in those fraught narratives of the

past. We will consider such issues as the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Austen, Eliot, Kafka, Mann, Borges, Stoppard, and Kushner, and theoretical essays by Kant, Burke, Carlyle, Marx, Weber, Benjamin, Adorno, Foucault, de Certeau, and Lefort. Films will include such works as Eisenstein's *October*, Reifens-tahl's *The Triumph of the Will*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*. This course is conceived for students who have already taken a criticism course, but those students who have yet to do so are welcome.

Format: seminar, with a week or so of tutorials and a chance for independent work. Requirements: one 5-page paper and a final fifteen-page paper, with a process of revisions.

Prerequisite: a 300-level course or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to English majors.*

(LH-B or Criticism)

SOKOLSKY

### ENGL 450(S) Melville, Mark Twain, and Ellison (Same as AFR 450) (D)

As an epigraph to his novel, *Invisible Man*, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to *Invisible Man*, Ellison invokes a sermon that appears briefly in the opening chapter of *Moby-Dick*. In his essays on comedy and American culture, Ellison comments trenchantly on *Adventures of Huckleberry Finn*. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison.

This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.

Format: seminar. Requirements: a journal and a 15-page paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 25 (expected: 12).*

(LH-B)

Hour: 2:35-3:50 MR

D. L. SMITH

### ENGL 456(F) Special Topics in Critical Theory: Zizek

Special Topics in Critical Theory This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Topics will vary by semester.

The topic of this year's course is the theorist, Slavoj Zizek. Zizek's writing is a ferment of psychoanalysis, science fiction, Marxism, crime thrillers, opera, and dirty jokes. He may be the only philosopher alive who is so entertaining that one sometimes forgets that he is also really smart.

Our first task, accordingly, will be to figure out what Zizek's philosophical and political project has been, since he never really says. We will try, in other words, to identify what is most systematic in a body of writing that looks more off-handed than it actually is. And if we can't find the system, we should at least be able to name Zizek's preoccupations: What is the relationship between pleasure and political power? Does power operate differently now than it used to? Is obscenity-or rambunctious eroticism-one path towards liberation? What do most of us do with knowledge that is too terrible to bear? Is there an alternative to global capitalism and onrushing ecological collapse? Is there anything about Christianity worth saving? Or about communism? We will read widely in Zizek, splicing in as little Freud, Hegel, Marx, and Lacan as we can get away with.

Format: seminar. Requirements: informal weekly writing and a seminar paper.

Prerequisites: a 100-level English Course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. *Enrollment limit: 20 (expected: 20).*

(Criticism)

Hour: 1:10-2:25 TF

THORNE

### ENGL 466(S) Re-reading Joyce's *Ulysses*

If you have taken English 360, you know how truly awesome James Joyce's *Ulysses* is and have a sense that it not only rewards but demands reconsideration. This advanced course is an opportunity to more fully master a masterpiece, and to pursue your own critical and theoretical analysis. For the first half of spring semester, we meet as a small band of zealous disciples, discussing the complexities of *Ulysses*. For the second half of the term, students meet independently with the instructor to plan, pursue, refine, and revise a substantial essay of about twenty pages. Your research and writing might be literary critical (close reading, formal analysis, exploration of verbal details), interdisciplinary, biographical and historical, political and ideological, feminist and gender-inflected, cultural studies, post-colonial, psychological and sociological, among many possibilities. The idea is to learn better how to develop a compelling interpretive analysis, as one might in a senior honors project or graduate school seminar paper.

Format: seminar. Requirements: regular participation in seminar discussions, frequent conferences with instructor, completion of a substantial term paper.

Prerequisites: English 360. *Enrollment limit: 15 (expected: 8). This is an advanced course for exceptionally motivated students considering a senior honors project and/or graduate studies in English.*

Hour: 1:10-2:25 MR

R. BELL

## 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 227(S) A Science Fiction and Fantasy—Writing Seminar

In this class the students will attempt to produce a genre short-story, or else a chunk of a longer narrative, every two weeks. It will be writing-intensive rather than reading-intensive, though from time to time we might look at the odd piece of professional work, by way of example or inspiration, or as a source of stolen goods. Mostly, though, we will be discussing our own stuff—original stories, or sketches for stories, or the occasional plot, character, or setting exercise. Passing the course will require finishing at least three ten- to twenty-page stories, as well as numerous shorter assignments. A fair amount of work, in other words, although to save time I'm hoping we can keep any analysis or interpretation to a strict minimum.

Format: seminar. Requirements: class participation, and regular assessment of written work.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 12 (expected: 12).*

Hour: 8:30-9:45 TR

P. PARK

### ENGL 232(F) The Art of the Long Story (W)

Long stories (over 35 pages) at their best combine a novel's richness and depth with a story's shapeliness and concision. In this course, intended for students with a serious interest in writing, and in examining fiction from a writer's point of view, we'll study a variety of long stories and examine their craft elements. In addition to Francine Prose's *Reading Like a Writer*, we'll read work by James Baldwin, Deborah Eisenberg, Mavis Gallant, Katherine Mansfield, Alice Munro, David Foster Wallace, and others.

Format: seminar. Requirements: regular attendance, active participation in class discussion, weekly 1- to 2-page response papers, and one longer (5- to 7-page) paper.

Prerequisites: a 100-level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate. *Enrollment limit: 14 (expected: 14). Preference given to sophomores; first-year students who have placed out of a 100-level course; students interested in writing fiction.*

Hour: 2:35-3:50 TF

BARRETT

### ENGL 281(F,S) Introductory Workshop in 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.*

Hour: 2:35-3:50 TF

2:35-3:50 TF

Fall Semester: RAAB

Spring Semester: RAAB

### ENGL 283(F,S) Introductory Workshop in Fiction

A course in basic problems that arise in the composition of short fiction. Individual conferences will be combined with workshop sessions; workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

No prerequisites. *For fall: enrollment limit: 12 (expected: 12); for spring: enrollment limit: 14 (expected: 14). 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

2:35-3:50 MR

First Semester: J. SHEPARD

Second Semester: J. SHEPARD

**ENGL 288(F) Introductory Workshop in Memoir**

A course in the basic problems and possibilities that arise in the composition of memoir. Individual meetings with the instructor will be available. Class sessions will be devoted to the discussion of both published and student work. Students will receive written critiques from other students as well as the instructor.

Format: seminar. Requirements: successful completion of several writing exercises and at least 30 pages of final work; active class participation; critiques of published and student work; one student-led class.

No prerequisites. *Enrollment limit: 12 (expected: 12). Selection is based on writing samples. If writing samples are equal, preference will be given by seniority.*  
Hour: 9:55-11:10 TR K. 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 and permission of the instructor. *Enrollment limit: 12 (expected: 12). Candidates for admission should confer with the instructor prior to registration and be prepared to submit samples of their writing.*

Hour: 11:20-12:35 TR

RAAB

**ENGL 384(S) Advanced Fiction Workshop**

A course that combines individual conferences with workshop sessions. Workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

Format: writing workshop.

Prerequisites: English 283 or 385, or permission of instructor. *Enrollment limit: 14 (expected 14). Selection will be based on writing samples.*

Hour: 1:10-2:25 MR

J. SHEPARD

**ENGL 385(F) Advanced Fiction Workshop: Form and Technique**

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Through close study of stories in both traditional and unusual forms, we'll examine how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will write new stories, employing the forms and techniques studied, and discuss them in workshop.

Format: seminar. Requirements: regular attendance, active participation in workshop, weekly 1-2 pp brief imitations of assigned stories, two 8-18 pp story drafts for discussion in workshop, and a final portfolio of at least two revised, polished stories.

Prerequisites: English 283 or 384, or permission of instructor. *Enrollment limit: 12 (expected: 8-10). Selection is based on writing sample, if prerequisites are satisfied.*

Hour: 1:10-3:50 W

BARRETT

**HONORS AND INDEPENDENT STUDY****ENGL 397(F), 398(S) Independent Study**

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

**ENGL 493(F) Honors Colloquium**

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program.

Evaluation will be based on participation and on individual progress on the thesis projects, which will be determined in consultation with each student's honors advisor.

Prerequisite: admission to the department Honors program. *No maximum enrollment.*

Hour: 2:35-3:50 TF

SOKOLSKY

**ENGL 494(S) Honors Thesis**

Required of all senior English majors pursuing critical theses and critical specialization.

MCWEENY, Director of Honors

**ENGL 497(F) Honors Independent Study**

Required of all senior English majors pursuing Honors in creative writing.

MCWEENY, Director of Honors

**ENGL W30 Honors Thesis: Specialization Route**

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

**ENGL W31 Senior Thesis**

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

**ENVIRONMENTAL STUDIES**

*Director, Associate Professor JENNIFER L. FRENCH*

*Associate Director, Lecturer SARAH S. GARDNER*

Associate Professor FRENCH. Assistant Professors: HOWE, KOHLER. Lecturer: GARDNER. Research Associates: R. BOLTON, VENOLIA.

**MEMBERS OF THE CENTER**

HENRY W. ART, Professor of Biology and Environmental Studies

DAVID H. BACKUS, Lecturer in Geosciences

LOIS M. BANTA, Associate Professor of Biology

DONALD deB. BEAVER, Professor of History of Science

DIETER BINGEMANN, Associate Professor of Chemistry

ROGER E. BOLTON, Professor of Economics, *Emeritus*

STEPHANIE BOYD, Director of the Zikha Center for Environmental Initiatives

RALPH BRADBURY, Professor of Economics

JAMES T. CARLTON, Professor of Marine Sciences

DAVID CASSUTO, Class of 1946 Visiting Distinguished Professor of Environmental Studies

MEA S. COOK, Assistant Professor of Geosciences\*\*\*

DAVID P. DETHIER, Professor of Geosciences

GEORGES B. DREYFUS, Professor of Religion\*\*\*

JOAN EDWARDS, Professor of Biology

ANTONIA FOIAS, Professor of Anthropology and Sociology

JENNIFER L. FRENCH, Associate Professor of Spanish

SARAH S. GARDNER, Lecturer in Environmental Studies

DARRA GOLDSTEIN, Francis Christopher Oakley Third Century Professor of Russian

KIM GUTSCHOW, Lecturer in Religion and Anthropology/Sociology

DOUGLAS GOLLIN, Professor of Economics\*\*\*

JACQUELINE HIDALGO, Assistant Professor of Latina/o Studies and Religion

NICOLAS HOWE, Assistant Professor in Environmental Studies

SARAH JACOBSON, Assistant Professor of Economics

ANDREW JONES, Manager, Hopkins Memorial Forest

PAUL KARABINOS, Professor of Geosciences\*\*\*

PIA KOHLER, Assistant Professor in Environmental Studies

JAMES MANIGAULT-BRYANT, Assistant Professor of Africana Studies

KAREN R. MERRILL, Professor of History\*\*\*

MANUEL MORALES, Associate Professor of Biology and Director of Research Hopkins Forrest

JAMES NOLAN, Professor of Sociology\*\*\*

DAREL E. PAUL, Associate Professor of Political Science\*\*\*

JAY RACELLA, Technical Assistant, CES and Morley Sciences Laboratories

DAVID P. RICHARDSON, Professor of Chemistry



STEPHEN C. SHEPPARD, Professor of Economics  
 DAVID C. SMITH, Senior Lecturer in Biology  
 DAVID L. SMITH, Professor of English  
 JOHN W. THOMAN, Jr., Professor of Chemistry\*\*\*  
 CLAIRE TING, Associate Professor of Biology

Environmental issues call upon citizens, organizations, and other agencies to grasp complex science, address conflicting human values, and make difficult ethical and political choices. The three curricular options in Environmental Studies—the majors in Environmental Policy and Environmental Science and the concentration in Environmental Studies—are designed to prepare students to deal effectively with these issues by integrating perspectives and methodologies from the natural sciences, the social sciences, and the arts and humanities.

The program is administered by the Center for Environmental Studies (CES), located in Harper House. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including library materials and databases, GIS facilities, and funding for student-initiated activities, summer research and internships. The Center administers the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, where field-study sites, a laboratory, and passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center.

The Program in Environmental Studies offers three distinct curricular options: students may decide to pursue either a major in Environmental Policy or Environmental Science or to complement a major in a different area with a concentration in Environmental Studies. Students may not double-major in Environmental Policy and Environmental Science or combine either major with a concentration in Environmental Studies.

The majors and the concentration share a common “core” of four courses: ENVI 101, 203, 302, and 402. The core courses are designed to be taken in sequence, with ENVI 302 and ENVI 402 normally reserved for senior majors and concentrators. ENVI 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology (offered by the Biology department) that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 is an experiential course that puts teams of students to work on projects of immediate significance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for majors and concentrators to draw together their interdisciplinary educational experiences and apply what they have learned to specific environmental issues. The core course structure affords students freedom to explore and to specialize in diverse fields of study, while sustaining a focus on environmental questions throughout their time at Williams.

An interdisciplinary course emphasizing field science, ENVI 102, is also required for students majoring in Environmental Policy or Environmental Science. Environmental Studies concentrators are also strongly encouraged to take ENVI 102.

### *Advising in Environmental Studies*

Students interested in pursuing a major or concentration sponsored by CES should seek advising from program faculty as early as possible. Students who decide to major in either Environmental Policy or Environmental Science are required to identify a track through the major and a faculty advisor from the list below at the time of declaration. Both the advisor’s signature and that of the Director of the Center for Environmental studies are required on the major declaration form.

<b>Track:</b>	<b>Advisors for 2012-13:</b>
Political Economy	Bradburd, Paul.
Political Theory and Law	Gardner, Kohler, Paul.
Society & Culture	French, Howe,
Environmental Biology	Art, Banta, Edwards, Morales, Smith, Ting.
Environmental Chemistry	Bingemann, Richardson, Thoman.
Environmental Geosciences	Dethier, Johnson, Karabinos.

### *The ‘Four Places’ Goal and Study Away:*

Learning about particular places is an essential part of Environmental Studies. By the time each student graduates, she or he should have developed intellectual insight into and personal experience of four places: “Home,” “Here,” “There,” and “The World.” For practical purposes, “Here” is the Berkshires and “There” is a place where the geography and socioeconomic circumstances are outside the student’s previous experience. Although this goal is not a requirement of the majors or the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet it. For example, students are encouraged to pursue summer internships in their “Home” communities, and field courses in natural science, environmental planning, and other areas can deepen familiarity with “Here.” Summer recess and Winter Study provide many excellent opportunities for research and other learning outside the New England region.

A wide variety of study away options is available to students in Environmental Studies, including the Williams Mystic program. Students in Environmental Studies are encouraged to study a foreign language and to spend all or part of their junior year abroad. Students considering either a semester or year away should consult both the CES Director and the study abroad office as early as possible to discuss their options. Up to two courses for the majors and three courses for the concentration may be taken outside of Williams. Approval for courses taken elsewhere must be granted in writing by the Director of CES.

### *Honors in Environmental Studies*

A student earns honors in Environmental Policy, Environmental Science or Environmental Studies by successfully completing a rigorous independent research project under the supervision of a member of the CES faculty. Juniors who wish to apply for the honors program should submit a 5-page proposal to their intended advisor and the Director of CES by the end of spring break. If a student wishes to work with a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Students will be notified by the end of the semester whether or not their proposal has been approved.

Students in the honors program are required to present their preliminary findings at a meeting of CES students, faculty and staff in November. The final research project should be reported as a written thesis and presented orally before a faculty committee convened for that purpose. Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Director of the program by the end of the junior year. Majors and concentrators who pursue honors in Environmental Policy, Environmental Science or Environmental Studies alone should enroll in ENVP 493-W31-494, ENVS 493-W31-494, or ENVI 493-W31-494, Senior Research and Thesis, in addition to completing the requirements of the major or concentration.

Because most research requires sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year doing honors research. Funds to support student research are available from restricted endowments of the CES, and an open competition is held each spring to allocate funding resources. Some departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the possibility of summer research in mind.

Honors will be awarded on the basis of the academic merit and originality demonstrated by the student and in the completed thesis. The following timeline has been established for students pursuing honors in 2012-13:

Tuesday, October 30 (7:00 pm)	Preliminary presentation of research results
Thursday, May 2 (7:00 pm)	Defense of honors thesis
Thursday, May 16 (5:00 pm)	Delivery of final thesis to Director of CES

Failure to meet any one of these deadlines will result in removal from the honors program.

## **THE MAJOR IN ENVIRONMENTAL POLICY**

The major in Environmental Policy brings together core courses in Environmental Studies with relevant coursework in related fields including Economics and Political Science. The goal of the Environmental Policy major is to combine scientific literacy with an understanding of the economic, political and cultural structures involved in institutional decision-making on environmental matters. Eight courses are common to all Environmental Policy majors; there are also three distinct tracks through the major, each of which entails an additional theory/methods course and two electives. The three tracks through the major are a) Political Economy, b) Political Theory and Law, and c) Society and Culture. Environmental Policy majors are also encouraged to take GEOS 214 Remote Sensing and GIS. Students majoring in Environmental Policy should investigate the courses required for their chosen track and consult their advisor to plan an appropriate schedule for completing the major, including any prerequisites not listed below. Courses cannot be double-counted within the major; for example, a course used to fulfill the theory/methods requirement cannot also be used as an elective. The availability of required courses may vary slightly from year to year, and substitutions may be authorized occasionally by the Director of CES. Environmental Policy majors will be exempt from taking Econ 110 if they received a score of 5 on the Microeconomics AP exam, a 6 or 7 on the higher-level Economics IB examination, or an A or B in economics in A-levels. Students seeking exemption from ENVI 102 on the basis of exam results should consult the Director of CES.

### **Requirements for the Major in Environmental Policy**

ENVI 101 Nature and Society  
 ECON 110 Principles of Microeconomics  
 ENVI 102 Introduction to Environmental Science Methods  
 BIOL 203 Ecology

A theory/methods course:

For the Political Economy track, ECON 253 Empirical Methods in Political Economy  
or ECON 255 Econometrics

For the Political Theory and Law track, PSCI 203 Introduction to Political Theory  
or another PSCI course selected in consultation with the Political Science Department Chair and the Director of CES

For the Society and Culture track, ENVI 217 Environmental "isms": Theory and Method in the Environmental Humanities. Seniors majors who have completed one of the previous theory/method options for this track should consult the Director of CES for approval.

Two electives appropriate to the track and approved by the student's advisor and the Director of CES if not included in the lists below.

For the Political Economy track, courses dealing with policy-making and resource allocation:

ECON 213 Introduction to Environmental and Natural Resource Economics  
ECON 228 Water as a Scarce Resource  
ECON 229 Law and Economics  
ECON 379 Economics and the Environment  
ECON 386 Environmental Policy and Natural Resource Management  
ECON 395 Growth and Sustainability  
ECON 457 Public Economics Research Seminar  
ENVI 208 Science and Politics in Environmental Decision Making  
ENVI 209 Ecologies of Place  
ENVI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes  
ENVI 309 Environmental Policy  
ENVI 328 Global Environmental Politics  
PSCI 201 Power, Politics and Democracy in America  
PSCI 216 American Constitutionalism I: Structures of Power  
PSCI 238 Economic Liberalism and Its Critics  
PSCI 327 Global Politics of Development and Underdevelopment  
MAST 351 Marine Policy

For the Political Theory and Law track, courses dealing with liberalism and its critique:

ECON 229 Law and Economics  
ENVI 208 Science and Politics in Environmental Decision Making  
ENVI 211 Race and the Environment  
ENVI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes  
ENVI 303 Cultures of Climate Change  
ENVI 309 Environmental Policy  
ENVI/LATS 318 California: Myths, Peoples and Places  
ENVI 328 Global Environmental Politics  
ENVI/ENGL 331 Romantic Nature  
PHIL 236 Contemporary Ethical Theory  
PSCI 201 Power, Politics and Democracy in America  
PSCI 216 American Constitutionalism I  
PSCI 223 International Law  
PSCI 238 Economic Liberalism and Its Critics  
PSCI 309 Environmental Policy  
PSCI 311 Congress  
PSCI 316 Making Public Policy  
PSCI 334 Theorizing Global Justice

For the Society and Culture track, courses exploring culture and diversity as bearing on environmental issues:

ANSO 206 Social Theory  
AMST 302 Public Sphere/Public Space  
AMST/ENVI 221/LATS 220 Introduction to Urban Studies  
AMST/LATS 312 Chicago  
AMST/LATS 408 Envisioning Urban Life  
ArH/ENVI 201 American Landscape History  
ArH 311 North American Suburbs  
ArH/ENVI 308 North American Park Idea  
ArH/ENVI 310 North American Agriculture History  
ArH 318 The American Pastoral Mode  
ENVI 208 Science and Politics in Environmental Decision Making  
ENVI 209 Ecologies of Place  
ENVI 211 Race and the Environment  
ENVI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes  
ENVI 291 Religion and the American Environmental Imagination  
ENVI 303 Cultures of Climate Change  
ENVI 306 Environmental Discourse  
ENVI 309 Understanding Public Policy  
ENVI/PHIL 311 Environmental Philosophy and the Emergence of the Ecosphere  
HSCI 240 Technology and Science in American Culture  
MAST/ENGL 231 Literature of the Sea  
MAST/HIST 352 America and the Sea, 1600-Present  
PHIL 210 Philosophy of the Social Sciences  
PHIL 236 Contemporary Ethical Theory  
PSCI 203 Introduction to Political Theory  
PSCI 238 Economic Liberalism and its Critics  
PSCI 334 Theorizing Global Justice  
REL 287 Society, Religions and the Environment  
SCST 401 Critical Perspectives on Science and Technology  
SOC 368 Technology and Modern Society

ENVI 302 Environmental Planning Workshop

ENVI 307 Environmental Law

One course in environmental policy: ENVI 309 Environmental Policy

or ENVI 328 Global Environmental Politics

or MAST 351 Marine Policy

or ECON 386 Environmental Policy and Natural Resource Management

ENVI 402 Senior Seminar

#### THE MAJOR IN ENVIRONMENTAL SCIENCE

The major in Environmental Science brings together core courses in Environmental Studies with relevant coursework in a specific scientific discipline. The goal of the major in Environmental Science is to provide training in one of the natural sciences as well as an understanding of the complex array of natural, social

and political factors involved in environmental issues. Five courses are common to all Environmental Science majors; there is also a methods requirement and three disciplinary tracks, each comprised of five additional courses. The three disciplinary tracks are a) Environmental Biology, b) Environmental Chemistry, and c) Environmental Geosciences. Students majoring in Environmental Science should investigate the courses required for their chosen track and consult their advisor to plan an appropriate schedule for completing the major, including any prerequisites not listed below. Courses cannot be double-counted within the major; for example, a course used to fulfill the methods requirement cannot also be used as an elective. The availability of required courses may vary slightly from year to year, and substitutions may be authorized occasionally by the Director of CES. Students seeking to place out of particular courses on the basis of AP, IB or A-level exams should consult the Director.

### Requirements for the Major in Environmental Science

BIOL 203/ENVI 203 Ecology  
 ENVI 101 Nature and Society: An Introduction to Environmental Studies  
 ENVI 102 Introduction to Environmental Science  
 ENVI 302 Environmental Planning Workshop  
 ENVI 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies

#### A methods course:

CHEM 364/ENVI 364 Instrumental Methods of Analysis  
 GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems  
 STAT 201 Statistics and Data Analysis  
 STAT 231 Statistical Design of Experiments

#### A five-course disciplinary track:

##### *for Environmental Biology*

##### Three electives at the 300+ level from:

BIOL 302/ENVI 312 Communities and Ecosystems  
 BIOL 305 Evolution  
 BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers  
 BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions  
 BIOL 422/ENVI 422 Ecology of Sustainable Agriculture  
 CHEM 341/ENVI 341 Toxicology and Cancer  
 CHEM 364/ENVI 364 Instrumental Methods of Analysis  
 MAST 311/BIOL 231 Marine Ecology

##### Two electives from:

BIOL 102 The Organism  
 BIOL 134/ENVI 134 The Tropics: Biology and Social Issues  
 BIOL 220/ENVI 220 Field Botany and Plant Natural History  
 CHEM 151 Introductory Concepts of Chemistry  
 GEOS 101/ENVI 105 The Co-Evolution of Earth and Life  
 GEOS 103/ENVI 103 Global Warming and Natural Disasters  
 GEOS 104/ENVI 104/MAST 104 Oceanography  
 GEOS 215/ENVI 215 Climate Changes  
 GEOS 218/ENVI 218 The Carbon Cycle and Climate  
 MAST 211/GEOS 210 Oceanographic Processes

##### *for Environmental Chemistry*

CHEM 151 Introductory Concepts of Chemistry  
 or CHEM 153 Introductory Concepts of Chemistry: Advanced Section  
 or CHEM 155 Principles of Modern Chemistry

CHEM 155 Principles of Modern Chemistry or CHEM 256 Foundations of Modern Chemical Sciences  
 CHEM 156 Organic Chemistry: Introductory Level  
 CHEM 251 Organic Chemistry: Intermediate Level or CHEM 255 Organic Chemistry Intermediate Level-Special Laboratory Section  
 CHEM 255 Organic Chemistry: Intermediate Level—Special Laboratory Section  
 CHEM 256 Foundations of Modern Chemical Science  
 CHEM 341/ENVI 341 Toxicology and Cancer

##### *for Environmental Geosciences*

##### One introductory Geosciences class:

GEOS 101/ENVI 105 The Co-Evolution of Earth and Life  
 or GEOS 103/ENVI 103 Global Warming and Natural Disasters  
 or GEOS 104/ENVI 104/MAST 104 Oceanography  
 or GEOS 105 Geology Outdoors

GEOS 201/ENVI 205 Geomorphology  
 GEOS 205/ENVI 207 Earth Resources or MAST 211/GEOS 210 Oceanographic Processes  
 GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus or GEOS 218T /ENVI 218T Carbon Cycle  
 GEOS 215/ENVI 215 Climate Changes

##### One 300+-level elective in Geosciences

ENVI 302 Environmental Planning Workshop

ENVI 402 Senior Seminar

### CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives and appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally-literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College. The concentration in Environmental Studies consists of four core courses and one elective course in each of the three divisions: natural science, social science, and humanities and arts.

### Requirements for the Concentration in Environmental Studies

BIOL 203/ENVI 203 Ecology  
 ENVI 101 Nature and Society: An Introduction to Environmental Studies  
 ENVI 302 Environmental Planning Workshop  
 ENVI 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies

#### *Distribution Courses*

In order to earn the concentration a student must take one course from *each* of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major.

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

#### *The Natural World*

BIOL 134/ENVI 134 The Tropics: Biology and Social Issues  
 BIOL 220/ENVI 220 Field Botany and Plant Natural History  
 BIOL 302/ENVI 312 Communities and Ecosystems  
 BIOL 422/ENVI 422 Ecology of Sustainable Agriculture  
 BIOL 424/ENVI 424 Conservation Biology  
 CHEM 341/ENVI 341 Toxicology and Cancer  
 CHEM 364/ENVI 364 Instrumental Methods of Analysis  
 ENVI 102 Introduction to Environmental Science  
 GEOS 101/ENVI 105 The Co-Evolution of Earth and Life  
 GEOS 102 An Unfinished Planet  
 GEOS 103/ENVI 103 Global Warming and Natural Disasters  
 GEOS 104/ENVI 104/MAST 104 Oceanography  
 GEOS 201/ENVI 205 Geomorphology  
 GEOS 205/ENVI 207 Earth Resources  
 GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus  
 GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems  
 GEOS 215/ENVI 215 Climate Changes  
 GEOS 218/ENVI 218 The Carbon Cycle and Climate  
 MAST 211/GEOS 210 Oceanographic Processes  
 MAST 311/BIOL 231 Marine Ecology  
 PHYS 108/ENVI 108 Energy Science and Technology

#### *Humanities, Arts, and Social Sciences*

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment  
 ANTH 214/ENVI 224 The Rise and Fall of Civilizations  
 ANTH 272/WGSS 272 Sex and the Reproduction of Society  
 ARTS 329 Architectural Design II  
 ENGL 378/ENVI 378 Nature/Writing  
 ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities & Everyday Life  
 ENVI 217 Environmental isms: Theory and Method in the Environmental Humanities  
 ENVI 291/REL 291/SOC 291 Religion and the American Environmental Imagination  
 ENVI 303/SOC 303 Cultures of Climate Change  
 HIST 371/ENVI 371 The History of U.S. Environmental Politics  
 LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City  
 LATS 312/AMST 312/ENVI 313 Chicago  
 MAST 231/ENGL 231 Literature of the Sea  
 MAST 352/HIST 352 America and the Sea, 1600-Present  
 REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas  
 REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment  
 SOC 315 Culture, Consumption and Modernity  
 SOC 368 Technology and Modern Society

#### *Environmental Policy*

ECON 204/ENVI 234 Economics of Developing Countries  
 ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics  
 ECON 215/INST 315 International Trade, Globalization and Its Effects  
 ECON 228/ENVI 228 Water as a Scarce Resource  
 ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management  
 ECON 517/ECON 388/ENVI 388 Urbanization and Development  
 ENVI 208 Science and Politics in Environmental Decision Making  
 ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes  
 ENVI 307/PSCI 317 Environmental Law  
 ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Policy  
 MAST 351/ENVI 351/PSCI 319 Marine Policy  
 PSCI 229 Global Political Economy  
 PSCI 327/ENVI 329 The Global Politics of Development and Underdevelopment  
 PSCI 328/ENVI 328 Global Environmental Politics

Variations from the requirements of the concentration must be approved in writing by the director of the program. Students are urged to consult with program faculty and the director as soon as they develop an interest in the concentration or if they intend to participate in study away opportunities.

In addition to courses fulfilling the concentration requirements, the following electives and related electives are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems  
 Environmental Studies 493-W31-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

#### **ENVI 101(F) Nature and Society: An Introduction to Environmental Studies**

This course introduces environmental studies as an interdisciplinary field of learning. It will provide a survey of a broad range of environmental problems, cases, and questions, from climate change to sustainable agriculture, from toxic waste to species extinction. We will also examine the intellectual traditions, authors, and historical developments that have most profoundly shaped our understanding of these issues. Keeping a constant eye on the complexities of life in the twenty-first century, we will explore the many different theories and methods that inform environmental scholarship, activism, and policy-making in a variety of cultural arenas and across geographical scales. Along the way, we will read works by philosophers, economists, journalists, historians, sociologists, and many others.

Format: lecture/discussion. Requirements/Evaluation: evaluation will be based on participation, in-class exercises, several writing assignments and a final exam.

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

*Satisfies one semester of the Division II requirement.*

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

KOHLER, HOWE

#### **ENVI 102(S) Introduction to Environmental Science Methods**

The field of environmental science considers physical, chemical, and biological interactions in an integrated approach to complex environmental systems. This course introduces students to multidisciplinary scientific methods used to assess and interpret human impacts on the environment through hands-on study of several local sites. Examples of topics covered are: anthropogenic carbon dioxide, acid rain, toxic metals, water quality, and waste treatment. Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: lecture/discussion. Evaluation will be based on participation, in-class exercises, several writing assignments and a final examination.

*Enrollment limit: 36 (expected: 36). Preference given to first-year students. This course is an introductory science seminar, designed for students who have a strong interest in Environmental Science. It is a required course for the majors in Environmental Policy and Environmental Science and satisfies one semester of the Division III requirement. This course also satisfies the "Natural World" requirement for the Environmental Studies concentration.*

Hour: 8:30-9:45 TR

Lab: 1-4 T,W,R

ART, BINGEMANN and DETHIER

<b>ENVI 103(F) Global Warming and Natural Disasters (Same as GEOS 103)</b> (See under GEOS 103 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	DETHIER
<b>ENVI 104(S) Oceanography (Same as GEOS 104 and MAST 104)</b> (See under GEOS 104 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	COX
<b>ENVI 105(F) The Co-Evolution of Earth and Life (Same as GEOS 101)</b> (See under GEOS 101 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	M. JOHNSON
<b>ENVI 108(S) Energy Science and Technology (Same as PHYS 108) (Q)</b> (See under PHYS 108 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	STRAIT
<b>ENVI 134(F) The Tropics: Biology and Social Issues (Same as BIOL 134) (D)</b> (See under BIOL 134 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	J. EDWARDS
<b>ENVI 203(F) Ecology (Same as BIOL 203) (Q)</b> (See under BIOL 203 for full description.) <i>Required course for students wishing to complete the majors in Environmental Policy and Environmental Science and the Environmental Studies concentration.</i>	D.C. SMITH
<b>ENVI 205(F) Geomorphology (Same as GEOS 201)</b> (See under GEOS 201 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	DETHIER
<b>ENVI 206(S) Renewable Energy and the Sustainable Campus (Same as GEOS 206)</b> (See under GEOS 206 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	BOYD and DETHIER
<b>ENVI 207 Earth Resources (Same as GEOS 205) (Not offered 2012-2013)</b> (See under GEOS 205 for full description.)	COX
<b>ENVI 208 Science and Politics in Environmental Decision Making (Not offered 2012-2013) (D)</b> This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities. Format: lecture/discussion with some role-play exercises. Requirements: several shorter writing assignments and two 5- to 7-page essays. No prerequisites; open to first-year students. <i>Enrollment limit: 19 (expected: 15). This course fulfills the Exploring Diversity Initiative requirement; it may also be used as an environmental policy elective by ENVI concentrators. Students majoring in environmental policy or environmental science should ask the Director of CES how it may be used towards the completion of the major.</i> KOHLER	
<b>ENVI 209 Ecologies of Place: Culture, Commodities and Everyday Life (Same as AMST 209 and ANTH 209) (Not offered 2012-2013)</b> This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul-de-sacs, farms to forests, nation-states to national parks. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. With strong emphasis on local-global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio-spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species. Format: lecture/discussion. Requirements: three 5- to 7-page essays and several shorter writing assignments. No prerequisites; open to first-years. <i>Enrollment limit: 20 (expected: 20).</i> <i>This course satisfies the "Theory/Methods" requirement for the Society &amp; Culture track through the Environmental Policy major and the "Humanities, Arts and Social Sciences" requirement of the Environmental Studies concentration.</i> <i>Satisfies one semester of Division II requirement.</i> Hour: 9:55-11:10 TR	HOWE
<b>ENVI 211(F) Race and the Environment (Same as AFR 211, AMST 211 and SOC 211) (D)</b> (See under AFR 211 for full description.)	J. MANIGAULT-BRYANT
<b>ENVI 213(F) Introduction to Environmental and Natural Resources Economics (Same as ECON 213) (Q)</b> (See under ECON 213 for full description.) <i>This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.</i>	JACOBSON
<b>ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as GEOS 214)</b> (See under GEOS 214 for full description.) <i>This course satisfies theory/methods requirement for the major in Environmental Science and the "Natural World" requirement for the Environmental Studies concentration.</i>	DETHIER and KARABINOS
<b>ENVI 215 Climate Changes (Same as GEOS 215) (Not offered 2012-2013) (Q)</b> (See under GEOS 215 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	COOK
<b>ENVI 217(S) Environmental "isms": Theory and Method in the Environmental Humanities (D)</b> How does culture shape our use and imagination of the physical environment? This is the central question of the environmental humanities. This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer this question by incorporating insights from social theory and cultural criticism. Focusing on studies of social and cultural conflict in the United States and Latin America from the time of European colonization to the present, it will examine key works from fields such as environmental history, ecocriticism, environmental ethics, and cultural geography, and it will survey the major methodological and philosophical commitments that unite these fields. Emphasis will be placed on the ideological critique of modernity. How have scholars made environmental sense of liberalism, capitalism, nationalism, colonialism, imperialism, sexism, and racism? How have these "isms" influenced our relations with the natural world, and how can the humanities help us both understand and change these relations for the better? With its emphasis on the critical theorization of inequality and cross-cultural interaction, this course fulfills the Exploring Diversity requirement. Format: lecture/discussion. Requirements: three 5- to 7-page essays and several shorter writing assignments. Prerequisites: Environmental Studies 101 or permission of instructor. <i>Enrollment limit: 19 (expected: 15).</i> <i>This class satisfies the theory/methods requirement of the Society &amp; Culture track of the Environmental Policy major. It may also be used to fulfill the Humanities, Arts and Social Sciences elective for the Environmental Studies concentration.</i> Hour: 9:55-11:10 TR	HOWE
<b>ENVI 218T The Carbon Cycle and Climate (Same as GEOS 218T) (Not offered 2012-2013) (W)</b> (See under GEOS 218 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	COOK
<b>ENVI 219 Topics in Sustainable Agriculture (Not offered 2012-2013)</b> What does sustainability mean in the context of agricultural practice, food production, and consumption? This course encourages students to think analytically and critically about the meanings and practices of sustainability in the context of food and agriculture. We examine diverse regional and historic contexts	

to explore how concerns about sustainability in relation to agricultural production and food consumption emerged, and explore the contemporary incarnations of sustainable agriculture in organic, fair trade, and local agriculture as well as in debates around food miles, biofuels, and genetic modification. Cutting across each of these individual topics, we will think about the connections between production and consumption, ecology and society. By the end of this course, it is expected that students will develop a multifaceted understanding of the social, political and cultural dimensions of sustainable food and agriculture.

Format: seminar. Requirements: Students will be required to submit discussion questions before each class, complete a short writing assignment each week, and prepare a mid-term essay and final research paper.

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

Satisfies one semester of the Division II requirement.

GALVIN

### **ENVI 220(S) Field Botany and Plant Natural History (Same as BIOL 220)**

(See under BIOL 220 for full description.)

J. EDWARDS

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

### **ENVI 221 Introduction to Urban Studies: Shaping and Living the City (Same as AMST 221 and LATS 220) (Not offered 2012-2013)**

(See under LATS 220 for full description.)

RÚA

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 ANTH 214 for full description.)

FOIAS

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

### **ENVI 227 Utopias and Americas (Same as AMST 227, LATS 227 and REL 227) (Not offered 2012-2013)**

(See under REL 227 for full description.)

HIDALGO

### **ENVI 228(T) Water as a Scarce Resource (Same as ECON 228) (W)**

(See under ECON 228 for full description.)

BRADBURY

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

### **ENVI 234 Economics of Developing Countries (Same as ECON 204) (Not offered 2012-2013)**

(See under ECON 204 for full description.)

RAI

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

### **ENVI 283(F) Dirty Politics: Regulating Hazardous Chemicals and Wastes (Same as PSCI 283)**

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management.

How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including Europe's precautionary safe-use law, citizen-science initiatives and consumer-driven certification schemes.

Format: seminar. Requirements: class presentations, weekly writing assignments, participation in negotiation simulations, one 12- to 18-page research paper and class participation.

Prerequisites: ENVI 101 or permission of instructor. Enrollment Limit: 19 (expected 15). Enrollment preferences: environmental policy majors, environmental science majors, environmental studies concentrators, and political science major. Satisfies the "Environmental Policy" requirement for the Environmental Policy major and the environmental studies concentration.

Hour: 1:10-2:25 TF

KOHLER

### **ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as REL 287) (Not offered 2012-2013) (D)**

(See under REL 287 for full description.)

DREYFUS

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

### **ENVI 291(S) Religion and the American Environmental Imagination (Same as REL 291 and SOC 291) (W)**

This course examines the relationship between religious and environmental thought in the modern United States. Focusing on the complex and closely linked legacies of Christianity, secularism, and popular spirituality, we will explore the religious and anti-religious roots of contemporary environmental discourse. Along the way, we will pursue a set of vexing questions about environmental thought: Is environmentalism a religion? If so, what kind of religion is it? If not, why not (and why do we even ask)? Is anti-environmentalism religiously motivated? Could religion be the cause of our ecological crisis? Could it be the solution? For answers, we will look to the writings of thinkers such as John Muir, Edward Abbey, Rachel Carson, Aldo Leopold, and Wendell Berry, as well as a number of lesser-known authors. We will read these authors alongside recent scholarship in the social sciences and humanities to understand how their thinking was influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty-first century. Finally, we will pay particularly close attention to episodes of conflict and cooperation between the environmental movement and religious conservatives during the past forty years, and we will analyze popular religious media from this period alongside the writings and visual productions of environmentalists.

Format: seminar. Requirements: a 15-to18-page research paper and several shorter writing assignments.

Prerequisites: Environmental Studies 101 or permission of instructor. Enrollment limit: 19 (expected: 17). Preference given to Environmental Studies majors and concentrators.

Hour: 1:10-2:25 MR

HOWE

### **ENVI 302(F) Environmental Planning Workshop**

This interdisciplinary course introduces the theories, approaches, methodologies, and legal framework of environmental planning and provides students with experience in the planning process through project work in the Berkshire region. The first part of the course introduces the students to planning literature through analysis and discussion of case studies. In the second part of the course students tackle an actual planning problem. Small teams of students, working in conjunction with a client in the community and under supervision of the instructor, conduct a planning project, using all the tools of an environmental planner. The project work draws on students' academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course includes several class presentations and culminates in a public presentation of each team's planning study. This course also includes field trips, town meetings, interviews, survey work, and computer mapping labs.

Format: seminar discussion/project lab. Requirements: short written exercises, class presentations, public presentations, and final group report..

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, or permission of instructors; open to juniors and seniors only; preference given to senior Environmental Policy and Environmental Science majors and Environmental Studies concentrators. Enrollment limit: 16 (expected: 16).

Required course for students wishing to complete the majors in Environmental Policy and Environmental Science and the Environmental Studies concentration.

Hour: 11:20-12:35 TR

Lab: 1-4 T,R

GARDNER

### **ENVI 303(F) Cultures of Climate Change (Same as SOC 303) (W)**

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies in the climate change debate, culture matters. By investigating how culture shapes the politics and policy of climate change, students will develop the interpretive skills required to understand not just this most contentious of issues, but environmental issues in general.

Format: seminar. Requirements: a 15-to18-page research paper and several shorter writing assignments.

Prerequisites: ENVI 101. Enrollment limit: 19 (expected: 19). Preference given to ENVI majors and concentrators first; ANSO majors second.

Hour: 1:10-2:25 MR

HOWE

### **ENVI 307(F) Environmental Law (Same as PSCI 317)**

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today.

Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and

social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship.

By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats. Format: lecture/discussion. Evaluation is based on several short writing assignments, a term research project, and active participation in class.

Prerequisites: Environmental Studies 101 or permission of instructor. *Enrollment limit: 25.*

*Required course for students wishing to complete the major in Environmental Policy; this course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

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

CASSUTO

**ENVI 309 Environmental Policy (Same as HSCI 309, PSCI 301 and SCST 309) (Not offered 2012-2013)**

This course will provide an overview of environmental policy-making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy-making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.

Prerequisites: Environmental Studies 101 or permission of instructor. *Enrollment limit: 25 (expected: 20). Preference given to Environmental Policy and Environmental Science majors and Environmental Studies concentrators, but other students interested in public policy are welcome.*

*Satisfies one semester of the Division II requirement.*

*This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*

KOHLER

**ENVI 312(F) Communities and Ecosystems (Same as BIOL 302) (Q)**

(See under BIOL 302 for full description.)

ART

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

**ENVI 313 Chicago (Same as AMST 312 and LATS 312) (Not offered 2012-2013)**

(See under LATS 312 for full description.)

RÚA

**ENVI 318(S) California: Myths, Peoples, Places (Same as AMST 318, COMP 328, LATS 318 and REL 318) (W)**

(See under LATS 318 for full description.)

HIDALGO

**ENVI 320(S) Cultivating the Local: Place-based Productions of Food and Agriculture**

This course explores the relation between ideas and practices relating to nature, food and agriculture, and specific formations of place, locality and region. Through this course we will lay conceptual and theoretical foundations for understanding the productions of place, nature, food and agriculture, and the interconnections among them. How do socially constructed ideas about nature, agrarian landscapes, and even particular environmental qualities such as soil and water, shape the formation of categories such as city, country, and region or even of specific food products? Through what processes do particular food products come to be distinctively place-based? How do we understand the seeming shift to place-based agriculture and food production, in the context of an industrialized and increasingly intricate global food system that has often homogenized and standardized food production? How is locality produced through food and agriculture, and how are food and agriculture produced through claims to locality and place? These interconnections, and the relations of power interlaced in them, are salient in contemporary praxis, and the course builds on grounded, conceptual understandings to explore contemporary phenomena such as the *appellation d'origine contrôlée* in France's wine producing regions, the development of Geographic Indication within the World Trade Organization, the formation of "Organic Uttarakhand" that is the subject of my own research, and the affective economies generated through artisanal food production. Through an interdisciplinary approach that brings together scholarship in anthropology, social and cultural history, sociology, and cultural geography, this course aims to foster expansive, grounded and critical understandings about the connections among nature, food, agriculture and place-making in historic and contemporary formations of modernity.

Format: seminar. Requirements: Students are required to submit reading responses before each class, complete a take-home mid-term, and design and conduct an original research project which will provide the basis for a final research paper.

Prerequisites: ENVI 101. *Enrollment limit: 19 (expected: 19).*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 TF

GALVIN

**ENVI 328(S) Global Environmental Politics (Same as PSCI 328)**

This seminar draws on the last four decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and chemicals management.

Format: seminar. Requirements: a research paper to be constructed in stages over the course of the semester and presented in class, and several shorter writing assignments; active participation in class discussions; participation in a negotiation simulation.

Prerequisites: ENVI 101 or permission of instructor. *Enrollment limit: 19 (expected: 15). Priority given to Environmental Policy majors, Environmental Science majors, Environmental Studies concentrators and Political Science majors.*

*This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*

Hour: 1:10-3:50 W

KOHLER

**ENVI 329 The Global Politics of Development and Underdevelopment (Same as PSCI 327) (Not offered 2011-2013)**

(See under PSCI 327 for full description.)

PAUL

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

**ENVI 331(S) Romantic Nature (Same as ENGL 331)**

(See under ENGL 331 for full description.)

SWANN

**ENVI 341(F) Toxicology and Cancer (Same as CHEM 341)**

(See under CHEM 341 for full description.)

RICHARDSON

*This course is required for the Chemistry track through the Environmental Science major and satisfies the "Natural World" requirement for the Environmental Studies concentration.*

**ENVI 346(S) Environmental Psychology (Same as PSYC 346)**

(See under PSYC 346 for full description.)

SAVITSKY

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 351(FS) Marine Policy (Same as MAST 351 and PSCI 319) (Offered only at Mystic Seaport.)**

(See under MAST 351 for full description.)

HALL

*Satisfies one semester of the Division II requirement. This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*

**ENVI 364(S) Instrumental Methods of Analysis (Same as CHEM 364)**

(See under CHEM 364 for full description.)

C. GOH

*This course satisfies the theory/methods requirement for the Environmental Science major and the "Natural World" requirement for the Environmental Studies concentration.*

**ENVI 371 The History of U.S. Environmental Politics (Same as HIST 371) (Not offered 2012-2013)**

(See under HIST 317 for full description.)

MERRILL

**ENVI 378(F) Nature/Writing (Same as ENGL 378)**

(See under ENGL 378 for full description.)

D.L. SMITH

**ENVI 386(S) Environmental Policy and Natural Resource Management (Same as ECON 386 and ECON 518) (Q)**

(See under ECON 386 for full description.)

JACOBSON

*This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*

**ENVI 388 Urbanization and Development (Same as ECON 388 and ECON 517) (Not offered 2012-2013)**

(See under ECON 521 for full description.)

S. SHEPPARD

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*



**ENVI 397(F), 398(S) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Hour: TBA

Members of the Center

**ENVI 402(S) Senior Seminar: Perspectives on Environmental Studies (Same as MAST 402)**

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways in which humans interact with diverse environments at scales ranging from local to global. As the capstone course for Environmental Studies and Maritime Studies, this seminar will bring together students who will have specialized in the humanities, social studies and/or the sciences and will provide an opportunity for exchange across these disciplinary streams. Readings and discussion will be organized around the common theme of complexity theory, paying particular attention to means of strengthening the resilience of socio-ecological systems. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Format: seminar. Evaluation is based on active participation, discussion leading, several smaller assignments and a research paper.

Prerequisites: Environmental Studies 302 or MAST 351 or permission of instructor. *Enrollment limit: 20 (expected: 15). Limited to senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators.*

*No division 1, 2 or 3 credit. Required course for students wishing to complete the Environmental Policy and Environmental Science majors and the Environmental Studies or Maritime Studies concentrations.*

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

KOHLER

**ENVI 422(S) Ecology of Sustainable Agriculture (Same as BIOL 422)**

(See under BIOL 422T for full description.)

ART

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

**ENVI 424T Conservation Biology (Same as BIOL 424T) (Not offered 2012-2013) (W)**

(See under BIOL 424 for full description.)

J. EDWARDS

**ENVI 478 Cold War Landscapes (Same as HIST 478) (Not offered 2012-2013)**

(See under HIST 478 for full description.)

MERRILL

**ENVI 493(F)-W31-494(S) Senior Research and Thesis****ENVP 493(F)-W31-494(S) Senior Research and Thesis****ENVS 405(F) Economic Geoscience (Same as GEOS 405)**

(See under GEOS 405 for full description.)

COX

**ENVS 493(F)-W31-494(S) Senior Research and Thesis****GEOSCIENCES (Div. III)**

Chair, Professor RÓNADH COX

Professors: COX, DETHIER, KARABINOS, WOBUS. Assistant Professors: COHEN, COOK, GILBERT. Research Associates: BAARLI, BACKUS, BRANDRISS.

**MAJOR**

The Geosciences major is designed to (1) provide an understanding of the physical and biological evolution of our planet and its interacting global systems, (2) help us learn to live sustainably with our environment, and (3) appreciate our place within the vastness of Earth history. Forces within the Earth are responsible for the creation 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 and the geochemical record preserved in sedimentary rocks supply evidence for the evolution of life and climate on Earth.

Students who graduate with a major in Geosciences from Williams can enter several different fields of geosciences or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geosciences background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

*The Geosciences major includes at most two 100-level courses:*

- GEOS 101 The Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103 Global Warming and Natural Disasters
- GEOS 104 Oceanography
- GEOS 105 Geology Outdoors

*At least two 200-level courses selected from this group:*

- GEOS 201 Geomorphology
- GEOS 202 Mineralogy and Geochemistry
- GEOS 212/BIOL 211 Paleobiology
- GEOS 214 Remote Sensing and Geographic Information Systems
- GEOS 215 Climate Changes

*At least two 300-level courses selected from this group:*

- GEOS 301 Structural Geology
- GEOS 302 Sedimentology
- GEOS 303 Igneous and Metamorphic Petrology

*The senior seminar:*

- GEOS 405 Economic Geoscience

*Finally, students must take enough electives to bring the total to a minimum of nine courses.*

Geosciences embrace a very broad range of subjects. It is therefore possible - although not required - for students to focus on sub-disciplines within the major. Possible groupings are listed below as guidelines to assist students, but any array of courses that satisfies the requirements laid out above is acceptable for the major. Geosciences faculty are happy to discuss course choices with individual students.

*1 Environmental Geosciences.* For students interested in surface processes, climate change, and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- GEOS 101/ENVI 105 The Co-Evolution of Earth and Life
- GEOS/ENVI 103 Global Warming and Natural Disasters
- GEOS/ENVI/MAST 104 Oceanography
- GEOS 201 Geomorphology
- GEOS 205 Earth Resources
- GEOS/ENVI 206 Renewable Energy and the Sustainable Campus
- GEOS/ENVI 214 Remote Sensing and Geographic Information Systems

GEOS/ENVI 215 Climate Changes  
GEOS/ENVI 218T The Carbon Cycle and Climate  
(Students interested in Environmental Geosciences should consult with Professors Dethier or Cook.)

**II Oceanography, Stratigraphy and Sedimentation.** For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

GEOS 101/ENVI 105 The Co-Evolution of Earth and Life  
GEOS/ENVI/MAST 104 Oceanography  
GEOS/ENVI 206 Renewable Energy and the Sustainable Campus  
GEOS 212/BIOL 211 Paleobiology  
GEOS 302 Sedimentology  
(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professor Cox.)

**III The Solid Earth.** For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

GEOS 102 An Unfinished Planet  
GEOS 105 Geology Outdoors  
GEOS 202 Mineralogy and Geochemistry  
GEOS 301 Structural Geology  
GEOS 303 Igneous and Metamorphic Petrology  
GEOS 360T Geology of the Appalachians  
(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in biology, chemistry, mathematics and statistics, or physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for American Maritime Studies 211/Geosciences 210 (Oceanographic Processes) or American Maritime Studies 311/Biology 231 (Marine Ecology) taken at Mystic Seaport.

Students considering graduate work in geosciences should consult with faculty to ensure that they have completed courses typically expected by graduate programs. They 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. Geosciences graduate programs commonly expect entering students to have taken courses in chemistry and mathematics. For those going into Environmental Geosciences, courses in computer science or statistics are recommended. For those considering 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 that demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

Further advice on the major can be obtained from the department chair.

#### STUDY ABROAD

Students planning on studying abroad should meet as early as possible with the Department Chair to plan study-abroad courses and to discuss how potential courses might be used in the Geosciences major. In recent years students have found that courses offered by universities in New Zealand, particularly the University of Otago, provide an excellent complement to courses offered at Williams. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. Many other study-abroad programs, however, do not usually offer courses that are acceptable substitutes for courses required by the Williams Geosciences major.

#### GEOS 101(F) The Co-Evolution of Earth and Life (Same as ENVI 105)

Our planet is about 4.6 billion years old, and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Format: lecture; one laboratory per week plus one all-day field trip to Upstate New York and possibly one half-day trip to Central MA. Requirements: evaluation will be based on lab work, one research project, quizzes, and a final exam.

No prerequisites. *Enrollment limit: 35 (expected 30). Preference given to underclassmen.*

Hour: 10:00-10:50 MWF

Lab: 1-3 M,T

COHEN

#### GEOS 102(S) An Unfinished Planet

The earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of the past century—to interpret the processes and products of a changing earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference to first- and second-year students.*

Hour: 10:00-10:50 MWF

Lab: 1-3 W,R

WOBUS

#### GEOS 103(F) Global Warming and Natural Disasters (Same as ENVI 103)

The destruction caused by recent hurricanes such as Katrina, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in Indonesia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Reports from the World Bank conclude that global climate change, together with environmental degradation and urbanization, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that “set up” natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of climate and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards and options for mitigating future impacts and study trends in weather and climate.

Format: lectures, 3 hours per week; laboratory, 2 hours per week. Evaluation based on written reports from laboratories, two hour exams and a final exam.

No prerequisites. *Enrollment limit: 18 (expected 18). Preference to first- and second-year students.*

Hour: 9:00-9:50 MWF

Lab: 1-3 W

DETHIER

#### GEOS 104(S) Oceanography (Same as ENVI 104 and MAST 104)

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans cover formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and marine resources. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Format: lecture/discussion, three hours per week; one two-hour laboratory in alternate weeks; one all-day field trip. Evaluation will be based on two hour exams, lab work, oral presentation of an oceanographic topic, participation in the field trip, and a final exam.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference to first-year and second-year students.*

*This course may not be taken pass-fail; not available for the Gaudino option. Students who have taken GEOS 210/MAST 211 (at Williams-Mystic) may not take GEOS 104 for credit.*

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

### **GEOS 105 Geology Outdoors (Not offered 2012-2013) (W)**

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:50 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five 8-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments.

No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 10 (expected:10).*

KARABINOS

### **GEOS 201(F) Geomorphology (Same as ENVI 205)**

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. Geomorphology analyzes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work.

Prerequisites: any 100-level Geosciences course or consent of the instructor. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 TR

Lab 1-4 T

DETHIER

### **GEOS 202(S) Mineralogy and Geochemistry**

With a title merging two inter-related fields, this course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals - Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section..

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: 10).*

Hour: 8:30-9:45 TR

Lab: 1-4 T

WOBUS

### **GEOS 205 Earth Resources (Same as Environmental Studies 207) (Not offered 2012-2013)**

The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic earth materials.

This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.

Format: lecture, three hours per week. Four field labs in the course of the semester, and a semester project culminating in a poster session. Grading will be based on one hour exam, a final exam, participation in labs, and the semester project.

Prerequisites: one 100-level Geosciences course or permission of instructor; open to first-year students. *Enrollment limit: 25 (expected: 25). May not be taken pass/fail. Preference given to sophomores and Geosciences majors.*

COX

### **GEOS 206(S) Renewable Energy and the Sustainable Campus (Same as ENVI 206)**

Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the twenty-first century? How will campus buildings, old and new, continue to be attractive spaces while making far more efficient use of heat and light? How can the College help support local farms? This course is a practical introduction to renewable sources of energy, including conservation, principles of sustainability, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, liquid fuels), wind energy, geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.

Format: seminar, three hours per week. Evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse-gas emissions.

*Enrollment limit 20 (expected: 20). Preference given to sophomores.*

Hour: 8:30-9:45 MWF

DETHIER and BOYD

### **GEOS 210(FS) Oceanographic Processes (Same as MAST 211) (Offered only at Mystic Seaport.)**

(See under MAST 211 for full description.)

GILBERT

*Students who have taken Geosciences 104 may not take Geosciences 210 for credit.*

### **GEOS 212(S) Paleobiology (Same as Biology 211)**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to introduce the major fossil groups and preservation styles as well as to provide a broad understanding of the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on field trips.

Format: lecture/laboratory; field trip to the Paleozoic of New York State and the Triassic/Jurassic of central Massachusetts. Evaluation will be based on weekly lab assignments, a midterm paper, a lab practicum, and a final exam.

Prerequisites: any 100-level Geosciences course or Biology 102, 203 or 205. *Enrollment limit: 15 (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

COHEN

### **GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as ENVI 214)**

This class provides a practical look at fast-evolving methods used to integrate information about the earth's surface with spatial data collected by disciplines such as archaeology, economics, the field sciences, history and political science. Remote sensing involves collection and processing of data from satellite and airborne sensors to yield environmental information about the earth's surface and lower atmosphere. Remote sensing allows regional mapping of rock materials, analysis of vegetation cover and measurement of urban areas and land-use change over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers concepts of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as principles of remote sensing, including linear and non-linear image enhancements, convolution filtering, and image classification. Principles of GIS include display and classification, spatial buffers, logical overlays and techniques of spatial analysis. Weekly labs focus on training in the application of techniques

using data from the region and other areas of North America.

Class format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly lab exercises, an hour exam, and a final project. Prerequisites: at least one introductory course in Biology, Environmental Studies, or Geosciences. Enrollment limit: 16 (expected: 16). Preference given to sophomores and juniors.

Hour: 11:00-12:15 MWF

Lab: 1-4 M

BACKUS

**GEOS 215 Climate Changes (Same as ENVI 215) (Not offered 2012-2013) (Q)**

In recent years, there has been a growing public and scientific interest in the earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the earth's climate, like insolation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes.

Laboratory exercises and problem sets will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include developing and applying numerical models of the radiative balance of earth and the carbon cycle.

Format: lecture, three hours per week; one three-hour lab every other week. Evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data.

Prerequisites: 100-level course in Geoscience, Chemistry, or Physics or permission of instructor. Enrollment limit: 20 (expected: 20). Preference to Geoscience majors.

COOK

**GEOS 218T The Carbon Cycle and Climate (Same as ENVI 218T) (Not offered 2012-2013) (W)**

Carbon dioxide is the most important atmospheric greenhouse gas, and human activities are adding carbon to the atmosphere at unprecedented rates. Yet only half of the carbon we emit each year remains in the atmosphere because biological, geological, and chemical processes continually cycle carbon from the atmosphere to the ocean, to land plants and soils, and to sediments. The workings of the carbon cycle are at the center of many controversies surrounding the causes of past climate changes and the outcome of future global warming. How was the earth's climate steered by past changes in the carbon cycle, billions and millions of years ago? Will natural processes continue to take up such a high percentage of carbon emissions as emissions continue and climate changes? Can and should we coax natural systems to take up even more carbon? How might carbon emissions be reduced on the scale of the Williams campus? We will explore these issues through readings of current journal articles and reports.

Format: tutorial. Requirements: The class will meet weekly for a one-hour orientation to the topic, and students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one introductory course in Biology, Chemistry, Physics or Geosciences;; not open to first-year students. Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.

COOK

**GEOS 301 Structural Geology (Not offered 2012-2013) (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).

KARABINOS

**GEOS 302(S) Sedimentology (W)**

The composition and architecture of sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course will provide an introduction to the principles of sedimentology, including sedimentary petrology, fluid mechanics, bedform analysis, and facies architecture.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip. Evaluation will be based on laboratory work, writing assignments, an hour exam, and a final exam. Ten written critiques (each 350-400 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions.

Prerequisites: Geosciences 202 (may be taken concurrently with permission of instructor). Enrollment limit: 16 (expected:12).

Hour: 11:20-12:35 TR

Lab: 1-4 R

COX

**GEOS 303(F) Igneous and Metamorphic Petrology**

Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks - volcanic, plutonic, and metamorphic - that comprise 94% of the earth's crust and record most of its history. Field and lab studies (the crux of the course) are backed up by phase-rule applications and fundamental thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization or re-crystallization processes and environments, particularly as they define present or past plate boundaries or tectonic settings. Lab work emphasizes thin section analysis, with a 3-week segment devoted to interpreting the igneous rocks of New England collected on field trips.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one full day trip to central New Hampshire. Evaluation will be based on lab work, an hour test, and a final exam.

Prerequisites: Geosciences 202 or consent of the instructor. No enrollment limit (expected: 18).

Hour: 9:55-11:10 TR

Lab: 1-4 W

WOBUS

**GEOS 360T Geology of the Appalachians (Not offered 2012-2013) (W)**

The Appalachians are the eroded remnants of a mountain range that once rivaled the Alps and, perhaps, the Himalayas in elevation. They formed hundreds of millions of years ago in three distinct collisions with other continents. The Appalachians record a rich geologic history of continental rifting, formation and closing of ocean basins, continental collision, and mountain building. We will read papers that describe the history of the Appalachians beginning with the Late Precambrian opening of the Iapetus ocean, through the Paleozoic orogenies that formed the Appalachians, and ending with the formation of the Atlantic. The history of the Appalachians remains controversial, in part, because of diverse perspectives that geologists bring to their work and interpretations, such as different specialties, guiding paradigms, and field areas. The readings are designed to illuminate the roots of the important controversies as well as the geologic history of this well studied mountain belt.

Format: tutorial; after an initial group meeting, students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one upper-level Geosciences course. Enrollment limit: 10 (expected: 10).

KARABINOS

**GEOS 401 Stratigraphy (Not offered 2012-2013)**

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).

M. JOHNSON

### **GEOS 405(F) Economic Geoscience (Same as ENVS 405)**

Many of the materials in our daily lives—plastics, hydrocarbon fuels, building materials, sheet metals, electrical components, etc.—are won from the earth by finding and mining economic mineral resources. We will study how these deposits form and how they can be found. In this course we will integrate across several areas of the geosciences as we investigate the relationships between Earth history, plate tectonics, geochemistry, and the production of minable deposits. We will also consider the environmental aspects of mineral exploitation and the production and fate of pollutants.

Format: lecture. Evaluation will be based on one hour exam, a final exam, lab work, and seminar contributions.

Prerequisites: two 200-level and one 300-level GEOS courses or permission of instructor. *Enrollment limit: 15 (expected: 11). Preference given to GEOS and ENVS seniors, then GEOS and ENVS junior majors*

*Cannot be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 11:20-12:35 TR Lab: 1-4 R

COX

### **GEOS 493(F)-W31-494(S) Senior Thesis**

### **GEOS 497(F), 498(S) Independent Study**

## **GERMAN (Div. I)**

Chair, Professor GAIL NEWMAN

Professors: DRUXES\*\*, B. KIEFFER, NEWMAN\*\*\*. Visiting Assistant Professor: COLLENBERG. Lecturer: E. KIEFFER§.  
Teaching Associates: EBERHAUT, GEBHARD.

### **LANGUAGE STUDY**

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 111-112 offers an alternative introduction to German with a focus on reading competence. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

### **STUDY ABROAD**

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

### **LITERATURE IN TRANSLATION**

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

### **ADVANCED STUDIES**

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

### **THE CERTIFICATE IN GERMAN**

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

### *Required Courses*

German 101  
German 102  
German 103  
German 104  
German 201

### *Electives*

- ◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)
- ◆ at least one course (in German or English) on German intellectual, political, or social history

### **THE MAJOR**

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

Examples of appropriate courses in other departments are:

Arth 267 Art in Germany: 1960 to the Present  
History 239 Modern German History  
History 338 The History of the Holocaust  
Music 108 The Symphony  
Music 117 Mozart  
Music 118 Bach  
Music 120 Beethoven  
Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

### **THE DEGREE WITH HONORS IN GERMAN**

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

### **GERM 101(F)-W88-102(S) Elementary German**

German 101-102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. The course meets five days a week. Credit granted only on successful completion of 102. Students are required to attend and pass the sustaining program in Winter Study Period.

Format: lecture and discussion. Principal requirements: active class participation, written homework, short compositions, oral exercises and tests.

No prerequisites. *Enrollment limit: 20 (expected: 15).*

Hour: 10:00-10:50 MTWRF  
10:00-10:50 MTWRF

First Semester: DRUXES  
Second Semester: NEWMAN

**GERM 103(F) Intermediate German I**

This course will provide a thorough grammar review at the intermediate level with plenty of reading, writing, and speaking practice and creative projects. Using materials provided by the instructor, students will watch and discuss contemporary German feature films and develop a deeper understanding of the German language and culture. *Conducted in German.*

Format: 4-skills language course. Requirements: extremely active class participation, midterm, homework assignments, short quizzes, compositions, and a written and oral final project.

Prerequisites: German 102 or the equivalent. *Enrollment limit: 18 (expected: 15).*

Hour: 10:00-10:50 MWF

NEWMAN

**GERM 104(S) Intermediate German II**

The prerequisite to all advanced courses in German. Practice in speaking and writing; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. Weekly film clips from a popular German TV series. *Conducted in German.*

Format: discussion, small group work. Requirements: daily short writing assignments, small group work, midterm, and final.

Prerequisites: German 103 or equivalent preparation. *Enrollment limit: 20 (expected: 15).*

Hour: 9:00-9:50 MWF

DRUXES

**GERM 111(F)-112(S) Reading German for Beginners**

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principle requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

*Students who have taken or plan to take 101 and/or 102 may not take 111-112.*

*Students who wish to continue their study of German after 112 should consult a member of the department.*

Hour: 9:00-9:50 MWF

9:00-9:50 MWF

First Semester: B. KIEFFER

Second Semester: COLLENBERG-GONZALEZ

**GERM 201(F) Advanced German**

This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via extensive and intensive work with texts of various sorts, including web sites, newspapers, fiction, audio and video material. *Conducted in German; Readings in German.*

Format: lecture/discussion. Requirements: active class participation, frequent short writing assignments, oral presentations, final project.

Prerequisites: German 104 or the equivalent. *No enrollment limit (expected: 12). Preference will be given to German majors.*

Hour: 11:00-11:50 MWF

B. KIEFFER

**GERM 202(S) Vienna 1900-2000 and Beyond**

Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully serve as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post-Cold War Europe: Its population is remarkably multicultural, in spite of resistances; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan-Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of written, video, audio, and cyber-materials to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 201. *Conducted in German.*

Format: discussion/lecture. Requirements: active class participation, several 1- to 2-page writing assignments, final written/oral project.

Prerequisite: German 201 or the equivalent. *Enrollment Limit: 16 (expected: 8). Preference given to German majors.*

Hour: 1:10-2:25 MR

NEWMAN

**GERM 202 Berlin—Multicultural Metropolis Between East and West (Not offered 2012-2013)**

We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post-wall period. We will move from the turn of the century (when the city's population had recently tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction and the cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, *Berliner Kindheit um 1900*, excerpts from Ulrich van der Heyden and Joachim Zeller's *Kolonialmetropole Berlin*, Walter Ruttmann, *Sinfonie einer Großstadt*, Irmgard Keun's *Das kunstseidene Mädchen*, Nazi architect Albert Speer's plans for Berlin as the fascist capital "Germania," the 1956 East German youth protest film *Ecke Schönhäuser*, short fiction by Reiner Kunze, Aras Ören, Peter Schneider, Bodo Morshäuser, Irina Liebmann. Recent films to be included are: *Sonnenallee*, *Goodbye, Lenin!*, *Berlin is in Germany*, *Geschwister*.

Format: seminar/discussion. Requirements: frequent short writing assignments. *Conducted in German.*

Prerequisite: German 201 or equivalent.

DRUXES

**GERM 277(F) Dangerous Minds/Endangered Minds in the German Tradition (Same as COMP 277)**

"When we are missing ourselves, we are missing everything." So spoke young Werther in Johann Wolfgang Goethe's groundbreaking novel from 1774. The Sorrows of Young Werther exploded into high Enlightenment Germany, with its emphasis on rationality, on universal human values and on optimism about the future, a bestseller that instead exposed the volatile inner world of an extraordinary individual. Throughout the nineteenth and twentieth centuries in Germany and Austria, profound interiority surfaced frequently to challenge—and even threaten—what was touted as the triumph of objective, scientific thought. At the same time, the writers and thinkers who explored the deepest recesses of the mind were beset by alienation and despair as they were drawn into inevitable conflict with dominant paradigms.

This course will examine literature and thought at the moments when the tectonic plates of reason and supposed unreason converge and collide most forcefully: around 1800 (Goethe, Kleist, and the Romantics), around 1900 (Nietzsche, Freud, Kafka, Hofmannsthal), the mid-twentieth century with its disastrous consequences (Hitler, Böll, Bachmann) and the end of the millennium (Roth, Jelinek). Some theoretical work (psychoanalytic theory, Adorno, Benjamin) will aid in the process of understanding the literature and philosophy we read. All readings and discussion will be in English translation.

Format: seminar. Requirements: active class participation, several one-page papers, one 5-page paper and a final written and oral project.

Prerequisites: one college-level literature course. *Enrollment limit: 25 (expected: 15). Preference given to actual or prospective Comparative Literature, Literary Studies, or German majors.*

Hour 1:10-2:25 MR

NEWMAN

**GERM 306T Enlightenment and its Discontents (Same as COMP 314T) (Not offered 2012-2013) (W)**

"Sapere Aude," declared Immanuel Kant in his essay "What is Enlightenment?" (1784): "Have the courage to make use of your own capacity to reason." Kant's exhortation sums up the mood of the high Enlightenment, a trend in Western thought that gave birth to most of the ideals that we still hold dear: the primacy and universality of reason, the autonomy of the individual, the educative and restorative powers of the nuclear family. Today we are confronted daily with the tensions and gaps hidden inside Enlightenment thinking; in fact, the fissures in the edifice of the Enlightenment were subtly present from the beginning. This course will trace the development of Enlightenment assumptions through German literature and theory. Our reading will move through several stations of the development of Enlightenment thinking, from its most fervent proponents (Kant, Lessing), through those who put it to a severe test (Kleist, Hoffmann, Büchner), to the outright subversion of its premises (Nietzsche, Freud, Kafka). Readings and discussion in German for those who know German, in English for those who do not.

Format: tutorial. Requirements: 5-page papers or 2-page written commentaries every other week.

Prerequisites: for German students, 201 or the equivalent; for non-German students, one college literature course; not open to first-year students, except with permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to German and Comparative Literature students.*

NEWMAN

**GERM 310T Storm and Stress and More (Same as COMP 310) (Not offered 2012-2013) (W)**

The first half of the course will focus on the Sturm-und-Drang movement (1770-1785) that launched the literary careers of Goethe and Schiller; the second half will map the lasting influence of the movement's extremist aesthetic by considering a variety of works by authors, artists and filmmakers of the 19th and 20th centuries. We'll deal with themes like forbidden love, suicide, crime, war and revolution and with formal tendencies like poetic egotism, social realism, and radical expressionism. We'll read plays, poems, manifestos and stories by Goethe, Klingner and Schiller, and then move on to texts by Büchner, Nietzsche,

Hauptmann, Wedekind, Kafka and Benn, paintings by Marc, Schmidt-Rottluff, Lohse-Wächtler and Kirchner, and films by Murnau, Lang and Herzog. All materials in German for those who take the course as GERM 310T; all materials in English for those who take it as COMP 310T.

Format: tutorial. Requirements: five 4-page presentations and five 2-page responses.

Prerequisites: for GERM 310T, German 202 or the equivalent; for COMP 310T, at least one college-level course in literature. *Enrollment limit: 10 (expected: 10). Preference given to German majors and Comparative Literature majors.*

B. KIEFFER

### **GERM 315T(S) German Film (W)**

This course combines a survey of German film history and an introduction to visual literacy. Students will learn how to critically examine films as aesthetic media and cultural artifacts, and will explore texts and films that demonstrate and challenge the idea of a national cinema. The films we will watch include those by directors such as Rye, Wegener, Lubitsch, Wiene, Murnau, Reiniger, Sternberg, Lang, Dudow and Brecht, Siodmak, Sierck, von Baky, Riefenstahl, Staudte, Wolf, Carow, Maetzig, Reinl, Kluge, Fassbinder, Herzog, Schlöndorff, von Trotta, Farocki, Wenders, Sanders-Brahms, Buttgereit, Schlingensief, Ottinger, Tykwer, Akin, Petzold, Weingartner, Edel, Aladag, Samdereli, and others.

Format: tutorial. Requirements: papers, critiques, participation, final paper.

Prerequisites: GERM 201 or the equivalent. *Enrollment limit: 10 (expected: 10). Preference given to the professor will decide based on the student's experience and desire to take the course.*

Tutorial meetings to be arranged

COLLENBERG-GONZALEZ

### **GERM 316T(F) "Wer ist wir?": Recent Debates over Multiculturalism in Germany (D) (W)**

German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheitert." (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany's integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves?

We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidis, Rita Süssmuth and others..

Format: tutorial. Requirements: bi-weekly 4- to 5-page papers..

Prerequisites: GERM 202 or equivalent. *Enrollment limit: 10 (expected: 8). Preference given to German majors..*

*Cannot be taken on a pass/fail basis.*

Tutorial meetings to be arranged

DRUXES

### **GERM 493(F)-W31-494(S) Senior Thesis**

NEWMAN

### **GERM 497(F), 498(S) Independent Study**

NEWMAN

### **GERM 511(F)-512(S) Reading German for Beginners**

German 511-512 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 512.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to Graduate Program students, seniors and juniors.*

Hour: 9:00-9:50 MWF

9:00-9:50 MWF

B. KIEFFER

COLLENBERG-GONZALEZ

### **GERM 513(F) Readings in German Art History and Criticism**

This is an advanced course in German reading, focused on the literature of Art History. Texts are selected from fundamental works of art history and criticism and from writings related to concurrent seminars in the Graduate Program in the History of Art. The course includes a grammar review.

Format: seminar. Evaluation will be based on written homework, quizzes, tests, and class participation.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on the SAT II German Reading Test). *Enrollment limited to Graduate Program students; others by permission of the instructor. Enrollment limit: 20 (expected: 12).*

Hour: 9:00-9:50 MWF

E. KIEFFER

## **HISTORY (Div. II)**

Chair, Professor EIKO MARUKO SINIAWER

Professors: BERNHARDSSON, DEW, KITTLESON, KOHUT, MERRILL\*, MUTONGI\*\*, SINGHAM\*, W. WAGNER\*, WATERS\*, WHALEN, WONG, WOOD. Associate Professors: L. BROWN, DUBOW\*, GARBARINI, LONG, A. REINHARDT\*, SINIAWER. Assistant Professors: BENSON\*, CHAPMAN, FISHZON, KNIBBS, P. SPERO. Visiting Professor: KING§§. Research Associates: GUNDERSHEIMER, L. SPERO STARENKO. Bolin Fellows: PARWANI, THOMPSON.

### **GENERAL STATEMENT OF GOALS**

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

### **COURSE NUMBERS**

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

*First-Year Seminars and Tutorials (102-199):* These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

*Introductory Survey Courses (202-299):* These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.



*Major Seminars (301):* Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their Major Seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

*Advanced Electives (302-396):* These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

*Advanced Seminars (402-479):* These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

*Advanced Tutorials (480-492):* These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102-111	202-211	302-311	402-411
Asia	112-121	212-221	312-321	412-421
Europe and Russia	122-141	222-241	322-341	422-441
Latin America and the Caribbean	142-151	242-251	342-351	442-451
United States	152-191	252-291	352-387	452-471
Transnational/Comparative	192-199	292-299	388-396	472-479

## ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact the faculty director of the Honors Program. Prospective study abroad students should contact the department's administrative assistant.

## THE MAJOR

The major consists of at least *nine semester courses* as follows:

### *Required Courses in the Major*

One Major Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

### *Elective Courses*

Seven (or more) additional semester courses in History, at least *one* to be chosen from among *three* of the following groups:

*Group A: The History of Africa*

*Group B: The History of Asia*

*Group C: The History of Europe and Russia*

*Group D: The History of Latin America and the Caribbean*

*Group E: The History of the Middle East*

*Group F: The History of the United States and Canada*

In addition, students must take at least one course dealing with the premodern period (designated *Group G* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-F*).

A single course can meet the requirement for no more than one of Groups A through F.

### *Concentration in the Major*

All students are required to adopt a concentration within the History major. Students are responsible for designing their own concentration, in consultation with a faculty advisor, in the fall semester of their Junior year. Each student's concentration will be formally approved by the Department's Curriculum Committee. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least one* must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In the Concentration Proposal, the student must list a minimum total of six courses that could satisfy the requirements of the concentration, from which they can select three to fulfill the concentration requirement (recognizing that not all courses are offered every year); courses taken abroad may be included in the concentration with the approval of the chair.

## THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and make a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

## LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

## STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program; no courses taken abroad, even at Oxford, can be used to satisfy the major seminar and advanced seminar/tutorial requirements). Students who plan to study abroad during their junior year may take their Major Seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.

## COURSES

### FIRST-YEAR SEMINARS AND TUTORIALS (102-199)

These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

#### *FIRST-YEAR SEMINARS AND TUTORIALS: Africa and the Middle East (102-111)*

##### **HIST 104(S) Travel Narratives and African History (Same as AFR 104) (W)**

In a way, all historical thinking and writing deals with travel accounts given that, as many scholars have noted, the past can be likened to a foreign country and the historian can be viewed as a traveler in foreign places. Nevertheless, actual travel narratives—narratives about the physical visits of writers to distant lands—call for careful and critical analysis because they can be seductive, and they can shape the ways we think about the present and the past of distant lands and cultures. This course discusses Arab, Indian, European, African, and African American travel narratives about various regions of Africa since the fourteenth century. We will mine the travel accounts for descriptions of local contexts. We will also explore what travel writing says about the author's perceptions of self, home, and "other." Ultimately, we will investigate the authors' biases and how the narratives influence both our perception of Africa and the writing of African history. This course is highly interdisciplinary and draws heavily on literary, anthropological, geographical, and historical methodologies.

Format: seminar. Evaluation will be based on class participation, oral reports, 1-2 short papers, and a research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 19). Enrollment preference will be given to first-year students, then to second-year students who have not previously taken a 100-level seminar.*

Group A

Hour: 11:00-12:15 MWF

MUTONGI

##### **HIST 111(S) Movers and Shakers in the Middle East (Same as ARAB 111 and LEAD 150) (W) (D)**

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Atatürk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Format: seminar. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group E

Hour: 1:10-2:25 TF

BERNHARDSSON

#### *FIRST-YEAR SEMINARS AND TUTORIALS: Asia (112-121)*

##### **HIST 115(S) The World of the Mongol Empire (Same as ASST 115) (W)**

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students and then to sophomores who have not previously taken a 100-level seminar.*

Groups B and G

Hour: 11:20-12:35 TR

A. REINHARDT

##### **HIST 117T Clash of Empires: China and the West, 1800-1900 (Same as ASST 117T) (Not offered 2012-2013) (W)**

As ever greater numbers of Western traders sought access to China's products and markets in the early nineteenth century, their ideas of free trade, hopes for commercial expansion, and expectations for international intercourse clashed with the policies and practices of the Qing Dynasty's multi-ethnic empire. This conflict reached a climax in the mid-century Opium Wars, in which China's defeat inaugurated a period of Western domination by several powers (including Britain, France, the United States, and later, Japan). Despite its weakened position, the Qing dynasty continued to contest the definition and scope of Western privilege in China through the end of the century. Historians have long disagreed over how to interpret this "clash of empires," some seeing Western involvement in China as exploitative imperialism and others seeing it as a positive, modernizing force. In either case, however, this conflict profoundly affected China's national development in the twentieth century, and continues to inform contemporary China's view of itself and its international position.

This tutorial course will examine a series of significant points of contention between the Qing Dynasty and expanding Western powers during this period. These will include the opium trade, Christian missionaries, extraterritorial privilege, Western technology, the looting of Chinese artworks and antiquities, and contests over sovereignty in Tibet and Manchuria. We will examine both Western and Chinese perspectives on these conflicts, how the period has been remembered and interpreted, and how it continues to affect Chinese and Western perceptions of China's place in the world.

Format: tutorial. Students in the tutorial will meet in weekly one-hour sessions with the instructor and a classmate. Each week, students will alternate between writing a 5- to 7-page paper on the assigned readings (to be presented orally in class) and writing and presenting a 2-page critique of his/her classmate's paper. The course will conclude with a final paper that examines one of the issues raised in class in greater depth.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores, and then first-year students who have not previously taken a 100-level tutorial.*

Group B

A. REINHARDT

**HIST 119 The Japanese Empire (Not offered 2012-2013) (W)**

The largest non-Western empire of modern times, Japan extended its reach to Taiwan, Korea, China, Sakhalin, Southeast Asia, and the South Pacific. This course explores the many contentious political, economic, social, and cultural questions that arise from Japan's imperial project. We will ask what drove imperialist expansion; how the Japanese ruled; who won and lost in economic relations; what various aspects of life were like in the empire; how to understand the dynamics between Japanese settlers and the colonized; what effects empire building had at home in Japan; how to explain the nature of wartime conquests; and what legacies Japanese imperialism and empire left in their wake. Throughout the semester, we will make a point of examining these issues from various standpoints, and we will also read theoretical works that place the Japanese empire in a comparative context. Course materials will include political documents, intellectual treatises, films, memoirs, and literature.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group B  
SINIAWER

**HIST 121T The Two Koreas (Same as ASST 121T) (Not offered 2012-2013) (W)**

The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War’s last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Attention will also be given to revising written work. Students will be evaluated on their essays and their analyses of their partner’s work.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores. Not available for the Gaudino option.*

Group B  
SINIAWER

**FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)****HIST 127 The Expansion of Europe (Not offered 2012-2013) (W)**

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Groups C and G  
WOOD

**HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (Not offered 2012-2013) (W)**

The French Revolution was an important turning point in world history. Besides ushering in an age of *liberté* (liberty) and *égalité* (equality), it also postulated the existence of a new revolutionary *fraternité* (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity. In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France’s minorities today, especially those of Arabic and Islamic origin. Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.

Format: seminar. Evaluation will be based on class participation, oral reports, 1-2 short papers, a 15- to 20-page research paper, and a final examination (may be an oral and/or take-home exam). The class will also be expected to go on a couple of field trips.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Groups C and G  
SINGHAM

**HIST 130(F) The First Crusade (W)**

Between 1096 and 1099, thousands of peasants, soldiers and nobles set out to seize Jerusalem from the Turks. Their unprecedented military expedition, which ushered in a long series of religious wars and has deeply influenced modern impressions of the Middle Ages, is known to history as the First Crusade. In this seminar, we will follow the crusaders through medieval chronicles and histories as they respond to ecclesiastical demands for military intervention in the East, travel to Constantinople, lay siege to Nicaea and Antioch, and finally capture Jerusalem. Along the way we will pause frequently to study the broader social, religious and political environment that gave birth to the crusading movement. Careful reading and discussion will drive this writing-intensive course.

Format: seminar. Requirements: evaluation will be based on a quiz and three shorter papers; one of these papers will provide the foundation for a longer, final project based on independent library research.

No prerequisites; first year or sophomore standing. *Enrollment limit: 19 (expected: 15-19). Preference given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group C and G

Hour: 11:00-12:15 MWF

KNIBBS

**HIST 135T(F) The Great War, 1914-1918 (Same as LEAD 135T) (W)**

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual “progress” of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Format: tutorial.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level tutorial.*

*Not available for the Gaudino option.*

Group C

Tutorial meetings to be arranged.

WOOD

**HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)**

Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film,

theatre, cabaret, and literature.

Format: seminar. Evaluation will be based on class attendance and participation, several short papers, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group C

Hour: 2:35-3:50 TF

GARBARINI

**HIST 141 Adventures and Pleasures in the Russian Metropolis, 1880-1917 (Same as WGSS 141) (Not offered 2012-2013) (W)**

This course introduces students to the artistic movements, everyday life, and socio-cultural upheavals of urban Russia in the fin-de-siècle (1880 to 1917). The fast-paced, consumer-oriented modern city, with its celebrities, fashions, and technological wonders, gripped the imagination of imperial Russia's urban denizens. The inhabitants of St. Petersburg and Moscow, conscious of living in a new era, embraced and grappled with the Modern Age as journalists, impresarios, and artists narrated and interpreted it. We will explore the ways revolution and war, industrialization, the commercialization of culture, and new sensibilities about the self and identity were reflected in modernist art and thought, literature, and autobiographical writings. We also will look closely at the realms of elite entertainment and popular amusement in an attempt to relate consumer culture to notions of gender and sexuality, the redefinition of status and privilege, and concepts of leisure. Historians have offered competing explanations of how and why the rapid social, economic and cultural changes of this period contributed to the fall of the Russian monarchy and the Bolshevik Revolution of 1917. Our primary goal will be to use sources to assess their arguments and, hopefully, make our own. Texts include: historical scholarship, literary works, philosophical and sociological writings, music, visual art, and film.

Format: seminar. Evaluation will be based on class participation, several short essays, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group C

FISHZON

**FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)**

**HIST 143(F) Soccer and History in Latin America: Making the Beautiful Game (W) (D)**

This course examines the rise of soccer (*fútbol/futebol*) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans. As an Exploring Diversity Initiative course, the class uses primary sources as well as recent scholarship to explore these issues comparatively between regions and nations. Throughout the semester, we will look at how the world of soccer reflects, produces, and at times apparently resolves cultural difference.

Format: seminar. Evaluation will be based on class participation, a series of short papers, and an 8- to 10-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to first year students and then to sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course.*

Group D

Hour: 8:30-9:45 MWF

KITTLESON

**HIST 149 The 1959 Cuban Revolution: Precedents, Processes, and Legacies, 1898-2009 (Same as AFR 149) (Not offered 2012-2013) (W)**

Few events shaped world politics during the second half of the twentieth century as profoundly as the Cuban Revolution of 1959. Transformed by the leadership of Fidel Castro into a socialist country battling U.S. intervention, the Cuban revolution attempted to reshape society by eradicating racism, sexism, and illiteracy. However, policies against social inequalities were uneven and included contradictions that hampered the elimination of various forms of discrimination. Cubans who lived the Revolution also differed in their reactions to it: while many celebrated the social impact of Cuba's revolution, others condemned the revolutionary state as nothing more than a repressive (albeit populist) dictatorship. Exploring the precedents, processes, and legacies of the Cuban Revolution, this course will give students a better understanding of how and why the Cuban state has endured for so long in the face of U.S. hostility. We will read historical monographs, speeches by revolutionary leaders, and testimonies of Cubans living during the 20th century to access these themes. And while the course will begin in 1898 with the Cuban wars for independence, it will end in the present and explore the meaning of President Obama's closure of U.S. prison camps in Guantanamo and the transition from Fidel to Raul (and beyond) to try and answer the question that is on the minds of most Cubans and scholars of Cuban history: What next?

Format: seminar. Evaluation will be based on class attendance and participation, five short papers, and a final research project.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group D

BENSON

**FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)**

**HIST 152 The Fourteenth Amendment and the Meanings of Equality (Same as WGSS 152) (Not offered 2012-2013) (W)**

For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.

Format: discussion. Evaluation will be based on class discussion, three short analytical papers, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected 15-19). Priority given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F

DUBOW

**HIST 154T The American Way of War: The First Three Centuries (Not offered 2012-2013) (W)**

Is there an historically distinct American way of war? How have Americans experienced warfare? From the earliest days of European settlement through the final campaigns against American Indians west of the Mississippi, Americans have often been at war. Long before the United States became a world power those conflicts had determined many of the basic contours of American society, culture, and nationhood. This tutorial will investigate the nature and development of American wars over the period 1600 to 1900. Though some attention will be paid to the American Revolution and the Civil War, the tutorial will concentrate primarily on lesser known but still historically significant wars, including King Philip's War, the Seven Years War, the War of 1812, Jackson's Indian Wars, the Mexican-American War, the Plains Indians Wars, and the Spanish American War. All but the last were fought to conclusion in North America itself. How did Americans fight these wars? How did American militaries establish control over such a huge and varied continent? What role did military institutions play in the development of a distinctive American society? Did war abet social mobility, or lend itself to social control? What role did race play in the creation and sustaining of martial goals? What was the relationship between local military institutions and centralist attempts to create a national and/or professional army? What was the impact of warfare on American culture, on concepts of masculinity, and national or community images? Despite the fact that Americans have often conceived of themselves as a peace-loving people, war from the beginning has played a key role in shaping their society and nation. It is exactly the nature, meaning, and paradoxes of American wars that this tutorial will attempt to unravel.

Format: tutorial. Students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level tutorial.*

Group F

WOOD

**HIST 157(S) From Powhatan to Lincoln: Discovering Leadership in a New World (Same as LEAD 157) (W)**

The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian

empire as he tried to establish England's first toehold in the New World. It ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, African American leaders like Gabriel Prosser and James Forten, presidents like George Washington and Andrew Jackson, advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history. Groups F and G

Format: seminar. Evaluation will be based on class participation (15%), weekly writing assignment (5%), class presentation (5%), three 5-page essay assignments (each 15%), and a final project (30%).

No prerequisites. *Enrollment limit: 19 (expected: 15-19). Preference given to Enrollment preference will be given to first-year students and then to sophomores who have not previously taken a 100-level seminar.*

Groups F and G

Hour: 11:20-12:35 TR

P. SPERO

### **HIST 164 Slavery in the United States (Same as AFR 164) (Not offered 2012-2013) (W)**

Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the “peculiar institution” to its demise with the Civil War.

Format: seminar. In addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery in the North and the South. Building on several preliminary essays, each student will complete a research project which leads to a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F

L. BROWN

### **HIST 165(S) Going Nuclear: American Culture in the Atomic Age (Same as LEAD 165) (W)**

Ever since the Manhattan Project produced atomic weapons for Harry Truman to use against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine all aspects of American nuclear culture, from scientists' movements to abolish atomic weapons and expand peaceful atomic energy production to dystopian fiction about the nuclear apocalypse. It will investigate the role of the nuclear arms race in the cold war and the development of civil defense and bomb shelter culture in the United States. Using scholarly books and articles, primary sources, novels, and films, we will explore the interactions between science, diplomacy, and culture in the nuclear age. As this is a writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Format: seminar. Evaluation will be based on class participation, several short essays, and a final 10- to 12-page research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group F

Hour: 8:30-9:45 MWF

CHAPMAN

### **HIST 168(F) 1968-1969: Two Years in America (W)**

These two years were tumultuous ones worldwide. The escalation of the war in Vietnam, the Soviet invasion of Prague, the student uprisings in Paris and Japan, and the racial politics in the Summer Olympics held in Mexico City all had their counterparts that reverberated in the streets, college campuses, the halls of Congress, movie theaters, and concert halls and rock festivals in the United States. This first-year seminar will examine some of the major events of this time period in America: the assassinations of Martin Luther King, Jr. and Robert Kennedy, the Democratic Convention in Chicago, as well as cultural trends such as the development of the anti-war movement, the push for curricular reforms on college campuses, and the rise of the “counter culture.”

Format: seminar. Evaluation will be based on a number of writing assignments: two 3- to 5-page response papers, a 5- to 7-page oral history, an annotated bibliography, and a final 10-page research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference given to first-year students.*

Group F

Hour: 1:10-2:25 MR

WONG

### **HIST 178T Marriage and the American Nation (Same as WGSS 178T) (Not offered 2012-2013) (W)**

This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty-first century. What is marriage? Is it a private agreement or a public contract? A legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including interracial marriage, polygamy, divorce, domestic violence, property rights, custody, cohabitation, working mothers, and same-sex marriage.

Format: tutorial. Requirements: students will meet in weekly one-hour sessions with the instructor and a classmate; each week, students will alternate between writing a 5- to 7-page paper on the assigned readings (to be presented orally in class) and writing and presenting a 2-page critique of his/her classmate's paper; the course will conclude with a final paper that examines one of the issues raised in class in greater depth.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference given to sophomores, and then to first-year students who have not previously taken a 100-level tutorial.*

*Not available for the Gaudino option.*

Group F

DUBOW

### **FIRST-YEAR SEMINARS AND TUTORIALS: TRANSNATIONAL/COMPARATIVE (192-199)**

#### **HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (Same as AFR 193) (Not offered 2012-2013) (D)**

(W)

(See under AFR 193 for full description.)

SINGHAM

### **INTRODUCTORY SURVEY COURSES (201-299)**

These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

#### **HIST 201 History Behind the Headlines (Not offered 2012-2013) (D)**

What is the history behind today's major events? And what are some of the differing perspectives and interpretations around the world on how to address some of the most significant issues that face us all? This course will challenge students to think globally and historically about the present by introducing the methods and conceptual tools historians use to understand the past and how that may lead to a better appreciation of contemporary society. Students will be encouraged to become more critical readers of the media and thus better assess when and how history is used and abused in the public sphere. Throughout the semester, members of the History Department will visit the class and address how their field (e.g. East Asian, Latin American, African-American History) is represented in the media and political discourse. The theme for 2009-10 will be citizenship. Because of its commitment to explore how people in different societies respond to the pressing issues of the day and how people in various corners of the world are redefining and rethinking notions of citizenship, this course is part of the Exploring Diversity Initiative (EDI).

Format: lecture/discussion. Students will be required to keep a media journal and follow the news in various media outlets around the world. Evaluation will be based on participation, short papers, the media journal, and a final project.

No prerequisites; open to all. *Enrollment limit: 40 (expected: 40). Preference given to first-year students and sophomores.*

BERNHARDSSON

### **INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (202-211)**

#### **HIST 203(S) A Survey of Modern African History (Same as AFR 203) (D)**

This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil

wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994. Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions. History 203 is an introductory course, and requires no prior knowledge of African History. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Format: lecture/discussion. Evaluation will be based on two 7- to 10-page papers, one exam, and unspecified number of pop quizzes.

No prerequisites; open to all. *Enrollment limit: 40 (expected 30-40).*

Group A

Hour: 9:55-11:10 TR

MUTONGI

### **HIST 206 Muhammad and the Rise of Islam (ARAB 206 and REL 235) (Not offered 2012-2013) (D)**

This course will trace the historical development of Islam, one of the world's major religions and multi-cultural traditions, from early in the seventh century until the establishment of the Safavid Empire in 1501. The first part of the course will focus on the life and career of Muhammad, as prophet and statesman, and how he became an ideal for public and private behavior. The main part will consider the emergence of Islamic scripture, institutions, festivals, theology, and law and how a religion that had its origins in the Arabian Peninsula developed in multifaceted ways in Asia, Africa, and Europe. One major aim of this course is to give voice to Islamic texts and especially to how Muslims have defined themselves in multiple socio-historical contexts and how that context may have determined their interpretations of the Qur'an and the legacy of the Prophet Muhammad. Because the course explores the myriad reactions to the rise of Islam in different cultural communities, it is part of the Exploring Diversity Initiative.

Format: lecture/discussion. Evaluation will be based on short quizzes and papers, a midterm, and final project.

No prerequisites; open to all. *Enrollment limit: 40 (expected: 25-30). Preference given to Students who are majoring in History, Religion, or Arabic Studies or intending to do so.*

Groups E and G  
BERNHARDSSON

### **HIST 207(F) The Modern Middle East (Same as ARAB 207, INST 101, JWST 217 and REL 239) (D)**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

Format: lecture/discussion. Evaluation will be based on participation, short papers, quizzes, group project and final exam.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 30-40). Completion of course admission survey if overenrolled.*

Group E

Hour: 1:10-2:25 MR

BERNHARDSSON

### **HIST 209 The Origins of Islam: God, Empire and Apocalypse (Same as ARAB 231 and REL 231) (Not offered 2012-2013)**

(See under REL 231 for full description.)

DARROW

Groups E and G

### **INTRODUCTORY SURVEY COURSES: ASIA (212-221)**

#### **HIST 212(S) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as ASST 212) (D)**

China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems. This course fulfills the Exploring Diversity Initiative requirement in that it disputes the idea of a single, stable Chinese identity throughout history, and focuses instead on the variety of cultures and cultural encounters that contributed to what we currently think of as "Chinese" history and culture.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

Prerequisites: none; open to all. *No enrollment limit (expected: 20).*

Groups B and G  
Hour: 8:30-9:45 TR

A. REINHARDT

#### **HIST 213(F) Modern China, 1600-Present (Same as ASST 213) (D)**

Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. This course is part of the Exploring Diversity Initiative in that it requires students to engage with questions of difference through studying the development of the modern Chinese nation-state from the multi-ethnic empire of the Qing and China's particular experiences of imperialism in the nineteenth and twentieth centuries.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 35-40).*

Group B

Hour: 8:30-9:45 TR

A. REINHARDT

#### **HIST 215T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as CHIN 251T and COMP 256T) (Not offered 2012-2013) (W) (D)**

(See under CHIN 251 for full description.)

NUGENT

Group B

#### **HIST 216(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as ASST 236, INST 101 and REL 236)**

(See under REL 236 for full description.)

DARROW

Groups B and G

#### **HIST 217 Early Modern Japan (Same as ASST 217 and JAPN 217) (Not offered 2012-2013)**

The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, an era characterized by relative peace and stability, periods of economic growth as well as stagnation, the growth of cities and towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, urbanization, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, literature, and films.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam.

Prerequisites: none; open to all. *No enrollment limit (expected: 20).*

Groups B and G  
SINIAWER

#### **HIST 218 Modern Japan (Same as ASST 218 and JAPN 218) (Not offered 2012-2013)**

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a world war, occupation by a foreign power, and postwar economic rollercoaster have marked Japan's modern experience. This course will examine the main themes of modern Japanese history with a focus on how various "ordinary people" have lived through the extraordinary changes of the past century and a half. Through the perspectives of ordinary people, be it a young girl working in a cotton textile factory in the 1920s, a wartime soldier, or a teenager of the early twenty-first century, issues of national identity and nationalism, democracy, work, gender, family, youth and consumerism will be addressed. Reading materials will include anthropological studies, fiction, films, political documents, and oral histories.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper.

No prerequisites; open to all. *No enrollment limit (expected: 30).*

Group B

SINIAWER

**HIST 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (Same as ASST 219, COMP 229 and JAPN 219) (D)**

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; *noh*, *kabuki*, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.

Format: lecture/discussion. Evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam.

No prerequisites; open to all. *No enrollment limit (expected: 30). Preference given to students majoring or considering a major in a related field.*

Group B and G

Hour: 1:10-2:25 TF

SINIAWER and BOLTON

**HIST 220 Cultures of China: Conflicts and Continuities (Same as CHIN 210) (Not offered 2012-2013)(D)**

(See under CHIN 210 for full description.)

NUGENT

Groups B and G

**HIST 221 The Making of Modern South Asia (Same as ASST 221) (Not offered 2012-2013)**

Bounded by the Himalayas and the Indian Ocean, the vast South Asian subcontinent is home to one fifth of humanity. Boasting one of the world's oldest civilizations, it has had a tumultuous modern history. A common heritage and environment notwithstanding, South Asia presents a picture of social complexity, economic disparity, cultural diversity, and political heterogeneity. The course will explore the history of Modern South Asia between the eighteenth century and the present. Beginning with a brief introduction to the pre-modern period, and a discussion of the Mughal empire, we will use a combined chronological and thematic approach against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics. The aim is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and the people of the subcontinent. Using primary and secondary sources, we will address both the most significant moments of modern South Asian history and the historiographical debates that surround them. Students will be able to take away from this course an understanding of the successes, failures, and challenges faced by the people and states of Modern South Asia today from a historical perspective.

Format: lecture/discussion. Evaluation will be based on class participation, a map quiz, weekly response papers, 2 short essays (4-6 pages), and a take home final exam (7-10 pages).

Prerequisites: none; open to all. *Enrollment limit: 40; expected 25-35. If oversubscribed, preference will be given to History majors.*

Group B

PARWANI

**INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)**

**HIST 222 Greek History (Same as CLAS 222) (Not offered 2012-2013)**

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.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 40).*

Group C and G

CHRISTENSEN

**HIST 223 Roman History (Same as CLAS 223) (Not offered 2012-2013)**

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Format: lecture/discussion. Evaluation will be based on weekly brief in-class response papers, one 8- to 10-page paper, a midterm, and a final exam.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 40).*

Groups C and G

CHRISTENSEN

**HIST 224 Roman Archaeology and Material Culture (Same as ANTH 235, ArtH 235 and CLAS 224) (Not offered 2012-2013)**

(See under CLAS 224 for full description.)

RUBIN

Groups C and G

**HIST 225(F) The Medieval World, 300-1500**

The European world saw dramatic changes and the creation of new cultures and societies between the ancient and modern periods. This course will survey more than a millennium of history, beginning late in classical antiquity and concluding at the dawn of the modern era. We will concentrate both on developments within Europe, and on European encounters with Islam, the Byzantine East, and pagan cultures. With an approach that is both chronological and thematic, we will place the broader narrative of medieval history alongside special consideration of Europe's neighbors, social organization, medieval women, religion and piety, and education. Lectures and class discussion will receive equal emphasis. We will conclude with a weeklong epilogue on the end of the Middle Ages.

Format: lecture/discussion. Requirements: evaluation will be based on a mid-term, several short papers, and a final take-home exam.

No prerequisites. *Enrollment limit: 40 (expected: 20-30). Preference given to History majors.*

Group C and G

Hour: 9:55-11:10 TR

KNIBBS

**HIST 226 Europe From Reformation to Revolution: 1500-1815 (Same as REL 222) (Not offered 2012-2013)**

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.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 25-30).*

*Groups C and G*  
WOOD

### **HIST 227 A Century of Revolution: Europe, 1789-1917 (Not offered 2012-2013)**

This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, of profound social and economic change, and of great intellectual ferment. Topics include the French and Russian Revolutions, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, European imperialist expansion, processes of secularization and religious revival, and the origins of World War I. With an eye toward exploring the origins of today's complex attitudes toward race, ethnicity, and gender, the course will also investigate racial thought, anti-Semitism, and feminism in the nineteenth century.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm and final exam, and a 10- to 12-page research paper.

Prerequisites: none; open to all. *No enrollment limit (expected: 25).*

*Group C*  
SINGHAM

### **HIST 228(S) Europe in the Twentieth Century**

This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the end of the century. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; and the 1989 revolutions in Eastern Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Format: lecture/discussion. Evaluation will be based on class participation, several quizzes, an exam, and two papers.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 35-40).*

*Group C*  
Hour: 1:10-2:25 MR

GARBARINI

### **HIST 229 European Imperialism and Decolonization (Same as AFR 229) (Not offered 2012-2013) (D)**

This course surveys European imperialism in the nineteenth and early-twentieth centuries, paying special attention to important case studies such as British India, the Scramble for Africa, and the break-up of the Ottoman Empire following World War I. The class will both compare European societies, especially insofar as their rival imperial policies contributed to World War I, and European and non-European cultures as they confronted one another for the first time. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine two of the most dramatic cases of decolonization, Gandhi and Nehru's independence movement in India and Patrice Lumumba's torturous struggle for independence in Lumumba's Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper.

No prerequisites; open to all. *No enrollment limit (expected: 25).*

*Groups A, B, and C*  
SINGHAM

### **HIST 230 Modern European Jewish History, 1789-1948 (Same as JWST 230) (Not offered 2012-2013)**

What does it mean to be a Jew? The vexed question of Jewish identity emerged at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. This course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe's Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the rise of religious denominations within Judaism, competing political ideologies, Jewish-gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and diaries.

Format: lecture/discussion. Evaluation will be based on class participation, two papers, and a final exam.

No prerequisites. *No enrollment limit (expected: 20-25).*

*Group C*  
GARBARINI

### **HIST 239(F) Germany in the Twentieth Century**

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930's; the coming to power of the National Socialists; the ideology of National Socialism; the "Völksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefield and on the home front; the West German "Economic Miracle"; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the "Historians' Debate"; and Germany after the Wall.

Format: lecture/discussion. Requirements: active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes.

No prerequisites; open to all. *Enrollment limit: 40 (expected: 30-35).*

*Group C*  
Hour: 2:35-3:50 MR

KOHUT

### **HIST 240(S) Muscovy and the Russian Empire**

Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created a vast multi-national empire in Eastern Europe and Asia. Over the next 150 years their imperial heirs transformed and extended this empire, to the point that on the eve of the Crimean War (1853-1855) many believed it to be the most powerful state in Europe. But defeat in the war exposed the weakness of the imperial regime and helped to provoke a process of state-led reform that failed to avert, and may well have contributed to, the collapse of the regime in the February Revolution of 1917. Using a combination of primary and secondary sources, this course will explore the character of the Muscovite and the Russian empires and the forces, processes, and personalities that shaped their formation, expansion, and, in the latter case, decline.

Format: lecture/discussion. Evaluation will be based on class participation, a map quiz, several short essays based on class readings, and a final self-scheduled exam.

Prerequisites: none; open to all. *No enrollment limit (expected: 15-25).*

*Groups C and G*  
Hour: 9:55-11:10 TR

FISHZON

### **HIST 241(F) The Rise and Fall of the Soviet Union**

The October Revolution of 1917 brought to power in the debris of the Russian Empire a political party committed to the socialist transformation of society, culture, the economy, and individual human consciousness. Less than seventy-five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.

Format: lecture/discussion. Evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self-scheduled exam.

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 25).*

*Group C*  
Hour: 11:20-12:35 TR

FISHZON

**INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)**

**HIST 242 Latin America From Conquest to Independence (Not offered 2012-2013)**

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities, before 1492 to the invasion of Europeans from that date forward, we will take up the question of the Iberian conquest, looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside—in and inside—out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in—and perhaps consisted of—the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam.

No prerequisites. Enrollment limit: 40 (expected: 25).

Groups D and G

KITTLESON

**HIST 243 Modern Latin America, 1822 to the Present (Not offered 2012-2013)**

This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions of the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam.

No prerequisites. Enrollment limit 40 (expected: 35-45).

Group D

KITTLESON

**HIST 248 History of the Caribbean: Race, Nation, and Politics (Same as AFR 248) (Not offered 2012-2013) (D)**

(See under AFR 248 for full description.)

BENSON

Groups D and G

**INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)**

**HIST 252(F) North American History to 1865**

This course will provide a survey of North American history from Europe's first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial America. The course will then examine the coming, course, and consequence of the American Revolution (or what many at the time considered America's first civil war). The new nation unleashed massive and far-reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America's second civil war.

Format: lecture/discussion. Requirements: class participation, mid-term, final exam, and weekly writing assignments.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 20-30).

Groups F and G

Hour: 11:00-12:15 MWF

P. SPERO

**HIST 253(S) History of the United States, 1865-Present**

This course surveys the important themes and issues that inform the historical landscape of the United States since the Civil War in the nineteenth century. With special attention to how Americans defined themselves as citizens and as a nation, the class examines the settlement of the west, the nuances of progressivism, the expanding role of the United States in the world, desegregation and the rights revolution, and the emergence of conservatism. The course also tunes into connections between current affairs and the American past. Reading assignments include a range of primary sources and historical interpretations.

Format: lecture/discussion. Evaluation will be based on class participation, short papers, a midterm, and a final examination.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 30-40).

Group F

Hour: 1:10-2:25 MR. 2:35-3:50 TF

L. BROWN, DEW

**HIST 254(S) Workers' Stories, Workers' Lives: Narrative Approaches to U.S. Labor History (Same as AMST 254)**

(See under AMST 254 for full description.)

CORNELL

**HIST 257(F) Social Justice Traditions from the 1960s to Occupy Wall Street (Same as AMST 257)**

(See under AMST 257 for full description.)

CORNELL

**HIST 262 The United States and the World, 1776 to 1914 (Not offered 2012-2013)**

From its foundation in 1776 to the beginning of World War I in 1914, the United States developed a complex of ideas for understanding—and methods for securing—its place in the world. During this period, the nation's diplomacy went through several phases as it made the transition from a young republic struggling to conduct its diplomacy, to an expansionist power in the first half of the nineteenth century, to an emerging world power in the aftermath of the Civil War, and then to an imperialist power after the Spanish-American War. Amidst these events, U.S. statesmen and citizens constantly debated the country's proper diplomatic role and struggled to construct and propagate a unique American ideology, as well as an advantageous geo-strategic position, on the global stage. Debates about foreign relations were imbued with questions of race, nation, independence, religion, economy, law, gender, and geographic expansion; indeed, defining U.S. foreign relations was a means of defining the nation itself. Through a variety of primary sources and scholarly books and articles, this course will examine U.S. relations with external powers as well as the interactions that occurred between U.S. domestic and foreign policy during this period.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7-page papers, quizzes, and a midterm exam.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 15-25).

Group F

CHAPMAN

**HIST 263(F) The United States and the World, 1914 to the Present**

This course explores America's engagement with the world from 1914 to the present. The First World War ushered in a new era for U.S. foreign relations. The self-identified isolationist power became a principal player on the world stage and by the end of the Second World War emerged as one of the two global super-powers, poised to compete with the Soviet Union in a protracted Cold War. After the Soviet Union collapsed in 1991, some spoke of the United States as a "hyperpower," but how it should exercise its unrivalled power was far from clear. Through a mixture of lecture and discussion, this course introduces students to the key events of America's most powerful century and to the new wave of scholarly literature being written about the United States and the World. Readings will reflect current trends in the sub-field, which focuses not only on high-level diplomacy, but also on a range of other factors that influence foreign relations, including ideology, race, gender, culture, domestic politics, and the roles of individual personalities.

Format: lecture/discussion. Evaluation will be based on class participation, short papers, a midterm exam, and a final exam.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 25-30).

Group F

Hour: 11:00-12:15 MWF

CHAPMAN

**HIST 280 African American History: An Introduction (Same as AFR 280) (Not offered 2012-2013) (D)**

This course provides a survey of African American History from the earliest importation and migration of Africans to North America through the present day. Our readings and discussions will take up the development, expansion, and organization of slavery, the coming and meaning of freedom, and the political and cultural landscapes of African Americans over time. We will discuss slavery, freedom, civil rights, and racial ideologies. Finally, we will examine the post Civil

Rights era, the changing meaning of the designation “African American” in light of global migrations, and African American political power in the 21st century. Our readings, which will include both primary and secondary sources, will help us to interrogate American history and gain an understanding and overview of African American history. The course will be primarily discussion based. Given its focus on the workings of racial ideology and the development of slavery and other forms of unfree labor in the U.S. economic system, this course fulfills the criteria of the Exploring Diversity Initiative.

Format: lecture/discussion. Evaluation will be based on three short papers, a take-home final exam, and performance in in-class discussions and assignments.

No prerequisites; open to all. *Enrollment limit: 40 (expected: 20-30).*

Group F

LONG

### **HIST 281 African-American History, 1619-1865 (Same as AFR 281) (Not offered 2012-2013) (D)**

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential.

This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Format: lecture/discussion. Evaluation will be based on the quality of three papers, performance in quizzes, and participation in class discussion. No prerequisites. *No enrollment limit (expected: 20-25).*

Groups F and G

L. BROWN

### **HIST 282 African-American History From Reconstruction to the Present (Same as AFR 282) (Not offered 2012-2013) (D)**

This course introduces students to the significant themes and events that have shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century. Course themes will include: the changing meanings of freedom, equality, and rights; the intersection of ideology and activism; the disconnection between local and national perspectives. Additionally, the course explores the political nature and development of African-American protest traditions, giving particular attention to the rise of Jim Crow, the franchise, black institutional and organizational life, black migration and urbanization, the black freedom movement and its legacy, and the demise of the liberal coalition.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a take-home exam.

This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Prerequisites: none; open to all. *No enrollment limit (expected: 20-25).*

Group F

L. BROWN

### **HIST 284 Topics in Asian American History (Same as AMST 284 and ASST 284) (Not offered 2012-2013) (D)**

This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno-racial groups in the United States. Topics include the anti-Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Viet Nam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. Theirs is a story of immigration, exclusion, resistance, accommodation, and the process of “becoming American.”

Format: lecture/discussion. Evaluation will be based on six response papers, two short critical essay (5-7 pages) and a final oral history/family history of an Asian American (10-15 pages).

Prerequisites: none; open to all. *Enrollment limit: 40 (expected: 30).*

Group F

WONG

### **HIST 286(S) Latina/o History From 1846 to the Present (Same as LATS 286) (D)**

This course examines the formation of Latina/o communities in the United States from 1846 to the present. Formed through conquest, immigration, and migration, these communities reflect the political and economic causes of migration, U.S. foreign policies, the connections between the United States and the countries of origin, and economic conditions in the United States. People's migration to the United States has been mediated through labor recruitment, immigration and refugee policies, and social networks. Mexicans, Puerto Ricans, Cubans, and Dominicans, as well as more recent immigrants from Central and South American countries, then become racialized populations in the United States. This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of dominant U.S. hierarchies of race, gender and class on the economic incorporation of Latinas and Latinos.

Format: discussion. Evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay.

Prerequisites: none; open to all. *Enrollment limit: 25 (expected: 20).*

Group F

Hour: 11:20-12:35 TR

WHALEN

### **INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)**

#### **HIST 293 History of Medicine (Same as HSCI 320) (Not offered 2012-2013)**

(See under HSCI 320 for full description.)

D. BEAVER

Group G

#### **HIST 294(S) Scientific Revolutions: 1543-1927 (Same as HSCI 224)**

(See under HSCI 224 for full description.)

D. BEAVER

Groups C and G

#### **HIST 295(S) Technology and Science in American Culture (Same as HSCI 240)**

(See under HSCI 240 for full description.)

D. BEAVER

Group F

### **MAJOR SEMINARS (301)**

Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their Major Seminar in the spring semester of their sophomore year, and those planning to be away for the whole of their junior year are encouraged to do so.

#### **HIST 301A Approaching the Past: History, Theory, Practice (Not offered 2012-2013)**

This course will explore how the discipline of ‘History’ has come to assume its present form and how a number of historians since the 1820s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical “truth” existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing and contrasting it with that of their nineteenth-century predecessors. We will then consider the work of those recent theorists who have tried to refute historians’ claims to be able to capture the “truth” of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by “post-modernism.” We will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with “the past” than with what historians *do* with “the past.” Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the practice of history.

Format: discussion. Evaluation will be based on class participation, a 250-word position statement (“What is History?”), two 9- to 11-page interpretive essays, and a take-home final exam.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

*Not available for the Gaudino option.*

WATERS

**HIST 301B(F) Approaching the Past: Documentary Studies and African American History**

Comprised of non-traditional sources—photographs, oral history, narratives, folklore, films, fiction, music, poetry, art and other forms—documentary served historically to engender a progressive agenda by projecting the voices of the voiceless in order to illuminate the need for social change. Some examples include Jacob Riis' photographs of the Lower East Side, Louis Lomax's efforts to record folk music, Stud Terkel's interviews with ordinary Americans. But what documentarians have produced also provides a way to access information about the past, especially the stories of people whose lives have not been preserved through archival materials. This course examines the historical development of documentary forms and reviews the work of specific documentarians. It will focus in particular on the uses of various types of documentary as primary sources for research in African American history. Familiar formats, from Frederick Douglass' autobiographies to Henry Hampton's "Eyes on the Prize" series, recorded AND told histories that still remain mostly veiled. But in its unprocessed or raw form—collected work songs, sermons, tall tales, blues lyrics, family snapshots, oral history, and the like—documentary provides a store of rich primary sources that access the voices less often heard. This course will explore that material and what historians do with it.

Format: seminar. Requirements: evaluation will be based on class participation, weekly written critiques, and a final paper/project.

Prerequisites: restricted to History majors. *Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors.*

Hour: 9:55-11:10 TR

L. BROWN

**HIST 301C Approaching the Past: Practices of Modern History (Not offered 2012-2013)**

What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of the nature of historical "truth," objectivity and bias, types of sources, and uses of theory will be discussed. Next, we will address the ways in which historians write about the past, considering the influence of postmodernism on historical narratives, and historical film. Finally, we will examine the uses of history, including public history, history education, and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from a broad range of topics, such as the Great Depression, the Nanking Massacre, and the assassination of JFK.

Format: discussion. Evaluation will be based on class participation, response papers, short essays, and a final paper.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

SINIAWER

**HIST 301D Approaching the Past: Is History Eurocentric? (Not offered 2012-2013)**

The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non-Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.

Format: discussion. Evaluation will be based on class participation, two 10- to 12-page papers, and a final exam.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

SINGHAM

**HIST 301E(F) Approaching the Past: Modern National, Transnational, and Postcolonial Histories**

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly seminar meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

Format: seminar. Requirements: evaluation will be based on class participation, response papers, short essays, and a final paper.

Prerequisites: restricted to History majors. *Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 7:00-9:40 p.m. M

KITTLESON

**HIST 301F(S) Approaching the Past: Remembering American History**

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Viet Nam; and the events and aftermath of September 11, 2001.

Format: discussion. Evaluation will be based on weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor. Students will be required to lead a class discussion.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

*Not available for the Gaudino option.*

Hour: 1:10-3:50 W

WONG

**HIST 301G Approaching the Past: Writing the Past (Not offered 2012-2013)**

"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do". How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

Format: discussion. Evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper. *Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

GARBARINI

**HIST 301K(S) Approaching the Past: Varieties of Historical Thinking**

This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of eleven historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why—or even if—we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

Format: discussion. Requirements: in preparation for class discussion, students are required to produce a 1-page critical response to the assigned reading each week, which will form the basis for class discussion; in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College.

Prerequisites: course enrollment is restricted to History majors; not open to first-year students. *Enrollment limit: 19 (expected: 15-19).*

Hour: 1:10-3:50 W

KOHUT

**HIST 301M Approaching the Past: Westward Expansion in American History (Not offered 2012-2013)**

How does historical knowledge evolve? How do historians build on but also repudiate the work of historians that came before them? In this course, we will explore the historiography that has developed over the last 150 years about the Anglo-American settlement of the West, using it as a lens to explore larger questions about shifting perspectives of the historian's craft. This historiography will also illuminate critical conflicts about the meaning of American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that have shaped American policy toward other parts of the world, as later historians would argue? Has the West been an "exceptional" place or representative of the nation at large? The class will meet once a week, and each session's discussion will focus intensively on one book, examining the theoretical and historical assumptions of the author; how these assumptions shaped the historian's search for evidence and his or her claims; and the impact they have had on our understanding of the American West.

Format: discussion. Evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final, book review essay.  
Prerequisites: course enrollment is restricted to History majors; not open to first-year students. *Enrollment limit: 19 (expected: 15-19).*  
*Not available for the Gaudino option.*

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 303(F) From Analog to Digital: Historical Photography in Africa (Same as ARTH 229) (D)**  
(See under ARTH 229 for full description.)

THOMPSON

**HIST 304 South Africa and Apartheid (Same as AFR 304) (Not offered 2012-2013) (D)**

This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Format: lecture/discussion. Evaluation will be based on class participation and three short papers.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 20).*

Group A

MUTONGI

**HIST 305 Nation Building: The Making of the Modern Middle East (Same as ARAB 305) (Not offered 2012-2013) (D)**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context.

Format: lecture/discussion. Requirements: evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper).

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and students with a background in Middle Eastern studies.*

Group E

BERNHARDSSON

**HIST 307 Islam and Modernity (Not offered 2012-2013) (D) (W)**

Is Islam compatible with modernity? And if so, how? This course in intellectual history will systematically address the vast corpus of writings by Muslim activists and scholars on the role of Islam in today's world. Through this examination some of the central questions related to Islam's encounter with modernity will be explored in detail, such as those related to post-colonialism, political authority, violence, the status of women, democracy, and war. Geographically, this course will focus on Egypt and Iran as well as the ideas being developed by Muslim scholars in Europe and North America. Students will discuss these pertinent issues via videoconferencing with other university students in the Middle East on a regular basis.

Format: lecture/discussion. Requirements: weekly online journal and commentaries and a final research paper (15-20 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 19 (expected: 19). Preference given to History and Religion majors.*

Group E

BERNHARDSSON

**HIST 308(S) Gender and Society in Modern Africa (Same as AFR 308 and WGSS 308)**

This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular history of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history and gender offers perspectives on contemporary women's issues such as female-circumcision, teen pregnancy, wife-beating, and "AIDS."

Format: lecture/discussion. Evaluation will be based on class participation and three short papers.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

Group A

Hour: 11:20-12:35 TR

MUTONGI

**HIST 310 Iraq and Iran in the Twentieth Century (Same as ARAB 310) (Not offered 2012-2013) (D)**

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Format: lecture/discussion. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 20-40).*

Group E

BERNHARDSSON

**HIST 311 The United States and the Middle East (Same as ARAB 311) (Not offered 2012-2013)**

At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political encounters of the latter half of the twentieth century will be assessed in order to identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.

Format: discussion. Requirements: evaluation will be based on class participation, short papers and a final research paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to History and Arabic Studies majors.*

Group E

BERNHARDSSON

#### **ADVANCED ELECTIVES: ASIA (312-321)**

**HIST 313(F) The People's Republic: China since 1949 (Same as ASST 313)**

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Format: seminar. Requirements: evaluation will be based on active class participation, several short papers and a final research paper.

No prerequisites. (HIST 213 recommended). *Enrollment limit: 25 (expected: 12-20). Preference given to junior and senior History and Asian Studies majors.*

Group B

Hour: 11:20-12:35 TR

A. REINHARDT

**HIST 318 Nationalism in East Asia (Same as ASST 245 and PSCI 354) (Not offered 2012-2013)**

(See under PSCI 354 for full description.)

Group B

CRANE

**HIST 319 Gender and the Family in Chinese History (Same as ASST 319 and WGSS 319) (Not offered 2012-2013) (D)**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.

Format: lecture/discussion. Evaluation will be based on class participation, several short papers, and a final paper

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20).*

*Groups B and G*

A. REINHARDT

**HIST 320(S) Meanings and Memories: Re-visiting the Partition of India (Same as ASST 322)**

The partitioning of the Indian subcontinent has typically been understood as an event that began and ended in 1947, culminating in the independence of India and the birth of Pakistan. Eschewing these perceptions, however, by examining a longer history of this historical moment, this course seeks to offer an alternate account to this popular narrative. Beginning in the early decades of the twentieth century, we will trace the trajectory of the Indian nationalist movement and the demand for freedom from British colonial rule. Moving into the middle half of the twentieth century, we will examine the impact of decolonization on the region. Millions of people were directly affected by this cataclysmic event. Drawing on official archives, alongside sources as varied as memoirs, poetry, short stories, films, and oral history, students will re-visit this most significant event in South Asian history and engage with the historiographical debates that surround it. Using a combined chronological and thematic approach, this course will address themes such as nationalism, decolonization, secularism, communalism, the post-colonial nation-state, and identity politics. The main aim is to interrogate the impact of Partition on the state, society, and people of the subcontinent. What did Independence mean for India? Was Partition the only solution? Was Pakistan inevitable? And finally, why does Partition continue to matter today?

Format: seminar. Requirements: evaluation will be based on active class participation, map quiz, weekly commentaries on assigned readings, and a final research paper (15-20 pages).

No prerequisites. *Enrollment limit: 25 (expected: 12-20). Preference given to students with background in South Asian history, or History majors.*

*Group B*

Hour: 2:35-3:50 TF

PARWANI

**HIST 321(F) History of U.S.-Japan Relations (Same as ASST 321 and JAPN 321) (D)**

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected:25).*

*Groups B and F*

Hour: 9:55-11:10 TR

SINIAWER

**ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)****HIST 322 The Construction of Gender in Ancient Greece and Rome (Same as CLAS 239 and WGSS 239) (Not offered 2011-2012)**

(See under CLAS 239 for full description.)

CHRISTENSEN

*Group C and G*

**HIST 323 Leadership, Government, and the Governed in Ancient Greece (Same as CLAS 323 and LEAD 323) (Not offered 2012-2013) (W)**

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Format: lecture/discussion. Evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15-20 pages).

No prerequisites; but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructor's permission. *Enrollment limit: 19 (expected: 12).*

*Group C and G*

CHRISTENSEN

**HIST 324 The Development of Christianity: 30-600 C.E. (Same as REL 212) (Not offered 2012-2013) (W)**

(See under REL 212 for full description.)

BUELL

*Group G*

**HIST 326 War in European History (Not offered 2012-2013)**

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

Format: lecture/discussion. Evaluation will be based on class participation, one short research paper, and midterm and final exams.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 30-40).*

*Groups C and G*

WOOD

**HIST 327(S) Law in the Middle Ages**

Medieval laws form the foundation for much of our modern legal system. They also constitute crucial but problematic sources for our understanding of medieval society. This course will cover law from the sixth through the fourteenth centuries, with special emphasis on the law of the Roman empire and the law of the Christian church. Through smaller units on Law in Antiquity, Law in the Early Middle Ages, The High Medieval Legal Tradition, and Marriage in Canon Law, we will gain some exposure to the depth and complexity of the medieval legal tradition. We will spend most of our time with the legal sources themselves, concentrating specifically on legislation dealing with marriage, the settlement of disputes, and crime of all kinds. Along the way, we will also study the early history of lawyers and the legal profession. No prior experience with the Middle Ages is expected.

Format: lecture/discussion. Requirements: evaluation will be based on three short papers on specific problems presented by our sources, and a final, longer essay. No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to History majors.*

*Group C and G*

Hour: 9:55-11:10 TR

KNIBBS

**HIST 330 The Reformations in Early Modern Europe (Same as REL 220) (Not offered 2012-2013)**

(See under REL 220 for full description.)

Groups C and G

SHUCK

**HIST 331 Gnosis, Gnostics, Gnosticism (Same as CLAS 218, COMP 218 and REL 218) (Not offered 2012-2013) (W)**

(See under REL 218 for full description.)

BUELL

**HIST 334 Sex and Psyche: A Cultural History of Fin-de-Siècle Europe (Same as WGSS 334) (Not offered 2012-2013)**

This course will introduce students to some of the most significant and exciting social, artistic, intellectual, and political developments in fin-de-siècle Europe (1870 to 1914). "Fin-de-siècle" is a concept that denotes not only a historical period—the end of a century—but refers to a consciousness of living in a time of accelerated change and crisis. Intellectuals and artists of the decades we will be examining were preoccupied with "degeneration," loss of innocence, meaning, morality, and the inner self. They were simultaneously fascinated and horrified by technological innovation, emergent political and ideological currents, and the challenges to traditional values and identities posed by them. After a survey of political upheavals during the European fin-de-siècle, the course will focus on three metropolises consecutively: Vienna, Paris, and St. Petersburg. Through analyses of historical literature, novels, music, visual art, and the seminal texts of psychoanalysis we will explore how the self, public life, gender relations, sexuality, and aesthetics were conceived and re-imagined in each city, and bring to light the sensibilities and culture they shared.

Format: discussion. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 30 (expected: 20-25). Preference determined by instructor.*

Group C

FISHZON

**HIST 335 Weimar Germany (Not offered 2012-2013)**

The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized in Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

Format: discussion. Requirements: evaluation will be based on upon participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to students with background in European history, or History majors.*

Group C

KOHUT

**HIST 336(S) National-Socialist Germany (D)**

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the Volksgemeinschaft; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

Format: lecture/discussion. Requirements: evaluation will be based on participation in class discussion, a research paper of between ten and fifteen pages and a final examination.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 20-25).*

Group C

Hour: 2:35-3:50 MR

KOHUT

**HIST 338 The History of the Holocaust (Same as JWST 338 and REL 296) (Not offered 2012-2013)**

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Format: mostly discussion. Evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and Jewish Studies concentrators.*

Group C

GARBARINI

**HIST 340 Roman Cities in the Near East (Same as ANTH 240 and CLAS 340) (Not offered 2012-2013) (D)**

(See under CLAS 340 for full description.)

Groups C and G

RUBIN

**HIST 341 Envisioning Empire: Geography in the Graeco-Roman World (Same as Arth 239 and CLAS 341) (Not offered 2012-2013) (D)**

(See under CLAS 341 for full description.)

Groups C and G

RUBIN

**ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)****HIST 343(S) Conquistadors in the New World (Same as LATS 343)**

The Spanish conquest of the Americas happened with astonishing rapidity: Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. "We came," wrote the conquistador Bernal Dias del Castillo, "to serve God, and our King, and to get rich." Their deeds were legendary, the courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquistadors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail? Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistadors and the Amerindian worlds?

Format: lecture/discussion. Requirements: evaluation will be based on four short essays, class presentations, and a self-scheduled final exam.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to History majors.*

May not be taken on a pass/fail basis.

Group C, D and G

Hour: 2:35-3:50 TF

WOOD

**HIST 345 "In Our Own Backyard?" U.S. and Latin American Relations (Same as AFR 345) (Not offered 2012-2013)**

This course examines the relations between the United States and Latin America during the nineteenth and twentieth centuries. We will explore a variety of U.S. military interventions in the region, including U.S. participation in the Spanish-Cuban-American War, the occupation of Haiti, and the CIA's role in the overthrow of President Salvador Allende in Chile. We will look for consistencies and changes over time, weighing the role of ideology, national security, economic interests, and cultural factors in the creation and outcomes of U.S. policy. Readings will consist of a variety of primary source materials, including letters and



memoirs by U.S. policy-makers. All of the course documents are in English, but students with a reading knowledge of Spanish will be encouraged to investigate sources in Spanish. In addition to the actions and motivations of officials in Washington, the course will investigate how ordinary Americans like young soldiers, African Americans, and women saw their roles as occupiers, allies, and the vehicle of modern civilization in the region. History 345 will also consider Latin American initiatives and responses to U.S. intervention, from attempts by nationalist regimes in Chile, Cuba, Guatemala, and Nicaragua to find an alternative to dependence on the United States, to critiques by Latin American intellectuals concerning U.S. cultural influences.

Format: lecture/discussion. Evaluation will be based on class participation, short (2-3 page) weekly writing assignments, and a final research paper (15-20 pages in length). The final paper will be based on primary source research about a particular U.S. intervention in Latin America.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25). Preference determined by instructor.*

*Groups D and F*  
BENSON

### **HIST 346 History of Modern Brazil (Same as AFR 346) (Not offered 2012-2013) (D)**

Brazil has been "the country of the future" far longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often lent a boosterish quality to its descriptions of the country, it has also brought ambiguity—for if the label suggests Brazil's potential, it also underlies the country's failure to live up to that promise. Being an *eternal* "country of the future" must be as much a troubling as a cheering designation. This course will examine the modern history of that country of the future by taking up major themes from independence to the present. Beginning with what was by Latin American standards an easy transition from colony to independent empire, we will analyze the hierarchies that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation-state. The course will give particular attention to the themes of race, gender, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfills the Exploring Diversity Initiative requirement by examining a range of written texts and other sources to understand these and other themes in the lives of Brazilians of different social identities and political standings since Independence.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a longer (10-12 page) final essay.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

*Group D*  
KITTLESON

### **HIST 347 Democracy and Dictatorship in Latin America (Not offered 2012-2013)**

The inability—or failure—of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"—and the implications of our choice of criteria.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to History majors.*

*Group D*  
KITTLESON

### **ADVANCED ELECTIVES: UNITED STATES (352-387)**

#### **HIST 352(FS) America and the Sea, 1600-Present (Same as MAST 352) (Offered only at Mystic Seaport.) (W)**

(See under MAST 352 for full description.)

GORDINIER

*Groups F and G*

#### **HIST 353(S) Before Independence: British North America, 1607-1763**

This course will explore the political, social, and cultural history of British North America from its first colonization to the coming of the American Revolution. The course will mix case studies of the specific colonies with broader explorations of imperial rivalries for control of North America, the various forms of cross-cultural interaction between colonists and Native Americans, and the place of colonial America within the broader world (or what historians now call "the Atlantic World").

Format: seminar. Requirements: evaluation will be based on class participation, two writing assignments, and a final project.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors.*

*Group F and G*

Hour: 11:00-12:15 MWF

P. SPERO

#### **HIST 354(S) The Revolutionary Generation: Galaxy of Leaders (Same as LEAD 285 and PSCI 285)**

(See under LEAD 285 for full description.)

DUNN

*Groups F and G*

#### **HIST 355 Perspectives on the American Revolution (Same as LEAD 255) (Not offered 2012-2013)**

The American Revolution remains one of the most-studied events in American history. Yet, agreement about its main causes, significance, and purpose remains as distant as ever. Some historians argue that political ideas and principles brought about calls for Independence. Others emphasize the economic motives behind revolutionary fervor. Still others argue that British political institutions failed to adapt to the needs of a growing empire, leading colonists to replace British imperial rule with a form of government suited to their local exigencies. Some have told the story through the eyes of the Founding Fathers, while others have explored what the American Revolution meant for the lived experience of average citizens, of women, of free and enslaved African Americans, of Native Americans, and of peoples living beyond North America. Collectively, such a range of studies speaks to the significance of the American Revolution. Individually, however, these varying perspectives provide a fragmented picture of the era and its people. Through readings, lectures, and primary sources, this class will explore these different views of the Revolution and try to create some synthetic unity out of this historical kaleidoscope.

Format: lecture/discussion. Evaluation will be based on class participation (20%), mid-term (20%) and final (25%) exams, and a final project (35%).

No prerequisites; open to all. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and Leadership Studies concentrators.*

*Groups F and G*

P. SPERO

#### **HIST 358 The Roosevelt Style of Leadership (Same as LEAD 325) (Not offered 2012-2013)**

(See under LEAD 325 for full description.)

DUNN

*Group F*

#### **HIST 359(F) The Politics of Presidential Leadership, 1776-1860 (Same as LEAD 259)**

This course will trace the development of the presidency from George Washington to Abraham Lincoln. By focusing on the most consequential presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression. As often as possible, the class will also examine the tactics of these presidents' political rivals to understand how competing politicians tried to navigate the social and political terrain of their day. Through the study of biography and primary sources, students will offer critical appraisals of presidents and leave the course with a historical understanding of the types of challenges that those who have held the office have often faced. The course will also provide an in-depth survey of United States political history during the tumultuous early years of the nation.

Format: discussion. Evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%).

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and Leadership Studies concentrators.*

*Groups F and G*

Hour: 11:20-12:35 TR

P. SPERO

#### **HIST 362 The 1980s (Not offered 2012-2013)**

This course will consider whether and how the 1980s are coming into view as history. Conventional wisdom views the 1980s as being defined by selfishness, greed, and materialism, but that decade also saw society engaged in serious debates about individual and social responsibility, the relationship between the state and society, and about America's role in the world. Understanding this era involves tackling broader questions about liberalism, conservatism, the welfare state, the cold war, globalization, the presidency, social movements, identity politics, popular culture, religion, and the media in modern U.S. history. This course will address some of these questions, examine the varieties of ways in which individuals and social groups conceived and reconceived their personal and political identities, and explore various methods used to assess contemporary history.

Format: lecture/discussion. Evaluation will be based on several short writing assignments; two 4- to 5-page essays; and a research paper (12-15 pages). No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25). Preference determined by instructor.*

Group F  
DUBOW

**HIST 364(F) History of the Old South (Same as AFR 364)**

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Format: discussion. Evaluation based on class participation, two papers of moderate length, and a comprehensive final examination.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25).*

Groups F and G

Hour: 2:35-3:50 TF

DEW

**HIST 365(S) History of the New South (Same as AFR 365)**

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Format: discussion. Evaluation based on class participation, two papers of moderate length, and a comprehensive final examination.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25).*

Group F

Hour: 2:35-3:50 MR

DEW

**HIST 367 Frontiers in Early American History, 1607-1846 (Not offered 2012-2013)**

This course will tackle one of the most hotly debated topics in American history: the significance of the frontier to the development of North America. The course will have two core themes: the history and historiography of the early American frontier and the various conceptions of the frontier in popular culture and works of fiction. It will explore the changing nature of the frontier (and scholarly interpretations of it) in early American history, tracing expansion, development, and conflict from its earliest occurrences in Virginia and New England to the Mexican-American War of 1846. The course will be interdisciplinary in nature with readings and assignments ranging from scholarly writings to fictional works and from contemporary movies to primary sources. This approach will help address questions that historians and the public alike have struggled to answer: What was life really like on a frontier? How do popular conceptions comport with historical realities of frontier life? What exactly did the frontier mean to American history?

Format: discussion. Evaluation will be based on class participation (20%), 2 short writing assignments (10% each), midterm exam/project (25%), and a final project (35%).

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors.*

Groups F and G

P. SPERO

**HIST 371 The History of U.S. Environmental Politics (Same as ENVI 371) (Not offered 2012-2013)**

The politics surrounding the environment today are a super-heated source of conflict, at the same time that most opinion polls show that Americans widely embrace many environmental protections. While environmental concerns have long been a part of local politics in America, this course will "largely explore the emergence and prominence of environmental issues in national politics" from the first organized conservation efforts in the late nineteenth century to the present-day concerns with the global environment. Throughout the course, we will investigate both how changes in the environment have shaped American politics and how political decisions have altered the American, as well as the global, environment, with particular attention to which groups of people have had, or have not had, access to political processes and institutions.

Format: discussion. Evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 20-25). Preference will be given to History, Environmental Policy, and Environmental Science majors or prospective majors if the course is overenrolled.*

Group F

MERRILL

**HIST 374(F) American Medical History**

This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, reading quiz, and a final research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-25).*

Groups F and G

Hour: 1:10-2:25 TF

LONG

**HIST 375 History of American Childhood (Same as AFR 375) (Not offered 2012-2013) (D)**

Over the course of American history both the experience of childhood and our understandings of childhood have changed radically. Children have been bought and sold as slaves, hanged as convicted witches, and purchased slaves themselves. A century ago many children were sent "out to work" at ages that our society now defines as too young even to be left alone in the house. Common experiences of modern middle-class American childhood—summer camp, secondary school, and organized youth sports teams—are recent additions to American life. Through reading works of history and autobiography we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDI course; as such, we will consistently study groups of children that differ by race and class. In addition, we will interrogate the category of childhood and debate its universality and usefulness. Does the experience of childhood help to "unify" diverse groups of people?

Format: lecture/discussion. Students will be required to write three papers and be expected to contribute actively to class discussion.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 30 (expected: 20-30). Preference determined by instructor.*

Group F

LONG

**HIST 378 The History of Sexuality in America (Same as WGSS 378) (Not offered 2012-2013)**

Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and Women's, Gender and Sexuality Studies majors.*

Group F

DUBOW

**HIST 379 Black Women in the United States (Same as AFR 379 and WGSS 379) (Not offered 2012-2013) (D)**

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical"

texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.

Format: discussion. Evaluation will be based on student participation, three papers, and a brief oral presentation.

No prerequisites. *Enrollment limit: 25; expected enrollment: 15-20. Preference given to History majors and Africana Studies concentrators.*

Group F  
LONG

### **HIST 380(S) Comparative American Immigration History (D)**

This course examines the underlying tension between the notion of American pluralism and the desire for homogeneity through the study of the history of immigration to the United States from Europe, Latin America, the Caribbean, Asia, the Middle East, and Africa. Special attention will be paid to the condition in the sending countries and the historical ties of those countries to the United States, immigration and labor recruitment, anti-immigrant sentiments, and the development of American immigration policy. This is an EDI course because it examines how people from different countries and cultures interacted with each other and those already in the United States. Theirs is a story of immigration, exclusion, resistance, accommodation, labor and the creation of an American image of pluralism, coupled with the desire for assimilated immigrants.

Format: lecture/discussion. Evaluation will be based on four response papers, two short critical essay (5-7 pages) and a final oral history/family history (15-20 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25).*

Group F  
Hour: 1:10-2:25 TF

WONG

### **HIST 381(S) From Civil Rights to Black Power (Same as AFR 381) (D)**

The Supreme Court decision *Brown v. Board of Education* (1954) ended an era of black activism that used the courts to overturn exclusionary practices of American education, opening a new civil rights era that introduced new strategies and tactics of protest. This course introduces students to the themes and issues of the black freedom movement as it transpired after 1954 and continued into the 1980s in the United States. Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, the course will follow a chronological format that covers the architecture of racial segregation and the culture of Jim Crow; examines the persistence of activism and resistance in the form of direct action, articulations of black power, and attempts at coalition building; explores the intersection of ideology and activism; assesses local, regional, and national perspectives; and uses the black freedom movement as a window onto other social movements, including nationalist and feminist movements. In considering the modern civil rights movement, this course necessarily examines the ways that racial power and privilege in the United States operated to disadvantage specific peoples. Asking how African Americans have differently defined rights, the course also examines diversity among black activists. This course meets the EDI designation in that it examines how "cultures, peoples, and societies have interacted and responded to one another in the past" specifically: by investigating differences and similarities—gender, class, region—among non-white and white Americans; and by using African American experiences to examine the links between access, opportunity, and inequality.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 20).*

Group F  
Hour: 11:00-12:15 MWF

L. BROWN

### **HIST 382 Latina/o Politics (Same as LATS 382 and WGSS 382) (Not offered 2012-2013) (D)**

(See under LATS 382 for full description.)

WHALEN

### **HIST 383(F) Whiteness and Race in the History of the United States (Same as WGSS 383) (D)**

If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about politics, citizenship, and social issues. Focusing on how historians have written about whiteness in American history, this course uses the prism of race to explore social, political, and economic development in U.S. history. The class follows the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current election season. This course is framed by several questions: What is whiteness, and what has it meant in the history of the United States? Who is (and is not) white? What about other analytical categories, like gender and class (or region or ethnicity or sexuality): how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint-hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.

Format: discussion. Requirements: evaluation will be based on class participation, the leading of two class discussions related to the writing of two 3- to 5-page review/response papers, and a final bibliographical research project.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 20-25).* Preference to students in History, Africana Studies and Women's, Gender and Sexuality Studies.

Group F  
Hour: 2:35-3:50 MR

L. BROWN

### **HIST 384 Comparative Asian-American History, 1850-1965 (Not offered 2012-2013) (D)**

This course will focus on the early history of Chinese and Japanese immigrants and their descendants in the United States. We will first look at the immigration patterns of these two Asian groups to the United States, how they made a living here, and how other Americans reacted to their presence. From there, the course will take an in-depth look at the anti-Asian movement in this country which culminated in the prohibition of most Chinese immigrants from entering the country and later, the incarceration of Japanese Americans during World War II. This course fulfills the Exploring Diversity Initiative requirement because it examines the history of the two Asian immigrant groups of this time period and their relationship to each other and to other ethno-racial groups, all within the context of American history from the Antebellum period through World War II.

Format: discussion. Evaluation will be based on a series of writing assignments: six short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper.

No prerequisites; open to all students. *Enrollment limit: 25 (expected: 10-15).*

Group F  
WONG

### **HIST 385 Contemporary Issues in Recent Asian-American History, 1965-Present (Not offered 2012-2013) (D)**

Since 1965, the Asian-American community has increased in number and diversity. This course will examine the Asian diaspora since 1965 in light of events in both Asia and the United States and how Asians have come to populate the American landscape in terms of immigration and adjustment patterns, Asian-American identity and politics, and the Asian presence in American popular culture. Readings will include oral histories, novels, and contemporary historical and sociological studies of the Asian-American experience.

Format: discussion. Evaluation will be based on class participation, two short papers (5-7 pages) and a personal or family immigration history (15 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 30 (expected: 15).*

Group F  
WONG

### **HIST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as LATS 386 and WGSS 386) (Not offered 2012-2013) (D)**

This course examines the impact of the global economy on Latinas from 1945 to the present, including Mexican, Puerto Rican, Cuban, and Dominican women, as well as more recent immigrants from Central and South American countries. Using the garment industry as an example of a labor intensive industry that has gone global, we ask questions regarding the impact on Latinas in their countries of origin and in the United States. What impact has the global economy and economic development had on Latinas' work and their households in their countries of origin? How have economic changes and government policies fostered Latinas' migrations? How have Latinas been incorporated into the changing U.S. economy? How have Latinas confronted the challenges created by a globalizing economy? We will also explore the migration and the experiences of Latina domestics and farm workers, past and present. Focusing on the experiences of Latinas as they become racialized populations in the United States, this EDI course explores the impact of dominant U.S. hierarchies of race, gender and class on their economic incorporation, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.

Format: discussion. Evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 15).*

Groups D and F  
WHALEN

**HIST 388 The Cold War, 1945-1991 (Not offered 2012-2013)**

This course examines the Cold War from its origins in World War II to its end with the collapse of the Soviet empire in 1991. Lectures, readings, and discussions will explore how and why the Cold War began, why it continued, what characterized it, how its foci changed over time, and how and why it ended. We will pay particular attention to the ideological, diplomatic, technological, and military competitions that marked the bipolar Soviet-American rivalry. We will also explore the collapse of the European imperial order and the resulting process of Third World decolonization, which was a major factor in shaping, perpetuating, and arguably ending the Cold War. Sources for the course will include primary documents, scholarly books and articles on a variety of international Cold War topics, and documentary and feature film clips.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7-page papers, quizzes, and a final exam.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

*Groups C and F*  
CHAPMAN

**ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (388-396)****HIST 389 The Vietnam Wars (Same as ASST 389) (Not offered 2012-2013)**

This course explores the Vietnam Wars from the perspectives of various Vietnamese, French, and American agents, and addresses the roles played by other international actors. Lectures, readings, films, and discussions will place the Vietnam Wars in the broad context of the Cold War and the post-World War II wave of decolonization, as well as the specific contexts of Vietnamese, French, and American history, politics, and culture. It will address everything from Cold War geopolitical dynamics to the experiences of anti-war protestors and soldiers on patrol. Students will read a number of scholarly texts, primary sources, memoirs, and novels. The course will also be accompanied by a mini-film series.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, several short essays, and a 10- to 12-page historiographical essay. No prerequisites; open to all. *Enrollment limit: 25 (expected: 15-20).*

*Group B and F*  
CHAPMAN

**HIST 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as ASST 390 and JAPN 390) (Not offered 2012-2013) (D)**

How did Germany, Italy, and Japan deal with the economic, political, and social crises of the 1930s? In what ways did each of these three countries navigate the economic depression, challenges to democracy, and ascendance of totalitarianism that marked this pivotal and transformative decade? This course will take a transnational approach to such questions, examining various aspects of the politics, economy, society, and culture of the 1930s in Germany, Italy, and Japan. It will explore the origins and rise of Italian fascism, German National Socialism, and Japanese militarism; the political cultures of charisma, violence, terror, collaboration, and resistance; racism and anti-Semitism; and fascist aesthetics. We will also consider how these phenomena shaped, and were shaped by, the nature of everyday life in this decade with particular attention to issues of religion, family, and gender. To conclude the semester, we will discuss how the 1930s have been remembered, and whether we can speak of fascisms at work in the present day. This course will fulfill the requirements of the Exploring Diversity Initiative by comparing how global frustrations and challenges played out both similarly and differently in Germany, Italy, and Japan; and how these countries that would become the axis powers negotiated their particular encounters with fascism.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20-25).*

*Groups B and C*  
SINIÄWER

**HIST 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as ANTH 391 and INTR 391) (Not offered 2012-2013)**

(See under ANTH 391 for full description.)

JUST

*Group G*

**HIST 392(S) Race Law Compared: Twentieth-Century Central Europe and the United States**

This course explores the politics of law over the last century through case studies of "race law" in Central Europe and the United States. We begin with "Jim Crow," or "separate but equal," the American system of white supremacy which lasted until the 1960s. Next we study Adolf Hitler's Third Reich, which in less than ten years established a revolutionary system of German supremacy over Poles, Czechs, and others, including Jews—who were denied even the right to exist. In the second half of the course, we turn to liberal race law, to efforts at making races or peoples not less equal but more so. Here our cases are American Affirmative Action over the last forty years, and an experiment in imperial Austria with equality of rights between Czechs and Germans shortly before the First World War. Throughout the semester, we seek answers to basic questions. What is equality? What is racial difference? How has law been used to manage tensions between them?

Format: lecture/discussion. Requirements: evaluation will be based on class participation, a short research paper (5-7pp), and midterm (5-7pp) and final (8-10pp) exams.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to History majors.*

*Group C and F*

Hour: 1:10-2:25 MR

KING

**HIST 393 Sister Revolutions in France and America (Same as LEAD 212) (Not offered 2012-2013)**

(See under LEAD 212 for full description.)

DUNN

*Groups C, F, and G*

**HIST 394 Divine Kingship in the Ancient Mediterranean (Same as Anthropology 258, CLAS 258 and REL 213) (Not offered 2012-2013)**

(See under CLAS 394 for full description.)

RUBIN

**HIST 395(F) Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as WGSS 395)**

This course explores costume and fashion as vehicles for the (re)creation and expression of gender, class, and sexual identities in Europe and the United States. We will begin by looking at the relationship between fashion and the political and economic power of the courts of early modern Europe. Revolutionary ideologies will be linked to sartorial politics, consumption of clothing to colonization, and changes in the style of clothing to shifting social norms. As our focus turns to the fashion industry in the twentieth century, when mass-produced clothing increased the possibility for reflexivity and imaginative play in dress, we will relate representations of the dressed body to the formation of diverse cultural communities, beauty ideals, and status hierarchies, examining both the normative and subversive potential of fashion. The course considers work in the fields of art history, cultural history, sociology and anthropology, feminist theory, and fashion journalism to ask questions such as: What are the origins of consumer societies? When, why, and how were fashion and consumption feminized? Is clothing a language? What cultural, political and social meanings do certain forms of dress generate? What is the relationship between prevalent understandings of the body and fashion? How is clothing used to stigmatize or differentiate individuals and communities? Topics include: the origins of uniforms and sportswear, eroticism and androgyny in fashion, the cultural politics of ethnic clothing, and the relationship between the fashion industry and cinema.

Format: lecture/discussion. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 8-14).*

*Groups C, F, and G*

Hour: 8:30-9:45 TR

FISHZON

**HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present (Not offered 2012-2013) (D)**

This course will explore Europe's tumultuous relationship with North Africa, focusing on French and British colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, the collapse of the Ottoman Empire, Anglo-French rivalry over the Canal and the Suez crisis of 1956, the Algerian Revolution and the anti-Islamic coup in 1991-2, and the migration of North Africans and Indian/Pakistani Muslims to Europe in the post 1945 period. Racial tensions, battles over headscarves, French hip-hop music, and Jewish-Muslim relations in contemporary France are among the topics to be explored with an eye to examining how Europe is coming to terms with its new multicultural identity. By comparing and contrasting Muslim and European societies, and by showing the ways in which colonial power and racial privilege affected these cultures, this course meets the EDI requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.

Format: discussion. Evaluation will be based on class participation, a few short papers, and a longer research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

*Groups A and C*  
SINGHAM

**ADVANCED SEMINARS (402-479)**

These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a

tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

#### **ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)**

##### **HIST 403 Making it in Africa (Same as AFR 404 and LEAD 403) (Not offered 2012-2013)**

Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long-term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

Format: seminar. Evaluation will be based on participation in discussion, several short papers, and a final research paper.

Prerequisites: previous courses in history. *Enrollment limit: 15 (expected: 10-15). Preference will be given to History majors and Africana Studies concentrators.*

Group A  
MUTONGI

##### **HIST 410 Kings, Heroes, Gods, and Monsters: Historical Texts and Modern Identities in the Middle East (Same as ARAB 410, JWST 410 and REL 405) (Not offered 2012-2013) (D) (W)**

What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic *Shahnameh* (*Book of Kings*); we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the *Shahnameh*. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre-Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.

Format: seminar. Requirements: a final, 25-page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work.

Prerequisites: previous upper division work in History or courses on the Middle East. *Enrollment limit: 15 (expected: 15). Preference given to History majors. Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies.*

Groups E and G  
BERNHARDSSON

#### **ADVANCED SEMINARS: ASIA (412-421)**

##### **HIST 414 Merchant Cultures and Capitalist Classes in China and India (Same as ASST 414) (Not offered 2012-2013)**

As the expression "Chindia" in the title of a recent book suggests, contemporary commentators find it difficult to resist conflating the rise of China and India as economic powers in the early 21st century. There are, however, both significant parallels between the two national histories and important distinctions that shape their contemporary viewpoints and futures. This seminar will examine various historical dimensions of entrepreneurial activity in China and India from the early modern period through the twentieth century. It will focus on topics such as indigenous forms of merchant organization, the impact of nineteenth-century imperialism, the adoption of Western business forms and methods, and the relationship of entrepreneurial elites to the modern state.

Format: seminar. Evaluation will be based on participation in discussion, several short papers, a literature review, and a final research paper.

Prerequisites: upper division work in History or Asian Studies. *Enrollment limit: 15 (expected: 10-15). Preference will be given to advanced History and Asian Studies majors.*

Group B  
A. REINHARDT

#### **ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)**

##### **HIST 424(S) The Dark Ages: Gaul after the Fall of Rome**

What made Antiquity different from the Middle Ages? What changed after the Roman Empire ceased to exist in the West? This seminar will approach these classic problems through an intense focus on Gaul during the so-called "Dark Ages," from the fifth to the eighth centuries. During these years, Frankish kings of the Merovingian dynasty dominated Western Europe. Our sources for these transitional centuries are some of the most colorful and fascinating texts to emerge from the ancient world. We will begin with a look at life and politics under the later Roman empire, and then make ourselves experts in Merovingian history by studying nearly all the surviving written evidence. Narrative histories, chronicles and law codes will claim the bulk of our time and attention, but we will also sample documents, literature, and archeological finds. This comprehensive exposure will prepare us to confront the many scholarly debates that have surrounded the Merovingian age.

Format: seminar. Requirements: evaluation will be based on two class presentations, a shorter mid-term paper, and a substantial final research project.

No prerequisites. *Enrollment limit: 15 (expected: 10-15). Preference given to senior, then junior History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Group C and G  
Hour: 7:00-9:40 p.m. M

KNIBBS

##### **HIST 433 The Justice of Violence? Histories of Terrorism in Europe (Same as JWST 433) (Not offered 2012-2013)**

The word "terrorism" entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the "Terror" of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20-page paper.

Format: seminar. Evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference will be given to History majors.*

Group C  
GARBARINI

##### **HIST 434(S) The Meaning of Diaspora and the Jews of Europe (Same as JWST 434)**

Dispersion, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. Indeed, prior to the establishment of the state of Israel in 1948, the diasporic condition both defined and, in a meaningful way, was defined by the Jewish experience. As a result, Jewish political figures, intellectuals, and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. This seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. Ultimately, this seminar will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity, not just of Jewishness. In addition to common readings, students will conduct independent research on some aspect of the history of diaspora that will culminate in a 20-page paper.

Format: seminar. Requirements: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to History majors and Jewish Studies concentrators.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Group B  
Hour: 1:10-3:50 W

GARBARINI

##### **HIST 439 Personality, Society, and Identity in Nineteenth- and Early Twentieth-Century Russian Thought (Not offered 2012-2013)**

This seminar studies the movements and themes of Russian thought from the Enlightenment to 1917, situating works of Russian philosophy and literature, when appropriate, within the broader context of Western intellectual traditions. We will explore how ideas about human nature and society inspired and gave meaning to political reform, terrorism, and revolution in the nineteenth and early twentieth centuries, and ponder their relevance in Russia today. The course

covers themes such as the individual and society, morality and love, and time and eschatology, as well as topics like: the problem of national identity, conservatism and radicalism, the forging of the "intelligentsia" tradition, the commercialization of culture, and revolutionary language in 1917. Readings include texts by Pushkin, Belinsky, Dostoevsky, Herzen, Tolstoy, Solovyov, Berdiaev, as well as modernist works (Bely, Blok, Ivanov) and Marxist writings (Plekhanov, Bogdanov, Lenin). We also will read secondary historical literature, watch films, and listen to music in order to gain a deeper understanding of the cultural environment in which our primary sources were written and the ways social ideals and types were disseminated.

Format: seminar. Knowledge of Russian is NOT a prerequisite for this course. Evaluation will be based on class participation, several oral presentations and short preliminary writing assignments, and a final research paper.

No prerequisites. *No enrollment limit (expected 8-12). Preference will be given to History and Russian Studies majors.*

Group C

FISHZON

#### **ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)**

##### **HIST 443 Slavery, Race and Ethnicity in Latin America (Same as AFR 443) (Not offered 2012-2013) (D)**

To historians, activists, and other observers, Latin America has often appeared either a racial paradise - where racial mixture and the absence of a "color bar" led to more racially "democratic" societies—or a racial hell—where the seeming fluidity of race relations masked real, violent discrimination. This seminar will explore the ways in which such views were both right and wrong in their judgments and the conditions that made such depictions possible and politically significant. It will explore the historical roots of race relations and politics in Latin America from the beginnings of slavery through its abolition; the changing constructions of indigenous ethnicities; and on to the emergence of new racial identities and political movements in Colombia, Brazil, Cuba, and throughout the region. Concerned with radically different understandings of racial politics than those in the United States, this course fulfills the requirements of the Exploring Diversity Initiative.

Format: seminar. Evaluation will be based on class participation, weekly reading responses, and a final paper.

*Enrollment limit: 15 (expected: 10-15).*

Group D

##### **HIST 444 The Black Republic: Haiti in History and Imagination (Same as AFR 444) (Not offered 2012-2013)(D)**

(See under AFR 444 for full description.)

SINGHAM

##### **HIST 448 Latin American and Caribbean Narratives: Testimonios, Historical Novels, and Travel Accounts (Same as AFR 448) (Not offered 2012-2013)**

This course will use three narrative genres—testimonios (memoirs), historical novels, and travel accounts—to explore the experiences and cultures of Latin America and the Caribbean during the nineteenth and twentieth centuries. As genres of literature and sources of historical writing, testimonios, novels, and travel accounts are, of course, uneven in quality and utility. Yet, even as we analyze how issues of memory, perspective, and misrepresentation complicate the use of these types of sources for historical inquiries, we will also explore what they reveal about ordinary Latin American and Caribbean citizens. HIST/AFR 400 will unpack what meanings readers can glean from these narratives and how the personal can be political. We will pay special attention to the methodology of reading non-traditional sources and learn to read these narratives for insights into the daily experiences, social hierarchies, gender norms, and family relations of the region. For the final research project, students will select one narrative to use as a starting point of analysis for a significant historical event or theme.

Format: seminar. Evaluation will be based on class attendance, short writing assignments, and final research paper (20-25 pages in length).

Prerequisites: some familiarity with Latin American and/or Caribbean history. *Enrollment limit: 15 (expected: 15).*

Groups D

BENSON

#### **ADVANCED SEMINARS: UNITED STATES (452-471)**

##### **HIST 452(S) Women in America, 1620-1865 (Same as WGSS 452)**

This course will explore the diversity of American women's experiences from the colonial era through the Civil War. We will pay particular attention to the roles women filled - as slaves, nuns, housewives, mothers, and workers, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literacy and artistic culture as well as geopolitical events shaped women's lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.

Format: seminar. Requirements include a research paper (20-25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal.

No prerequisites. *Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors and to Women's, Gender and Sexuality Studies majors.*

Groups F and G

Hour: 1:10-3:50 W

LONG

##### **HIST 456(F) Civil War and Reconstruction (Same as AFR 456)**

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Format: seminar. Evaluation based on class participation and a substantial research paper based at least in part on primary source materials.

*Enrollment limit: 15 (expected: 15).*

Group F

Hour: 1:10-3:50 W

DEW

##### **HIST 457 Gender, Law, and Politics in U.S. History (Same as WGSS 457) (Not offered 2012-2013)**

This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.

Format: seminar. Evaluation will be based on an extensive (20-25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation.

No prerequisites. *Enrollment limit: 15 (expected: 10-15). Preference given to senior History majors.*

Group F

DUBOW

##### **HIST 459 Jim Crow (Same as AFR 459) (Not offered 2012-2013) (D)**

Between 1865 and 1965 white Americans developed and deployed a set of practices that sanctioned racial discrimination. Jim Crow—as this American system of apartheid was called—is one of the least studied aspects of U. S. History. This course explores the law, cultural, economics, and politics of Jim Crow; the dynamics of racialized power; and the roles of media and history in sustaining racial inequality. Informed by how segregation operated to construct and sustain differences, it qualifies as an Exploring Diversity Initiative course by linking the issue of diversity to the issue of power relations, investigating how American institutions enabled and maintained racial disparities despite constitutional guarantees, and considering how the legacy of racial discrimination affects current domestic issues like public education, affirmative action, and the persistence of poverty. In addition to covering race theory in historical context, the course suggests that current scientific ideas about race—that there are no consequential biological differences among humans—is a recent discovery. Finally, the course examines the discrete development of black communities, institutions, politics, and racial destiny.

Format: seminar. Evaluation will be based on class participation and two shorter assignments leading up to a longer research paper.

*Enrollment limit: 15 (expected: 10-15). Preference given to junior and senior History majors.*

Group F

L. BROWN

##### **HIST 464(S) The United States and the Vietnam War (Same as LEAD 464)**

U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history—

and in the role of the U.S. in the world—by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on one aspect of America's Vietnam War. Format: seminar. Evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper. Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors.

Group F

Hour: 1:10-3:50 W

CHAPMAN

### **HIST 469(F) Notions of Race and Ethnicity in American Culture (Same as AMST 469) (D)**

While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory. This course fulfills the Exploring Diversity Initiative because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.

Format: seminar. Evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion

Prerequisites: previous upper division courses in History. Enrollment limit: 15 (expected: 10-15). Preference given to senior History majors.

Not available for the Gaudino option.

Group F

Hour: 1:10-3:50 W

WONG

### **HIST 471 Comparative Latina/o Migrations (Same as LATS 471) (Not offered 2012-2013) (D) (W)**

(See under LATS 471 for full description.)

WHALEN

### **HIST 475(F) Modern Warfare and Military Leadership (Same as LEAD 475)**

From the early nineteenth to the twenty-first century, modern history has been marked by numerous wars fought by nation states. Some of these wars were enormously destructive. Some changed history decisively on a continental or global scale. This modern period of warfare witnessed rapid and dramatic changes in the manner military forces were organized, armed, and led, and in their scale and lethality. From the smoothbore musket to the machine gun, sailing warships to dreadnaught battleships, horse-pulled artillery to the atomic bomb, submarines under the seas and warplanes in the skies, to rockets and smart weapons, war rapidly evolved and continues to evolve today. This course will study these developments, concentrating on conflicts like the Napoleonic wars, the American Civil War, World War I and World War II, with special emphasis upon the evolution of military leaders like Napoleon, Grant and Lee, Moltke, Churchill and Roosevelt, Stalin and Hitler, Nelson and Doenitz, Eisenhower and MacArthur. Is it leadership that provides the key to our understanding of modern warfare? Or is it technology? Or certain "timeless" military principles that transcend local historical contexts? Can history help us foresee the future of warfare?

Format: seminar. Requirements: evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course; participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings.

Prerequisites: advanced courses in History. Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, History majors.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Group C and F

Hour: 1:10-3:50 W

WOOD

### **ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)**

#### **HIST 478 Cold War Landscapes (Same as ENVI 478) (Not offered 2012-2013)**

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary, and students are welcome to write their research papers on any geographical area of the world.

Format: seminar. Evaluation will be based on class participation, weekly critical writing, and a final research paper.

No prerequisites. Enrollment limit: 20 (expected: 10-15). Preference will be given to History, Environmental Policy, and Environmental Science majors if overenrolled.

Groups C and F

MERRILL

### **ADVANCED TUTORIALS (480-492)**

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

#### **HIST 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (Same as ARAB 480) (W) (D)**

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism). Format: tutorial. Requirements: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to History majors as well as Arabic Studies and Jewish Studies majors.

This course is part of the Gaudino Danger Initiative.

Group E

Tutorial meetings to be arranged.

BERNHARDSSON

#### **HIST 481T Race and Revolution in Latin America (Same as AFR 481) (Not offered 2012-2013) (W)**

(See under AFR 481 for full description.)

BENSON

#### **HIST 482T Fictions of African-American History (Same as AFR 482) (Not offered 2012-2013) (W)**

This course examines the form and function of African-American historical narratives with attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. The lack of documentary material pertaining to this history has made the task of reading and interpreting African American experience particularly challenging. By crossing generic and disciplinary boundaries, students will take up the task of reading African-American history while attending to the difficulties such a task raises. To do so, we will read both historical and fictional narratives that raise explicitly the problems of writing African-American history. In the first part of the course, we will discuss selected texts (fiction, narrative, and historiography) from the antebellum era in order to schematize the literature of slavery. In the second half of the course, we will take up the discourse of freedom that followed the Emancipation Proclamation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Harriet Wilson, Paul Laurence Dunbar, Sutton Griggs. In addition, we will read historiography on African American slavery, freedom, and urbanization.

Format: tutorial.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to History majors and Africana Studies concentrators.

Group F

LONG

#### **HIST 483T African Political Thought (Same as AFR 483T) (Not offered 2012-2013) (W)**

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner each week. Evaluation will be based on the quality of



the biweekly papers and oral critiques and a final writing exercise.  
*Enrollment limit: 10 (expected: 10). Preference given to History majors.*  
Group A  
MUTONGI

**HIST 484T Victorian Psychology (Not offered 2012-2013) (W)**

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This tutorial will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child development, the psychological differences between men and women, and the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

Format: tutorial. Students will meet with the instructor in groups of two once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting; the other student will function as a critic of the paper presented, expected to be familiar with the assigned reading.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors.*

Groups C and F  
KOHUT

**HIST 485T(S) Stalinist Terror and the New Man (W)**

The Bolsheviks strove to engineer a new type of person—socially active, cultivated, healthy, enthusiastic, and ready to build socialism. The methods used and the results produced in the name of this goal included acts of monumental heroism and violence, narratives of human progress, and chronicles of arguably the most egregious human rights violations of the 20th century. In this course we will look at the ways historians, memoirists, and filmmakers have approached the period known as Stalin's Great Purge and Terror (1936-1939), attempting to answer questions to do with culpability, meaning, commitment, belief and disguise, fear, and betrayal. Dualistic concepts and categories like state/society, resistance/collusion, and domination/submission have engendered much controversy among scholars applying them to a time when victims and perpetrators were difficult to distinguish and often the same individuals. The course charts historical analyses and disputes around topics such as: the crimes of communism, "revolution from above," Stalin's personality, popular participation in show trials, the family and everyday life during the Terror, Stalinist science, and Soviet subjectivity.

Format: tutorial. Students will write and present papers every other week and will critique the papers of their tutorial partner in the weeks when they are not presenting.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors.*

Group C

Tutorial meetings to be arranged.

FISHZON

**HIST 486T Historical Memory of the Pacific War (Same as ASST 486T and JAPN 486T) (Not offered 2012-2013) (W)**

Over six decades after Japan's surrender, the issue of how to remember the Pacific War continues to raise controversy both within Japan and between Japan, Korea, and China. This tutorial will consider how individuals, groups of individuals, and nations construct and reconstruct historical memories by examining how various Japanese, as well as Koreans and Chinese, have sought to remember the Pacific War. The course will begin with a discussion of theoretical writings on the social and political construction of historical memory and the distinctions between official, collective, and historical memory. Then we will consider Japan's unique position as both wartime aggressor and victim, focusing on how the atomic bombings of Hiroshima and Nagasaki, the Occupation, and the Tokyo war crimes trial have shaped how the war has been remembered. We will also deal with how the war has been portrayed in literature, film, and other media. Finally, the course will explore how Japanese, Korean, and Chinese memories of the war continue to influence relationships within East Asia. We will examine the mnemonic sites contested by Chinese, Korean, and Japanese memories by discussing issues pertaining to military comfort women, the Nanking massacre, Unit 731, history textbooks, and Yasukuni shrine. Themes will include how the construction of memory is linked to the nation, how the passage of time influences the construction of historical memory, and the dilemmas of coming to terms with pasts contested both within and between countries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Students will be evaluated on their written work and their analyses of their partner's work. There will a final paper (15 pages) on the themes of the course.

No prerequisites; open to all. *Enrollment limit: 10 (expected: 10).*

Group B

SINIAWER

**HIST 487T(S) The Second World War: Origins, Course, Outcomes, and Meaning (W)**

1991 marked the fiftieth anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of the 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes. This tutorial will concentrate on a number of important questions and issues which arise from a study of World War II. What were the origins of this central event of the twentieth century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different? Many of the topics examined will also have to deal with important questions of human responsibility and with the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war.

Format: tutorial. Requirements: each student will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor. Students not presenting an essay have the responsibility of critiquing the work of their colleague. The tutorial will culminate in a final written exercise.

No prerequisites; open to all. *Enrollment limit: 10 (expected: 10). Not available for the Gaudino option.*

Group C

Tutorial meetings to be arranged.

WOOD

**HIST 490T(F) Memory, History, and the Extermination of the Jews of Europe: Dangerous History (Same as JWST 490T) (W)**

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Format: tutorial. Requirements: Class time consists of weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student's paper. A final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work.

Prerequisite: permission of instructor. *Enrollment limit: 10 (expected: 10). Preference give to History majors and Jewish Studies concentrators. Not available for the Gaudino option.*

Group C

Tutorial meetings to be arranged.

GARBARINI

**HIST 491T Political Islam: Past, Present, Future (Same as ARAB 491) (Not offered 2012-2013) (D) (W)**

Why have Islamist movements become so powerful in the last 30 years? What are their real political goals? Is political Islam a rejection of modernity, a reaction to Western culture, or an ideology aimed at specific political objectives? Does the rise of political Islam herald an inevitable "clash of civilizations" with the West, or can Islam and the West peacefully co-exist? Questions such as these have become increasingly urgent since September 11. This course will examine the emergence, development, and substantive content of Islamist political movements in the twentieth century. The tutorial focuses upon the emergence of Islamist movements within distinctive political, economic, social and cultural conditions in the Middle East. It will juxtapose analytical readings on specific states or aspects of the Islamic trend with the writings of Islamists and other primary sources. We will look both at Islamist movements active in single states, the wider phenomenon of transnational Islamist politics, and the theoretical and philosophical issues raised by the rise of Islamist movements, to consider both similarities and diversity in Islamic politics. The object of the course is to understand Islamist movements on their own terms, and to be able to make informed judgments about the future of international politics. Because of its comparative approach and its concerns with power and privilege this course is part of the Exploring Diversity Initiative.

Format: tutorial. Requirements: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester.

Enrollment limit: 10 (expected: 10). Preference given to History majors and to those who have taken History 207 or other courses on the Middle East.

Group E

BERNHARDSSON

**HIST 492T Revolutionary Thought in Latin America (Not offered 2012-2013) (D) (W)**

For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose? This course will fulfill the requirements of the Exploring Diversity Initiative by comparing and analyzing divergent theorizations of history and society, as well as the contexts in which such theories emerged and to which we might or might not choose to apply them. A central aim of the course will be to compare the formation of revolutionary initiatives across national and chronological boundaries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present a 5- to 7- page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Evaluation will be based on written work and analysis of their partner's work.

No prerequisites; open to all. Enrollment limit: 10 (expected: 10). Preference given to History majors. Not available for the Gaudino option.

Group D

KITTLESON

**THE THESIS AND INDEPENDENT STUDY (493-499)****HIST 493(F) Senior Honors Thesis—Research Seminar**

This seminar is intended solely for writers of honors theses. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students will gather for occasional meetings in order to present and critique each other's proposals and drafts and to discuss common problems in research and the design of a long analytical essay. For students proceeding to W31 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

Enrollment limited to seniors accepted into the Department's Honors Program.

Hour: 2:35-3:50 TF

KOHUT

**HIST 494(S) Senior Honors Thesis—Writing Seminar**

This seminar is a continuation of HIST 493 and is required of all senior honors thesis writers. Students will meet to discuss draft thesis chapters and prepare for the departmental Honors colloquium in May at which theses will be presented and assessed. For students proceeding to W31 and HIST 494, performance in fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

Prerequisites: successful completion of HIST 493. Enrollment limited to seniors accepted into the Department's Honors Program.

Hour: 2:35-3:50 TF

KOHUT

**HIST 497(F), 498(S) Independent Study****HISTORY OF SCIENCE**

(Div. II & III, see course descriptions)

Chair, Professor DONALD deB. BEAVER

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

**HSCI 101(F) Science, Technology, and Human Values (Same as SCST 101)**

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering.

Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams.

No prerequisites. Enrollment limit: 20. Preference to first-years and sophomores.

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 HIST 294)**

How much does science create the sensibilities and values of the modern world? How much, if any, technical detail is it necessary to know in order to understand the difference between propaganda and fact?

This course investigates four major changes of world view, associated with Copernicus (1543); Newton (1687); Darwin (1859); and Planck (1900) and Einstein (1905). It also treats briefly the emergence of modern cosmogony, geology, and chemistry as additional reorganizations of belief about our origins, our past, and our material structure.

We first acquire a basic familiarity with the scientific use and meaning of the new paradigms, as they emerged in historical context. We then ask how those ideas fit together to form a new framework, and ask what their trans-scientific legacy has been, that is, how they have affected ideas and values in other sciences, other fields of thought, and in society. Knowledge of high-school algebra is presupposed.

Format: lecture/discussion. Evaluation will be based on five problem sets, four short papers (3-5 pages), and two hour exams.

No prerequisites. Enrollment limit: 30. Open to first-year students. Preference to seniors and juniors.

Satisfies one semester of the Division III requirement.

Hour: 10:00-10:50 MWF

D. BEAVER

**HSCI 240(S) Technology and Science in American Culture (Same as HIST 295)**

Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and special-

ization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (2-3 pages), and two hour exams.

No prerequisites. Enrollment limit: 15. Open to first-year students.

Satisfies one semester of the Division II requirement.

Hour: 1:10-2:25 MR

D. BEAVER

**HSCI 309 Environmental Policy (Same as ENVI 309, PSCI 301 and SCST 309) (Not offered 2012-2013)**

(See under ENVI 309 for full description.)

LYNN

**HSCI 320 History of Medicine (Same as HIST 293) (Not offered 2012-2013)**

A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] medicine, Greek and Roman anatomy and physiology, Arabic medical thought, Renaissance medicine, and the gradual professionalization and specialization of medicine from the sixteenth century. Attention is paid to theories of health and disease, ideas about anatomy and physiology, in addition to achievements such as anesthesia and internal surgery, and advances in instruments such as obstetrical forceps and the stethoscope.

Format: seminar. Requirements: six short papers (3 pages), midterm, final hour exam.

No prerequisites. Enrollment limit: 15. Open to first-year students.

Satisfies one semester of the Division II requirement.

D. BEAVER

**HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as ASTR 336) (W)**

(See under ASTR 336 for full description.)

J. PASACHOFF

**HSCI 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as ASTR 338 and LEAD 338) (Not offered 2012-2013) (W)**

(See under ASTR 338 for full description.)

J. PASACHOFF

**HSCI 497(F), 498(S) Independent Study**

**COURSES OF RELATED INTEREST**

PHIL 209 Philosophy of Science

SOC 368 Technology and Modern Society

**INTERNATIONAL STUDIES**

**(Div. II)**

*Chair; Associate Professor* MAGNUS T. BERNHARDSSON

*Advisory Committee:* Professors: CAPRIO, CASSIDAY, CRANE, DARROW, D. GOLLIN, KUBLER, MAHON, MUTONGI, A. V. SWAMY. Associate Professors: BANTA, BERNHARDSSON. Assistant Professor: MUNEMO.

In this era of cultural, technological and economic globalization and also of pressing international crises including environmental degradation, poverty and underdevelopment, terrorism and pandemics, knowledge of the world beyond the United States is an essential part of the liberal education that is the goal of the Williams experience. Both within and outside the classroom the College provides a rich array of opportunities to pursue that goal. The International Studies Program is designed to increase awareness of those opportunities and to provide a centralizing mechanism to encourage gaining such knowledge with perspectives that are cross disciplinary and comparative.

The program administers a number of tracks that provide students with the opportunity to pursue study of one area of the world or theme as a way of complementing the work they have done in their majors. Students will be expected to take courses in at least two departments to fulfill the requirements of a track. In addition to completing International Studies 101, they will be expected to do five courses in a track including an approved senior exercise. Students may not count a course toward more than one track in the program.

**TRACKS**

Tracks are of two kinds. The first type focuses either on a particular region of the world or a contact zone where several cultural traditions encounter each other. The second type is organized thematically and will explore a cultural, political, economic or technological issue globally. Each track will be administered by faculty teaching in that track in consultation with the steering committee. Each track may set an additional requirement of a level of language competency for its concentrators. Each track may also require one of the elective courses to be comparative, i.e. course that might not cover material directly dealing with their area, but would enrich the student's experience with tools for comparative inquiry. At present the program consists of the following tracks:

*Area Tracks*

African Studies

East Asian Studies

Latin American Studies

Middle Eastern Studies

Russian and Eurasian Studies

South and Southeast Asia Studies

*Thematic Tracks*

Borders, Exile and Diaspora Studies

Economic Development Studies

Global Health

Urbanizing World

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

*International Studies 101*

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will usually be team taught. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track. On occasion students may petition to substitute a course equivalent in scope to International Studies 101 to meet this requirement.

*Study Abroad and Internships*

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

*Colloquium*

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Foreign Languages and Cultures and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

*Senior Exercise*

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20-25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

*Honors*

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). An honors candidate will prepare a forty page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

**INST 101(F) The Modern Middle East (Same as ARAB 207, HIST 207, JWST 217 and REL 239) (D)**  
(See under HIST 207 for full description.)

BERNHARDSSON

**INST 101(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as ASST 236, HIST 216 and REL 236)**

(See under REL 236 for full description.)  
*Groups B and G*

DARROW

**INST 101(F) America and the World (Same as LEAD 120 and PSCI 120)**  
(See under PSCI 120 for full description.)

GREEN

**INST 101 Is the World Flat? An Introduction to International Studies (Not offered 2012-2013)**

The economic, technological, political and cultural processes that have been gathered together under the term 'globalization' have been championed by many as the inevitable face of the future of the world. Some have eloquently questioned the overlooked inequalities that arise from these processes, while still others have questioned the inevitability of the processes that the term signals. This course will approach these issues with five sustained case studies that will attend especially to the areas of international trade in cotton and textiles, economic development strategies in microfinance, global health focusing on controlling tuberculosis, democracy promotion with a focus on corruption and ethnic conflict and finally the ideology of intervention in the name of human rights. We will conclude then with a critical examination of the notion of 'globalization' as an economic, political, and cultural phenomenon as a way of thinking about the shape of the world in the coming decades.

Format: lecture/discussion. Evaluation will be based on three 3- to 5-page response papers and one oral presentation and one final 8- to 10-page paper.  
No prerequisites; *open to all. Enrollment limit: 30 (expected: 30). Preference given to first-year students.*

DARROW

**INST 101 Asia and the World (Same as Asian Studies 201 and Political Science 100) (Not offered 2012-2013)**

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

CRANE

**INST 210T(S) Violence and Public Health (W)**

This interdisciplinary tutorial will analyze the advantages and limitations of public health perspectives on different categories of violence. Through readings in the primary and secondary literature and analysis of on-line databases, we will explore how structural violence, armed political violence, and interpersonal violence affect public health, as well as examine evidence suggesting that violence is preventable and amenable to public health strategies. This course is part of the Gaudino Danger Initiative.

Format: tutorial. Requirements: weekly 3- to 4-page or 1- to 2-page papers.

Prerequisites: a background in Public Health is preferred. *Enrollment limit: 10 (expected: 10). Preference given to students with a demonstrated interest in Public Health.*

*Cannot be taken on a pass/fail basis.*

Tutorial meetings to be arranged

K. EDWARDS

**INST 211(S) Epidemiology and Global Health (D)**

This course examines the interplay of biomedical, societal, and ethical concerns in global health. Students will develop competency with the quantitative tools of epidemiology to elucidate the distribution of diseases within populations and to evaluate preventive and therapeutic interventions. Readings from the public health, medical anthropology and public policy literature will be complemented by current events to raise awareness of public health needs in the US and other countries and to highlight the influence of cultural, economic, and political factors on health. Each student will complete a semester-long research project: first gathering demographic and health care indicators for a particular country, then selecting a subpopulation within that country for further investigation, and finally analyzing a public health intervention to improve a selected health outcome.

Format: seminar. Requirements: short reports and a final research project.

Prerequisites: STAT 101 and background in Biology preferred. *Enrollment limit: 30 (expected: 20-25). Preference given to sophomores, juniors, and seniors.*

*Cannot be taken on a pass/fail basis.*

Hour: 1:10-2:25 TF

K. EDWARDS

**INST 231(F) Inequality and Development in a Globalizing World (Same as ECON 231)**  
(See under ECON 231 for full description.)

BIRDSALL

**INST 315(S) International Trade, Globalization and Its Effects (Same as ECON 215)**  
(See under ECON 215 for full description.)

SAVASER

**INST 397(F), 398(S) Independent Study**

**INST 491(F)-W30, W30-492(S) Senior Honors Project**

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

## AREA TRACKS

### African Studies

AFR 200 Introduction to Africana Studies  
[AFR 403/COMP 361/WGST 364 Women Writing Africa—last offered fall 2007]  
[ANTH 252/AFR 252 Cultures and Societies of Sub-Saharan Africa—last offered spring 2009]  
[ANTH/AFR 253 Popular Culture in Africa—last offered spring 2008]  
[ANTH/WGST 370 Gender and Social Change in Modern Africa—last offered spring 2008]  
[ARTH 200/AFR 201 Modern and Contemporary African Art—last offered fall 2007]  
[ARTH /AFR 214 Arts of Africa- last offered spring 2008]  
BIOL/ENVI 134 The Tropics: Biology and Social Issues  
ECON 204/ENVI 234 Economic Development in Poor Countries  
[HIST 203 Sub-Saharan Africa Since 1800—last offered spring 2007]  
HIST 304 South Africa and Apartheid  
HIST/WGST/AFR 308 Gender and Society in Modern Africa  
HIST 483T African Political Thought  
PSCI 243/AFR 256 Politics of Africa  
RLSFR 203/AFR 204 Introduction to Francophone Studies

### East Asian Studies

ARTH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha  
ARTH/JAPN 270 Japanese Art and Culture  
ARTH 274 Chinese Calligraphy: Theory and Practice  
ARTH 376 Zen and Zen Art  
CHIN 219 Popular Culture in Modern China  
CHIN/ANTH 223 Ethnic Minorities in China: Past and Present  
CHIN 251T/COMP 256T/HIST 215T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China  
COMP/JAPN 255 Love and Death in Modern Japanese Fiction  
COMP 264/JAPN 254 Japanese Literature and the End of the World  
HIST/ASST 117 Clash of Empires: China and the West, 1800-1900  
HIST 119 The Japanese Empire  
HIST/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600

HIST/ASST 213 Modern China, 1600-Present  
 HIST/ASST/JAPN 218 Modern Japan  
 HIST/WGST 319 Gender and the Family in Chinese History  
 HIST/JAPN/ASST 321 History of U.S.-Japan Relations  
 [HIST/LEAD 389 The Vietnam War—last offered fall 2008]  
 JAPN 276/COMP 278 Premodern Japanese Literature and Performance  
 MUS 112/ASST 126 Musics of Asia  
 PSCI 100/ASST 201/INST 101 Asia and the World  
 PSCI 354/ASST 245/HIST 318 Nationalism in East Asia  
 PSCI 247 Political Power in Contemporary China  
 PSCI 345 Political Leadership in Ancient Chinese Thought  
 REL/ASST 250 Scholars, Saints and Immortals: The Religious Life in East Asia  
 REL/ASST 251 Zen Buddhism: History and Historiography  
 REL/ANTH/ WGST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism

#### *Latin American Studies*

AFR/HIST 248 History of the Caribbean: Race, Nation, and Politics  
 ANTH 216 Indigenous Peoples of Latin America  
 HIST 242 Latin America From Conquest to Independence  
 HIST 243 Modern Latin America, 1822 to the Present  
 HIST 346 History of Modern Brazil  
 HIST/AFR 443 Slavery, Race, and Ethnicity in Latin America  
 PSCI 266 The United States and Latin America  
 PSCI 351 The New Left and Neoliberalism in Latin America  
 RLSP 200 Latin-American Civilizations  
 RLSP 203 From Modernismo to El Boom de la Novela  
 RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America  
 RLSP/COMP 205 The Latin-American Novel in Translation  
 RLSP 308 Foundations of Latin American Literature: Colonialism and Post-Coloniality  
 [RLSP 403 Literature and the Body Politic: Space, Power and Performance in Latin America - last offered fall 2008]

#### *Middle Eastern Studies*

ARAB/COMP 228 Introduction to Modern Arabic Literature in Translation  
 ARAB/COMP 233 Introduction to Classical Arabic Literature  
 ARAB/COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins  
 ARAB/COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature  
 ARTH 220 The Mosque  
 ARTH 278 The Golden Road to Samarra  
 ARTH 472 Forbidden Images?  
 HIST/ARAB 111/LEAD 150 Movers and Shakers in the Middle East  
 HIST 207/JWT 217/REL 239/ARAB 207/INST 101 The Modern Middle East  
 HIST/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600  
 HIST/ARAB 310 Iraq and Iran in the Twentieth Century  
 HIST/ARAB 311 The United States and the Middle East  
 HIST/ARAB 480T Historical Narratives of the Israeli-Palestinian Conflict  
 [HIST 489T The Rise and Fall of the Ottomans and the Emergence of Modern Turkey—last offered fall 2008]  
 HIST/ARAB 491T Political Islam: Past, Present, Future  
 REL 230/COMP 260 Reading Reading: Introduction to the Qur'an and Islam  
 REL/ARAB 231/HIST 209 The Origins of Islam: God, Empire and Apocalypse  
 REL/ARAB 234 Shi'ism Ascendant?  
 [PSCI 277 Political Islam—last offered spring 2008]

#### *Russian and Eurasian Studies*

HIST 240 Muscovy and the Russian Empire  
 HIST 241 The Rise and Fall of the Soviet Union  
 REL 236/HIST 216/INST 101 The Greater Game? Central Asia and Its Neighbors: Yesterday, Today and Tomorrow  
 RUSS/COMP 203 Nineteenth Century Russian Literature in Translation  
 RUSS/COMP 204 Revolution and Its Aftermath: Russian Literature Since 1900  
 RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History  
 RUSS/COMP 305 Dostoevsky and His Age  
 RUSS/COMP 306 Tolstoy and His Age  
 [RUSS 402 Soviet Satire—last offered fall 2008]

#### *South and Southeast Asia Studies:*

ANTH 272/WGSS 272 Sex and the Reproduction of Society  
 ECON 240T Colonialism and Underdevelopment in South Asia  
 REL 245 Tibetan Civilization  
 [REL 302/ANTH 392/WGST 325 Religion and Reproduction—last offered spring 2008]

### **THEMATIC TRACKS**

#### *Borders, Exile and Diaspora Studies:*

[AMST 236 South Asians in America—last offered spring 2009]  
 [ANTH 365 Citizens and Civil Societies—last offered spring 2008]  
 [ENGL 146 Literature and Decolonization—last offered spring 2008]  
 COMP 346 Questioning the Cultural Self in Literature  
 COMP/JWT 352 Writing after the Disaster: The Literature of Exile  
 [HIST 333 Twentieth-Century Europe from the Margins: Regions, Local Cultures and Borderlands in Comparative Perspective—last offered fall 2008]  
 HIST 380 Comparative American Immigration History  
 HIST/LATS/WGST 386 Latinas in the Global Economy: Work, Migration and Households  
 HIST/AFR 396 Europeans and Muslims From the Conquest of Algeria to the Present: Arab Nationalism, Islamic Fundamentals  
 HIST/AFR 443 Slavery, Race and Ethnicity in Latin America  
 LATS/ARTH/WGSS 203/AMST 205 Chicano/a Film and Video  
 LATS/HIST 286 Latina/o History, 1848-Present  
 LATS/COMP 338 Popular Culture and the Dynamics of the Everyday  
 LATS/AMST 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making  
 LATS/HIST 471 Comparative Latina/o Migrations  
 PSCI 225 International Security  
 RLFR 203/AFR 204 Introduction to Francophone Studies  
 RLSP 201 The Cultures of Spain  
 [SOC 209 Social Stratification in a Changing World—last offered fall 2007]  
 [SOC 336 Global Migration—last offered fall 2007]

#### *Economic Development Studies*

ECON 204/ENVI 234 Economic Development in Poor Countries  
 ECON/INST 215 International Trade, Globalization and Its Effects  
 ECON 235 Urban Centers and Urban Systems  
 ECON 360 International Monetary Economics

ECON 362 Global Competitive Strategies  
 [ECON 212/512/INST 201/ENVI 212 Agriculture and Development Strategy—last offered spring 2009]  
 ECON 467T/ECON531T Development Successes  
 ECON 501 Development Economics I  
 ECON 504 Public Economics  
 [ECON 508 Development Finance—last offered spring 2009]  
 ECON 510 Finance and Development  
 ECON 511 Institutions and Governance  
 ECON 515 Developing Country Macroeconomics II  
 ECON 516 International Trade and Development  
 ECON 535 International Financial Institutions  
 POEC 401 Contemporary Problems in Political Economy  
 PSCI 229 Global Political Economy  
 [PSCI 327 The Global Politics of Development and Underdevelopment—last offered spring 2009]  
 REL 287 The Dynamics of Globalization: Society, Religion and the Environment

#### Global Health

ANTH/REL/WGST 272 Sex in Society: Cultural Constructions of Reproduction  
 [ANTH 321 Visualizing Health and Illness: Medical Ways of Knowing—last offered fall 2007]  
 BIOL 133 The Biology of Exercise and Nutrition  
 BIOL 313 Immunology  
 BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions  
 CHEM 115 AIDS: The Disease and Search for a Cure  
 CHEM/ENVI 341 Toxicology and Cancer  
 ECON 230 The Economics of Health and Health Care  
 HSCI 320/HIST 293 History of Medicine  
 INTR 150 Dimensions of Public Health  
 PHIL 213 Biomedical Ethics  
 PHIL/WGSS 228 Feminist Bioethics  
 PHIL 337 Justice in Health Care  
 WGSS/PHIL 212 Ethics and Reproductive Technologies

#### Urbanizing World

ARAB/COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature  
 COMP 243/WGST 252 Modern Women Writers and the City  
 ECON 235 Urban Centers and Urban Systems  
 ECON 383 Cities, Regions and the Economy  
 ECON 517ECON/ENVI 388 Urbanization and Economic Development  
 ENVI 101 Humans in the Landscape  
 GERM 202 Vienna 1900-2000 and Beyond  
 HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years  
 LATS 220/AMST 221 Introduction to Urban Studies  
 RLFR 316/WGST 315 Paris on Fire: Incendiary Voices from the City of Light  
 SOC 315 Culture, Consumption, and Modernity

## INTERDISCIPLINARY STUDIES

(Div. II, with some exceptions as noted in course descriptions)

Chair, Professor PETER JUST

*Advisory Committee:* Professors: DARROW, JUST, ZIMMERBERG\*\*. Associate Professor: CRUZ. Assistant Professor: HAMMERSCHLAG.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

#### EXPR 245 (Re)presenting Sex: Shakespeare on Page and Stage (Same as THEA 245 and WGSS 245) (Not offered 2011-2012)

This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions—close reading focused on the page and acting centered on the stage. These two critical modes—reading the text versus performing the script—are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face-to-face interaction whose meanings emerge when enacted are lost.

We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths.

The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily “scholars” or “actors,” but some overlap will be built in to ensure that “scholars” gain understanding of acting and “actors” gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance.

The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*.

Format: lecture/discussion, with additional periods set aside for scene presentation. Evaluation will be based on several short papers, plus a final exam. All students will take the final: “scholar” students will have rigorous expectations in the writing of papers; “actor” students will have intensive (graded) performance expectations.

No prerequisites; students wishing to enroll as Acting Students should consult with instructors. *Enrollment limit: 15-20 (expected: 15).*

*Satisfies one semester of the Division I requirement.*

BAKER-WHITE, ERICKSON

#### EXPR 497(F), 498(S) Independent Study

#### INTR 150(F) Introduction to Public and Global Health (Same as ANTH 105)

(See under ANTH 105 for full description.)

GUTSCHOW

#### INTR 160 Mathematical Politics: Voting, Power, and Conflict (Same as MATH 175) (Not offered 2012-2013) (Q)

(See under MATH 175 for full description.)

PACELLI

*Satisfies one semester of the Division III requirement.*

#### INTR 210 Culture and Incarceration (Same as AFR 210, AMST 210, PSCI 210 and WGSS 210) (Not offered 2012-2013)

(See under PSCI 210 for full description.)

JAMES

#### INTR 219T Women in National Politics (Same as PSCI 219 and WGSS 219) (Not offered 2012-2013) (W)

This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleezza Rice, Sarah Palin, Nancy Pelosi.

Format: tutorial. Requirements: brief analytical papers and response papers for each week's readings.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and seniors, or sophomores with permission of instructor.*

JAMES



**INTR 221T Racial-Sexual Violence (Same as AFR 221 and WGSS 221) (Not offered 2012-2013) (W)**

This tutorial focuses on the prosecutions of race and rape during the 19th and 20th centuries. It examines historical scholarship, legal case studies, and cultural studies. The tutorial begins with Ida B. Wells, 19th century journalist and anti-lynching crusader and ends with contemporary cases based on allegations/convictions of interracial assaults. Students will contribute critiques of legal cases and their cultural implications to a digital repository.

Format: tutorial. Requirements: alternating 5-page analytical papers with 2-page response papers.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and seniors, or sophomores and first-year students with permission of instructor.*  
JAMES

**INTR 223 Image, Imaging and Imaging: The Brain and Visual Arts (Same as NSCI 318 and PSYC 318) (Not offered 2012-2013)**

(See under PSYC 318 for full description.)

ZIMMERBERG

**INTR 252(F) The Human Image: Photographing People and Their Stories (Same as ARTS 252)**

The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiars and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film. Lab fee: \$100-150.

Format: studio/lecture. Requirements: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, and c) to exhibit their work at the end of the semester.

Prerequisites: Students from all disciplines are welcome. Previous photography experience is desirable, but not essential. However, permission of the instructor is required. *Enrollment limit: 10 (expected: 10). Preference based on portfolio review.*

*Satisfies one semester of the Division I requirement.*

Hour: 7:00-9:40 p.m. M

B. GOLDSTEIN

**INTR 315(S) Computational Biology (Same as CSCI 315 and PHYS 315) (Q)**

(See under PHYS 315 for full description.)

AALBERTS

*Satisfies one semester of Division III requirement.*

**INTR 324 The Documentary Photography Project (Same as ARTS 324) (Not offered 2012-2013)**

(See under ARTS 324 for full description.)

GOLDSTEIN

**INTR 371 Women Activists and Social Movements (Same as AFR 371, PSCI 371 and WGSS 370)**

This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi-disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid-late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.

Format: seminar. Requirements: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%).

No prerequisites. *Enrollment limit: 19. Preference given to juniors and seniors, or sophomores and first-year students with permission of instructor.*

JAMES

**INTR 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as ANTH 391 and HIST 391) (Not offered 2012-2013)**

(See under ANTH 391 for full description.)

JUST

**INTR 397(F), 398(S) Independent Study****INTR 461T(S) Writing about Bodies (Same as ARTH 461 and WGSS 461) (W)**

(See under ARTH 461 for full description.)

OCKMAN

**JEWISH STUDIES (Div. II)**

*Chair, Professor ALEXANDRA GARBARINI*

*Advisory Committee:* Professor: GERRARD. Associate Professors: BERNHARDSSON, DEKEL, S. FOX, GARBARINI, HAMMERSCHLAG.  
*Croghan Bicentennial Visiting Professor:* HASAN-ROKEM.

**THE PROGRAM IN JEWISH STUDIES**

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

**CONCENTRATION IN JEWISH STUDIES**

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

**Gateway Courses:**

JWST 101/REL 203 Judaism: Innovation and Tradition

JWST/COMP/REL 201 The Hebrew Bible

**Core Courses**

ARTH/JWST 463 The Holocaust Visualized

COMP/JWST 352 Writing after the Disaster: The Literature of Exile

HIST/JWST 230 Modern European Jewish History 1789-1948

HIST/JWST 338/REL 296 The History of the Holocaust

HIST/JWST 433 The Justice of Violence?: Histories of Terrorism in Europe

HIST/JWST 434 The Meaning of Diaspora and the Jews of Europe

HIST/JWST 480T Historical Narratives of the Israeli-Palestinian Conflict

HIST/JWST 490T Memory, History, and the Extermination of the Jews in Europe (W)

JWST 291/COMP 291/REL 292 Sirens in the Synagogue: Real and Imaginary Encounters in Jewish Narratives Antiquity to Present

REL/JWST 202/COMP 214 Moses: Stranger in a Strange Land

REL 205/CLAS 205/COMP 217/JWST 205 Ancient Wisdom Literature

REL/JWST/ARAB/CLAS 205/COMP 217 Ancient Wisdom Literature

REL/JWST/COMP 206 The Book of Job and Joban Literature

REL/JWST 207/COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis

REL 303/JWST 280/PHIL 282 The Turn to Religion in Post-Modern Thought (W)

REL/JWST 385 Ethics after the Shoah

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

**Electives**

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the



course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

HIST 111/LEAD 150 Movers and Shakers in the Middle East  
 HIST 129 Blacks, Jews, and Women in the Age of the French Revolution  
 HIST/ARAB 207/JWST 217/REL 239 Modern Middle East  
 HIST 226 Europe from Reformation to Revolution 1500-1815  
 HIST 239 Modern German History 1870-1989  
 HIST 311 The United States and the Middle East  
 HIST/JWST 410 Kings, Heroes, Gods, and Monsters: Historical Texts and Modern Identities in the Middle East  
 REL 212/HIST 324 Development of Christianity 30-600 CE  
 REL/JWST 270T Father Abraham; The First Patriarch

#### Capstone Course

REL 289/COMP 309/JWST 491 Exile, Homecoming and the Promised Land

#### Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. In Fall 2012, Professor Galit Hasan-Rokem, the Max and Margarethe Grunwald Professor of Folklore and Hebrew Literature at the Hebrew University of Jerusalem, will be teaching a course on Jewish literature from Antiquity to the present with an emphasis on the Rabbinic period.

#### Overseas Studies

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements.

#### Funding

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

**JWST 101(F) Judaism: Innovation and Tradition (Same as REL 203) (D)**

(See under REL 203 for full description.)

HAMMERSCHLAG

**JWST 201 The Hebrew Bible (Same as COMP 201 and REL 201) (Not offered 2012-2013)**

(See under REL 201 for full description.)

DEKEL

**JWST 202 Moses: Stranger in a Strange Land (Same as COMP 214 and REL 202) (Not offered 2012-2013)**

(See under REL 202 for full description.)

DEKEL

**JWST 205 Ancient Wisdom Literature (Same as Classics 205, COMP 217 and REL 205) (Not offered 2012-2013)**

(See under REL 205 for full description.)

DEKEL

**JWST 206(S) The Book of Job and Joban Literature (Same as COMP 206 and REL 206) (W)**

(See under REL 206 for full description.)

DEKEL

**JWST 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as CLAS 207, COMP 250 and REL 207)**

(Not offered 2012-2013)

(See under REL 207 for full description.)

DEKEL

**JWST 217(F) The Modern Middle East (Same as ARAB 207, HIST 207, INST 101 and REL 239) (D)**

(See under HIST 207 for full description.)

BERNHARDSSON

**JWST 230 Modern European Jewish History, 1789-1948 (Same as HIST 230) (Not offered 2011-2012)**

(See under HIST 230 for full description.)

GARBARINI

**JWST 270T Father Abraham: The First Patriarch (Same as REL 270) (Not offered 2012-2013) (W)**

(See under REL 270 for full description.)

DARROW

**JWST 280 The Turn to Religion in Post-Modern Thought (Same as PHIL 282 and REL 303) (Not offered 2012-2013) (W)**

(See under REL 303 for full description.)

HAMMERSCHLAG

**JWST 291(F) Sirens in the Synagogue: Real and Imaginary Encounters in Jewish Narratives from Antiquity to the Present (Same as COMP 291 and REL 292)**

Jewish culture, like culture in general, is shaped by a variety of encounters between groups. The image of the Sirens—half-birds (or fish)/half-women—serves as a point of departure to other perhaps no less surprising encounters. In this seminar, we shall read texts in English translation from the Hebrew Bible, and especially from the Rabbinic literature of Late Antiquity—Talmud and Midrash—as well as later periods, to explore the creative encounters that have shaped Jewish literature and culture. We shall study the continuous presence of Biblical interpretation in Jewish literature, as well as the dialogical exchanges with neighboring cultures, especially the Ancient Near East, the Greco-Roman world, emerging Christianity, the Mediterranean region, the Moslem and the European civilizations. Throughout our readings, we will explore cultural concepts such as ethnicity, gender, the sacred, social institutions (such as kingship, priesthood and marriage), individuality, and imagination. Our interpretations of a selection of texts will lead to a deeper understanding of the continuous tradition of Hebrew and Jewish literature and culture.

Format: seminar. Requirements: active participation in discussions, a midterm paper, final paper, and several response papers to the readings.

No prerequisites. Enrollment limit: 19 (expected: 10). Preference given to Jewish Studies concentrators and Religion majors.

Hour: 11:20-12:35 TR

HASAN-ROKEM

**JWST 338 The History of the Holocaust (Same as HIST 338 and REL 296) (Not offered 2012-2013)**

(See under HIST 338 for full description.)

GARBARINI

**JWST 352(F) Writing after the Disaster: The Literature of Exile (Same as COMP 352 and RLSP 352)**

(See under COMP 352 for full description.)

S. FOX

**JWST 410 Kings, Heroes, Gods, and Monsters: Historical Texts and Modern Identities in the Middle East (Same as ARAB 410, HIST 410 and REL 405) (Not offered 2012-2013) (D) (W)**

(See under HIST 410 for full description.)

BERNHARDSSON

**JWST 433 The Justice of Violence? Histories of Terrorism in Europe (Same as HIST 433) (Not offered 2012-2013)**

(See under HIST 433 for full description.)

GARBARINI

**JWST 434(S) The Meaning of Diaspora and the Jews of Europe (Same as HIST 434)**

(See under HIST 434 for full description.)

GARBARINI

**JWST 463 The Holocaust Visualized (Same as Arth 463) (Not offered 2012-2013)**

(See under ARTH 463 for full description.)

GRUDIN

**JWST 490T(F) Memory, History, and the Extermination of the Jews of Europe (Same as HIST 490) (W)**

(See under HIST 490 for full description.)

GARBARINI

**JWST 491T(S) Exile, Homecoming and the Promised Land (Same as COMP 309T and REL 289T) (W) (D)**

(See under REL 289 for full description.)

HAMMERSCHLAG

**JUSTICE AND LAW (Div. II)**

Chair, Professor CHERYL SHANKS

*Advisory Committee:* Professors: GENTRY, KAPLAN, NOLAN, SHANKS. Assistant Professor: CROWE. Transitional committee members also include Professor MERRILL, Associate Professor BARRY, Assistant Professor DUBOW. Visiting Assistant Professor: A. HIRSCH§§.

Justice and Law is an interdepartmental program designed to give students a background in and frameworks for understanding the ways that philosophers, legislators, and ordinary people think about justice, and the related ways in which societies marshal power to embed ideas about justice, as well as other concerns in law. This liberal arts program provides tools to think and to argue critically about what justice might entail, how it works in practice, how rules, aspirations, laws, and norms evolve over time and in different parts of the world, what compliance and enforcement mean, and what their relationship is to justice, conflict resolution, and legitimate authority.

**THE CONCENTRATION**

The concentration in Justice and Law consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments—at least one of the four electives should emphasize theories of justice and/or law, and one their historical enactment or application in institutions.—and a senior seminar on a contemporary topic in the law. Electives vary from year to year according to course offerings. Students may declare program concentrations at any point during their academic career.

**STUDY ABROAD**

Students who choose to study abroad should consult with the program chair to insure that they can complete the requirements.

**REQUIRED COURSES****JLST 101 Processes of Adjudication (Not offered 2012-2013)**

This course offers an interdisciplinary overview of legal systems, including their historical and constitutional underpinnings, the jury system and the adversary system; it raises questions about the psychology of law, law's complicated relationship to social institutions, and the nature of facts, evidence, and justice. Format: lecture/discussion. Evaluation will be based on a final exam, many short papers, and class participation.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference to first-years and sophomores who are considering a concentration in Legal Studies.*

A. HIRSCH

**JLST 397(F), 398(S) Independent Study****JLST 401(F) Senior Seminar: Human Rights in International Politics and Law (Same as PSCI 420) (W)**

The idea that all humans have rights simply because they are human—independent of anything they might do or achieve—has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Format: seminar. Requirements: two essays on common topics, a turn as class discussion leader, an independent research paper; active and constructive participation in class.

Prerequisites: Political Science 202, senior status, permission of instructor. *Enrollment limit: 18 (expected 18). Preference given to Political Science majors; seniors.*

*International Relations Subfield**Research Course*

Hour: 2:35-3:50 MR

SHANKS

**JLST 401(S) Senior Seminar: Trials and Transitions (Same as PSCI 420) (W)**

Before the 1990s, the world saw only occasional, discrete war crimes trials after major-power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. At the same time, worries about residual impunity or the effect that punishment might have on societies' futures has led to the development of national and social courts to complement those at the international level. Models of transitional justice abound. This capstone seminar examines the intent, process, meaning and consequence of these new institutions, particularly in terms of national constitutions, international law, and principles of justice.

Format: seminar. Requirements: eight short papers, longer final paper, class participation.

Prerequisites: senior standing or permission of instructor. *Enrollment limit: 18 (expected: 18). Preference given to Political Science majors concentrating in International Relations; Just and Law seniors.*

Hour: 11:00-12:15 MWF

SHANKS

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

**ELECTIVES**

Four elective courses are required to complete a concentration in Justice and Law. These courses must be taken from at least two departments. At least one of the four electives should emphasize theories of justice and/or law, and one their historical enactment or application in institutions. Other courses, not listed here, may be approved by the Chair.

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science  
 ECON 229 Law and Economics  
 ECON 371 Economic Justice  
 ENVI 307/PSCI 317 Environmental Law  
 HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality  
 HIST 164/AFR 164 Slavery in the United States  
 HIST 304/AFR 304 South Africa and Apartheid  
 HIST 327 Law in the Middle Ages  
 HIST 380 Comparative American Immigration History  
 HIST 381/AFR 381 From Civil Rights to Black Power  
 HIST 392 Race Law Compared: Twentieth-Century Central Europe and the United States  
 HIST 457/WGSS 457 Gender, Law, and Politics in U.S. History  
 \*PHIL 122 Philosophical Approaches to Contemporary Moral Issues  
 \*PHIL 236 Contemporary Ethical Theory  
 PHIL 238/PSCI 237 Just War Theory, Terrorism, and Weapons of Mass Destruction  
 \*PHIL 272 Free Will and Responsibility  
 PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration  
 PSCI 216 American Constitutionalism I: Structures of Power  
 PSCI 217 American Constitutionalism II: Rights and Liberties  
 PSCI 223 International Law  
 PSCI 420/JLST 401 Senior Seminar: Human Rights in International Politics and Law  
 PSYC 347 Psychology and Law  
 REL 203/JWST 101 Judaism: Innovation and Tradition  
 SOC 215 Crime  
 \*SOC 218 Law and Modern Society

\*denotes a theory/justice class; others count toward the institutions requirement

**LATINA/O STUDIES (Div. II)**

Chair, Associate Professor C. ONDINE CHAVOYA

**Advisory Committee:** Professors: KITTLESON, WHALEN. Associate Professors: CEPEDA, CHAVOYA, RÚA. Assistant Professors: BENSON\*\*, HIDALGO, VARGAS.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories, representations, and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

#### THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

#### Required Courses

LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions

*One of the following 400-level seminars:*

ARTH/LATS/AMST 462 Art of California: "Sunshine or Noir"  
LATS/AMST 405 Home and Belonging: Displacements, Relocations, and Place-making  
LATS/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People  
LATS/ARTH 464 Latina/o Visual Culture: Histories, Identities, and Presentation  
LATS/HIST 471 Comparative Latina/o Migrations

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

*Two of the following core electives:*

HIST/LATS 286 Latina/o History From 1846 to the Present  
HIST/LATS/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households  
LATS/ARTH/WGSS 203 Chicana/o Film and Video  
LATS/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production  
LATS 220/AMST 221 Introduction to Urban Studies: Shaping and Living the City  
LATS/AMST/REL 224 Latina/o Religions  
LATS/AMST 240/COMP 210/LING 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context  
LATS/ARTH 258 Latina/o Installation and Site-Specific Art  
LATS/COMP/AMST 308 California: Myths, Peoples, Places  
LATS 312/AMST 312/ENVI 313 Chicago  
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places  
LATS 330/AMST 330 Connective Approaches to Race, Ethnicity, and Diaspora  
LATS/COMP 338/AMST 339 Popular Culture and the Dynamics of the Everyday  
LATS/AMST 346/COMP 359 Latinos in/and the Media: From Production to Consumption  
LATS/HIST 382 Latina/o Politics  
LATS 426T/WGSS/REL/COMP326T Queer Temporalities  
REL/LATS/AMST 227 Utopias and Americas  
REL/LATS 309 Scriptures and Race

*One additional related course from either of the following subcategories OR from the core electives above:*

#### **Countries of Origin and Transnationalism**

COMP/LATS/RLSP 272/AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building  
HIST 143 Soccer and History in Latin America  
HIST/AFR 149 The 1959 Cuban Revolution: Precedents, Processes and Legacies, 1898-2009  
HIST 243 Modern Latin America, 1822 to the Present  
HIST/AFR 248 History of the Caribbean  
HIST 343 Conquistadors in the New World  
HIST/AFR/LEAD 345 "In Our Own Backyard?" U.S. and Latin American Relations  
HIST 346 History of Modern Brazil  
HIST 347 Democracy and Dictatorship in Latin America  
HIST/AFR 448 Latin American and Caribbean Narratives: Testimonios, Historical Novels, and Travel Accounts  
HIST 481 Race and Revolution in Latin America  
HIST 492T History of Revolutionary Thought in Latin America  
MUS 126 Cuban Music and Popular Culture  
PSCI 266 The United States and Latin America  
[RLSP 200 (formerly 112) Latin-American Civilizations - last offered spring 2008]  
RLSP 306T/COMP 302T Latino Writing: Literature by U.S. Hispanics  
RLSP 402 Senior Seminar: Writing Latin Americas Environmental Crisis

#### **Comparative Race and Ethnic Studies**

AFR 200 Introduction to Africana Studies  
AMST/ENGL 144 American Ethnic Detective Fictions and Variations  
AMST/AFR/LATS 403/COMP/ENGL 375 New Asian American, African American, Native American and Latina/o Writing  
ARTH 462/AMST 462/LATS 462 Art of California: "Sunshine or Noir"  
HIST 380 Comparative American Immigration History

#### THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:

- 1) Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.
- 2) Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5-8 page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

#### STUDY ABROAD

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students

in U.S. borderlands programs as well as programs in Mexico, Cuba, and other "countries of origin." Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration.

### **LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions**

What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 40 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group's unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Format: discussion. Evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Required course for the concentration in Latina/o Studies. Preference given to Latina/o Studies concentrators.*

Hour: 9:55-11:10 TR

HIDALGO and RÚA

### **LATS 203(F) Chicana/o Film and Video (Same as AMST 205, ARTH 203 and WGSS 203)**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity.

Format: film screenings will be scheduled as a lab. Evaluation will be based on one short paper, mid-term exam, final exam and take home essays.

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 11:00-12:15 MWF Lab: 7:00-9:40 p.m. M

CHAVOYA

### **LATS 206(S) Cycle of Socialization: Understanding Similarities, Bridging Differences (D)**

This course offers an overview of social identity development theories, social & cultural diversity, and societal manifestations of power, privilege and oppression within American society. How do the groups you belong to impact your life experiences (do they)? Are we predisposed to being in conflict or can diverse peoples form a harmonious community? We will identify the tools and strategies that social scientists, activists, and educators have employed in order to bridge the gaps across our differences. Topics include: race, ethnicity and racism; social class and classism; religion, spirituality and religious oppression; gender, sex, and sexism; and ability and able-ism. This course is designed to provide students the opportunity to relate their own life experiences to social science theories, research, and practice. Theorists whose work we will read include Beverly Tatum, Gordon Allport, Urie Bronfenbrenner, bell hooks, Peggy McIntosh, Claude Steel, and many others.

Format: seminar. Evaluation will be based on a series of short papers, final paper or project, and active participation in class discussions.

No prerequisites. *Enrollment limit: 20 (expected: 15).*

Hour: TBA

RODRIGUEZ and T. SMITH

### **LATS 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as RLSP 209)**

This lecture and discussion course focuses on the acquisition and improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment. Through the use of materials and vocabulary taken from a variety of real-life contexts, but with primary emphasis on the diverse U.S. Latina/o communities, this course aims to sharpen heritage speakers' sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish.

Format: seminar. Evaluation to be based on student participation, grammar homework, 2 oral exams, and 3-4 written essays.

No prerequisites, however, students who have completed the majority of their formal education in a Spanish-speaking country are not permitted to enroll in this course without prior permission of the instructor. *Enrollment limit: 12 (expected: 12). If class is overenrolled, preference will be given to senior Latina/o Studies concentrators or Spanish majors.*

Hour: 1:10-2:25 TF

CEPEDA

### **LATS 220 Introduction to Urban Studies: Shaping and Living the City (Same as AMST 221 and ENVI 221) (Not offered 2012-2013)**

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Format: discussion. Evaluation will be based on attendance and class participation, several short writing assignments (2 pages), two creative group projects and presentations, a midterm essay (8-10 pages) and final essay (8-10 pages).

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to American Studies majors and Latina/o Studies concentrators.*

RÚA

### **LATS 224 U.S. Latina/o Religions (Same as AMST 224 and REL 224) (Not offered 2012-2013) (D)**

In this course, we will engage aspects of Latina/o religious experiences, practices, and expressions in the United States of America. Some attention will be given to historical contexts in Iberia and Latin America, as well as questions of how one studies Latina/o religions. Most of the course, however, will examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latina/o communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latina/o religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.

Format: discussion. Evaluation: based upon class participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final review essay.

No prerequisites; open to first year students. *Enrollment limit: none (expected 15).*

HIDALGO

### **LATS 227 Utopias and Americas (Same as AMST 227, ENVI 227 and REL 227) (Not offered 2012-2013)**

(See under REL 227 for full description)

HIDALGO

### **LATS 240(S) Latina/o Language Politics: Hybrid Voices (Same as AMST 240 and COMP 210) (D)**

In this course we will focus on issues of language and identity in the contemporary lived experience of various U.S. Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o linguistic practices? How do Latina/o identities challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o linguistic practices serve as tools for social change? Building on a discussion of issues such as Standard American English, code-switching (popularly known as "Spanglish"), and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. We will survey texts taken from a variety of (inter)disciplines, including sociolinguistics, anthropological linguistics, literature, and education. Both directly and/or indirectly, these works address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to Latina/o Studies concentrators, American Studies majors, Comparative Literature majors.*

Cannot be taken on a pass/fail basis.

Hour: 1:10-2:25 TF

CEPEDA

### **LATS 258 Latina/o Installation and Site-Specific Art (Same as ARTH 258) (Not offered 2012-2013)**

This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multime-

dia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Format: lecture/discussion. Requirements: two short papers, periodic research reports, final research paper, and presentation.

Prerequisites: Latina/o Studies 105 or ArH 101-102 or permission of instructor. *Enrollment limit: 19 (expected: 12). Core elective for Latina/o Studies concentration. Preference to Latina/o Studies concentrators and to Art majors.*

CHAVOYA

**LATS 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as AMST 256, COMP 272 and RLSP 272) (Not offered 2011-2012) (D) (W)**

(See under COMP 272 for full description.)

FRENCH

**LATS 286(S) Latina/o History From 1846 to the Present (Same as HIST 286) (D)**

(See under HIST 286 for full description.)

WHALEN

*Core elective for Latina/o Studies concentration.*

**LATS 306(S) Queer of Color Critique (Same as AFR 306, AMST 306 and WGSS 306) (D)**

(See under WGSS 306 for full description.)

MITCHELL

**LATS 309 (formerly 273) Scriptures and Race (Same as AFR 309 and REL 309)**

(See under REL 309 for full description.)

HIDALGO

**LATS 312 Chicago (Same as AMST 312 and ENVI 313) (Not offered 2012-2013)**

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind of room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Format: discussion. Evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (12-15 pages).

No prerequisites. *Enrollment limit: 20 (expected: 20). Core elective for Latina/o Studies concentration. Preference given to American Studies majors, Latina/o Studies concentrators, and students who have taken LATS 220/AMST 221/ENVI 221.*

RÚA

**LATS 313(F) Gender, Race, Beauty, and Power in the Age of Transnational Media (Same as AMST 313, COMP 313 and WGSS 313) (D)**

This lecture and discussion course focuses on the politics of personal style among U.S. women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials ranging from documentary films, commercial websites, poetry and sociological case studies to feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African-American," "Latina," or "Asian-American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as a tactic of resistance challenge traditional understandings of what it means to be a "feminist" in the first place? Readings include works by Julie Bettie, Rosalinda Fregoso, Tiffany M. Gill, Margaret L. Hunter, Linda Leung, Lisa Nakamura, Catherine Ramírez, Felicity Schaefer-Grabiel, and Sandra K. Soto, among others.

Format: seminar. Evaluation to be based on student participation, 1 student-led discussion period, and 2 essays of 5-7 pages each.

Prerequisites: LATS 105, AFR 200, AMST 201, WGSS 101 or permission of the instructor. *Enrollment limit: 12 (expected: 12). If class is overenrolled, preference will be given to Latina/o Studies concentrators, American Studies majors, Africana Studies concentrators, and Women's, Gender and Sexuality Studies majors.*

Hour: 2:35-3:50 TF

CEPEDA

**LATS 318(S) (formerly 308) California: Myths, Peoples, Places (Same as AMST 318, COMP 328, ENVI 318 and REL 318) (W)**

"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right-hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise." As far as we know, the name "California" was first written in this passage by Garcí Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Format: seminar. Requirements: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay.

No prerequisites. *Enrollment limit: 19 (expected: 15).*

Hour: 1:10-2:25 MR

HIDALGO

**LATS 330(S) Connective Approaches to Race, Ethnicity, and Diaspora (Same as AMST 330)**

This course explores the overlapping, intersecting, and intertwined experiences of distinct ethnoracial communities in the United States. Students will investigate these experiences from a relational and connective point of view to tease out the contested meanings of nation, citizenship, community, rights, and struggle. For example, we will examine the 1947 school desegregation case involving Mexican Americans in California, *Mendez v. Westminster*, and its relationship to African American civil rights, Puerto Rican migration, and Japanese internment. *Mendez v. Westminster*, when approached from a connective perspective, reveals a multiracial and diasporic landscape that is more

complex than previously considered. A connective approach to Race, Ethnicity, and Diaspora allows us to uncover important episodes of collaboration and tension that have been rendered invisible when studied independently. Working with ethnography, history, literature, critical essays, visual culture, and popular culture, this course focuses on the complicated bonds among multiracial constituencies and potential future forms of collaboration.

Format: seminar. Evaluation will be based on attendance, class participation, writing/discussion exercises, short papers, and a final project.

No prerequisites. *Enrollment limit: 25 (expected: 14-18). Preference given to Latina/o Studies concentrators and American Studies majors.*

*May not be taken on a pass/fail basis.*

Hour: 11:00-12:15 MWF

RÚA

**LATS 338(S) Latina/o Musical Cultures and the Dynamics of the Everyday (Same as AMST 339 and COMP 338) (W) (D)**

In this class we will investigate the primary approaches to the study of popular expression and identity, with particular emphasis on Latina/o popular music as it relates to questions of gender, sexuality, ethno-racial identity, and the nation. We will focus on the following questions, among others: How is Latina/o identity expressed through the "popular" or the everyday? In which ways does the study of Latina/o popular music and culture in general illuminate our understanding of the diverse Latina/o communities? How are we to interpret marketing phenomenon such as the Latin music "boom"? Employing a broad range of current Cultural Studies theories, methods, and core concepts, students will conduct an original semester-long research project and complete various ethnographic exercises in our analysis of the historical, socio-political, and artistic uses of popular music and culture among Latinas/os.

Format: seminar. Requirements: participation, two ethnographic exercises, one original research paper.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to Latina/o Studies concentrators, American Studies majors, Comparative Literature majors.*

*Cannot be taken on a pass/fail basis.*

Hour: 2:35-3:50 TF

CEPEDA

**LATS 343(S) Conquistadors in the New World (Same as HIST 343)**

(See under HIST 343 for full description.)

WOOD

**LATS 346 Latinas/os and the Media: From Production to Consumption (Same as AMST 346 and COMP 359) (Not offered 2012-2013) (D) (W)**

This interdisciplinary lecture and discussion course centers on advertising, print media, radio, internet, television programming, and audience studies for, by, and about Latinas/os. How do Latinas/os construct identity (and have their identities constructed for them) through domestic and transnational media outlets? How are Latina/o stereotypes constructed, reflected, and ultimately circulated via mass media? Where do issues of consumer agency come into play? How

might media provide a means for affecting social change? And finally, which research methodologies best capture the complex relationship between consumer, producer, and media text? Readings include works by scholars including Mari Castañeda, Dolores Inés Casillas, Arlene Dávila, Isabel Molina-Guzmán, Yeydi Rivero, América Rodríguez, and Angharad Valdivia, among others.

Format: seminar. Evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 12- to 15-page research paper conducted in stages (abstract, annotated bibliography, outline, and multiple drafts)

Prerequisites: LATS 105 or permission of the instructor. *Enrollment limit: 14 (expected: 14). If class is overenrolled, preference will be given to senior Latina/o Studies concentrators or American Studies majors.*

CEPEDA

**LATS 382 Latina/o Politics (Same as HIST 382 and WGSS 382) (Not offered 2012-2013) (D)**

This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grass-roots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.

Format: discussion. Evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each); and a final paper (7-10 pages).

No prerequisites; open to first-year students. *Enrollment Limit: none (expected: 20). Preference given to Latina/o Studies concentrators and History majors.*

WHALEN

**LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as HIST 386 and WGSS 386) (Not offered 2012-2013) (D)**

(See under HIST 386 for full description.)

WHALEN

*Core elective for Latina/o Studies concentration.*

**LATS 397(F), 398(S) Independent Study**

**LATS 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as AFR 403, AMST 403, COMP 375 and ENGL 375) (D)**

(See under AMST 403 for full description.)

WANG

**LATS 405 Home and Belonging: Displacements, Relocations, and Place-Making (Same as AMST 405) (Not offered 2012-2013) (W) (D)**

The metaphor of "home" and idea of "belonging" bring insight to theories and investigations centered on community building and identity formation within and across national borders. These constructions give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place-making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in "rooting" migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban-Americans, Native American and West Indian festive forms, and place-claiming and racial sincerity among African Americans. This course explores the experiences and expressions of racialized populations in the United States, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.

Format: seminar. Evaluation will be based on class participation, annotated bibliography, short essay (5 pages), writing workshop participation (and related assignments), research paper related assignments, and a final research paper (20-25 pages) and presentation.

Prerequisites: prior courses in Latino Studies, American Studies, or permission of instructor. *Enrollment limit: 19 (expected 15). Preference given to senior Latino Studies concentrators and American Studies majors.*

RÚA

**LATS 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as AMST 408) (W) (D)**

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we will cover include historical accounts of the varied ways in which poverty has been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience. The course fulfills the Exploring Diversity Initiative requirement as it explores how various forms of urban inequality affect the collective experience of social actors in diverse race and class categories. It focuses on the complex and contradictory ways in which urban residents confront, negotiate, and at times challenge social and structural inequalities and the changing political economy of U.S. cities.

Format: seminar. Evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project.

Prerequisites: prior course(s) in American Studies, Latina/o Studies, or permission of instructor; not open to first year students. *Enrollment limit: 14 (expected: 14). Preference given to senior Latina/o Studies concentrators and to senior American Studies majors.*

Hour: 1:10-3:50 W

RÚA

**LATS 426T(S) Queer Temporalities (Same as COMP 326T, REL 326T and WGSS 326T) (W)**

(See under REL 326 for full description.)

HIDALGO

**LATS 462(F) Art of California: "Sunshine or Noir" (Same as AMST 462 and ARTH 462)**

(See under ARTH 462 for full description.)

CHAVOYA

**LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as ARTH 464) (Not offered 2012-2013) (W) (D)**

(See under ARTH 464 for full description.)

CHAVOYA

**LATS 471 Comparative Latina/o Migrations (Same as HIST 471) (Not offered 2012-2013) (D) (W)**

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group's experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses. Format: seminar/discussion. Evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources.

No prerequisites. *Enrollment limit: 15 (expected: 8-15). Preference given to History majors and to Latina/o Studies concentrators.*

Group F

WHALEN

**LATS 493(F) Senior Honors Thesis**

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 031 during Winter Study.

Prerequisite: approval of program chair. *Enrollment limited to senior honors candidates.*

**LATS 031 Senior Honors Thesis**

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Prerequisite: approval of program chair. *Enrollment limited to senior honors candidates.*



**LATS 494(S) Senior Honors Thesis**

Students beginning their thesis work in Winter Study must register for this course.

Prerequisites: approval of program chair and LATS 031.

Enrollment limited to senior honors candidates.

**LATS 497(F), 498(S) Independent Study****LEADERSHIP STUDIES (Div. II)**

*Chair, Professor NICOLE MELLOW*

*Advisory Committee:* Professors: DUNN, MCALLISTER\*\*\*, WOOD. Associate Professors: BERNHARDSSON, MELLOW\*\*\*. Assistant Professors: CROWE, SPERO. Stanley Kaplan Visiting Professors: GREEN, KAISER. Visiting Lecturers: G. CHANDLER§§, SWIFT.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total).

**LEADERSHIP STUDIES—TRADITIONAL TRACK**

*The Introductory Course:*

LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

*One Required Course on Ethical Issues Related to Leadership:*

PSCI 203 Introduction to Political Theory

*Two Core Courses Dealing with Specific Facets or Domains of Leadership:*

CLAS 258 Divine Kingship  
[ENGL 137 Shakespeare's Warriors and Politicians - last offered fall 2008]  
HIST 111/LEAD 150 Movers and Shakers in the Modern Middle East  
HIST/LEAD 157 From Powhatan to Lincoln: Discovering Leadership in a New World  
HIST/CLAS/LEAD 323 Leadership, Government, and the Governed in Ancient Greece  
HIST 326 War in European History  
HIST 355/LEAD 255 Perspectives on the American Revolution  
HIST 359/LEAD 259 The Politics of Presidential Leadership, 1776-1860  
HIST/AFR 381 From Civil Rights to Black Power  
HIST 475/LEAD 475 Modern Warfare and Military Leadership  
LEAD/RLFR 212/HIST 393 Sister Revolutions in France and America  
LEAD 250/PSCI 205 Political Leadership  
LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders  
LEAD 295 Leadership and Management  
LEAD 402 The Art of Presidential Leadership  
PSCI/LEAD 206T Dangerous Leadership in American Politics  
PSCI/LEAD 218 The American Presidency  
PSCI 311/LEAD 311 Congress  
PSCI 314/LEAD 314 Leadership in American Political Development  
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought  
SOC 387 Propaganda

*One Leadership Studies Winter Study course (listed separately in the catalogue)*

*Capstone Course:*

LEAD 402 The Art of Presidential Leadership

**LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK**

*An Introductory Course:*

HIST 262 The U.S. and the World, 1776-1914  
PSCI/LEAD 120 America and the World or  
LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

*One Required Course on Issues Related to American Domestic Leadership:*

HIST/LEAD 157 From Powhatan to Lincoln: Discovering Leadership in a New World  
HIST 355/LEAD 255 Perspectives on the American Revolution  
HIST 359/LEAD 259 The Politics of Presidential Leadership, 1776-1860  
LEAD 250 Political Leadership  
LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders  
LEAD 402 The Art of Presidential Leadership  
PSCI/LEAD 218 The American Presidency  
PSCI 230 American Political Thought  
PSCI/LEAD 234 Contemporary American Conservative Political Thought  
PSCI 309 Problems/Progress in American Democracy

*Three Required Courses Dealing with Specific Facets of American Foreign Policy Leadership:*

HIST 262 The United States and the World, 1776 to 1914  
HIST 263 The United States and the World, 1914 to the Present  
HIST/LEAD/AFR 345 "In Our Own Backyard?" U.S. and Latin American Relations  
HIST 388 The Cold War, 1945-1991  
HIST 464 The United States and the Vietnam War  
PSCI 225 International Security  
PSCI 262 America and the Cold War  
PSCI 263/LEAD 242 America and the Vietnam War  
PSCI 266 The United States and Latin America  
PSCI 323T Henry Kissinger and the American Century  
PSCI 326 Empire and Imperialism/  
PSCI/LEAD 362T The Wilsonian Tradition in American Foreign Policy  
PSCI 420/440 Senior Seminar in International Relations: The War in Iraq  
SOC 202 Terrorism and National Security

*Capstone Course(s):*

PSCI/LEAD 365 U.S. Grand Strategy (W)  
LEAD 402 Domains of Leadership: The Roosevelt Style of Leadership  
PSCI 420 Henry Kissinger: Detente and the End of the Cold War



(There is no winter study component to the *American Foreign Policy Leadership* track.)

*Students can check with the program chair to see if other courses not listed here might count as electives.*

**LEAD 120(F) America and the World (Same as INST 101 and PSCI 120)**

(See under PSCI 120 for full description.)

GREEN

**LEAD 125(F) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as PSCI 125)**

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology, among others. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

Format: lecture/discussion. Requirements: class participation and several brief (1 page) response papers, a short mid-term paper, and a longer final paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to first-year students and sophomores.*

*Subfield open*

Hour: 1:10-2:25 TF

C. CHANDLER

**LEAD 135T(F) The Great War, 1914-1918 (Same as HIST 135T) (W)**

(See under HIST 135 for full description.)

WOOD

**LEAD 150(S) Movers and Shakers in the Middle East (Same as ARAB 111 and HIST 111) (W) (D)**

(See under HIST 111 for full description.)

BERNHARDSSON

**LEAD 157(S) From Powhatan to Lincoln: Discovering Leadership in a New World (Same as HIST 157) (W)**

(See under HIST 157 for full description.)

P. SPERO

**LEAD 165(S) Going Nuclear: American Culture in the Atomic Age (Same as HIST 165) (W)**

(See under HIST 165 for full description.)

CHAPMAN

**LEAD 206T(S) Dangerous Leadership in American Politics (Same as PSCI 206T) (W)**

(See under PSCI 206 for full description.)

MELLOW

**LEAD 212 Sister Revolutions in France and America (Same as HIST 393) (Not offered 2012-2013)**

In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. This course takes an interdisciplinary approach to the study of the overarching ideas and visions of the sister revolutions. Through correspondence, political essays and speeches, we will seek to understand the fundamental theories, goals and accomplishments of both revolutions. Who were their leaders and according to what principles did they govern? Did revolutionaries in France find a model in America for their Revolution? What is the meaning of the “Terror” in France and what light does it shed on modern revolutionary movements? Why was the American Revolution followed by decades of stability while the French Revolution bequeathed a turbulent succession of failed governments? Have America and France continued to conceive of themselves as revolutionary nations? We will read works by Washington, Jefferson, Madison, Hamilton, Adams, Rousseau, Robespierre, Saint-Just, Tocqueville, Burke and others..

Format: seminar. Requirements: two papers, several class presentations, and active participation in class discussions.

Prerequisites: course background in French history or early American history or Political Theory. *Enrollment limit: 15 (expected: 15). Preference given to students with backgrounds in American history, French history or Political Science.*

*Satisfies one semester of the Division II requirement.*

DUNN

**LEAD 218(F) The American Presidency (Same as PSCI 218)**

(See under PSCI 218 for full description.)

MELLOW

**LEAD 242 America and the Vietnam War (Same as PSCI 263) (Not offered 2012-2013) (W)**

(See under PSCI 263 for full description.)

MCALLISTER and LAWRENCE

**LEAD 250(S) Political Leadership (Same as PSCI 205)**

This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public sector leaders. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches of American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as “What characteristics mark successful communication and how do leaders craft a unique and effective communications style?” and “What strategic considerations are there for female political leaders and do they have different challenges in communicating?”

The first series of classes will focus on communication—taking a look at some of America’s best political orators, the special requirements of crisis communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy—both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and office-holders and high-achieving young political leaders—operatives and elected officials.

Format: seminar. Requirements: three short papers and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Leadership Studies concentrators and Political Science majors.*

Hour: 7:00-9:40 p.m. M

SWIFT

**LEAD 255 Perspectives on the American Revolution (Same as HIST 355) (Not offered 2012-2013)**

(See under HIST 355 for full description.)

SPERO

**LEAD 259(F) The Politics of Presidential Leadership, 1776-1860 (Same as HIST 359)**

(See under HIST 359 for full description.)

SPERO

**LEAD 261(F) Woodrow Wilson, Franklin Roosevelt, and the Two World Wars (Same as PSCI 261)**

(See under PSCI 261 for full description.)

KAISER

**LEAD 285(S) The Revolutionary Generation: Galaxy of Leaders (Same as HIST 354 and PSCI 285)**

The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams, and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between Adams and Jefferson, and Madison’s and Hamilton’s Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Format: seminar. Requirements: two papers and four class presentations.

No prerequisites; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar. *Enrollment limit: 15 (expected: 15). Preference given to students with a background in American History or Political Science.*

Hour: 1:10-3:50 R

DUNN

**LEAD 295(F) Leadership and Management**

What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any critical dynamics or interdependencies among these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains or cultures, and by leaders/managers of different genders or ethnicities? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, including the worlds of business, non-profits, higher education, the military, government, and others. Our primary means of doing so will be through case studies, supplemented by readings from noted leadership and management thinkers, and by the appearance of several distinguished guest speakers.

Format: seminar for the first half of the course and tutorial for the second half. Course requirements will include active class participation, several brief (1 page or less) response papers, a short midterm paper, and a longer final paper, which will be written by a team of two students during the tutorial portion of the course. The final paper will focus on two cases of each team’s choice.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Leadership Studies concentrators.*

Hour: 1:10-2:25 MR

C. CHANDLER

**LEAD 311 Congress (Same as PSCI 311) (Not offered 2011-2012) (W)**  
(See under PSCI 311 for full description.)

C. JOHNSON

**LEAD 314T Leadership in American Political Development (Same as PSCI 314T) (Not offered 2011-2012) (W)**  
(See under PSCI 314 for full description.)

MELLOW

**LEAD 323 Leadership, Government, and the Governed in Ancient Greece (Same as HIST 323 and CLAS 323) (Not offered 2012-2013) (W)**

(See under HIST 323 for full description.)

CHRISTENSEN

*Satisfies one semester of the Division II requirement.*

**LEAD 325 The Roosevelt Style of Leadership (Same as HIST 358) (Not offered 2012-2013)**

In this course we will study the lives, ideas, visions and, above all, the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? Did they mobilize followers or did their followers mobilize them? How did they balance political compromise with bold, principled leadership? How did their personalities affect their visions and their goals? To what extent did they offer ethical and moral leadership? In addition to studying histories and biographies, we will do extensive research in primary source material.

Format: seminar. Evaluation based on participation in class discussions, oral reports, two research papers.

Prerequisites: Leadership Studies 125 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to Leadership Studies concentrators and students with a background in American history and political science.*

DUNN

**LEAD 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as ASTR 338 and HSCI 338) (Not offered 2011-2012) (W)**

(See under ASTR 338 for full description.)

J. PASACHOFF

**LEAD 362T(S) The Wilsonian Tradition in American Foreign Policy (Same as PSCI 362T) (W)**

(See under PSCI 362 for full description.)

MCALLISTER

**LEAD 365(S) U.S. Grand Strategy (Same as PSCI 365) (W)**

(See under PSCI 365 for full description.)

MCALLISTER

**LEAD 397(F), 398(S) Independent Study**

Permission of the chair of Leadership Studies required.

**LEAD 402(S) The Art of Presidential Leadership**

In this seminar, we will focus on the leadership of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, Franklin Roosevelt—as well as some of the most controversial—Lyndon Johnson and Richard Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals, assemble their leadership teams, and mobilize followers? What challenges did they face and what principles guided them? What failures did they meet and why? Can we relate these historical examples to the American presidency today? Readings will include correspondence, speeches, biographies, and political analysis.

Format: seminar. Requirements: three papers and several class presentations.

Prerequisites: Leadership Studies 125 or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to Leadership Studies concentrators and students with background in American history and political science.*

Hour: 1:10-3:50 T

DUNN

**LEAD 403 Making it in Africa (Same as AFR 404 and HIST 403) (Not offered 2012-2013)**

(See under HIST 403 for full description.)

MUTONGI

**LEAD 458(S) The Vietnam War and the Vietnam Era, 1961-75 (Same as PSCI 420)**

(See under PSCI 420 for full description.)

KAISER

**LEAD 464(S) The United States and the Vietnam War (Same as HIST 464)**

(See under HIST 464 for full description.)

CHAPMAN

**LEAD 475(F) Modern Warfare and Military Leadership (Same as HIST 475)**

(See under HIST 475 for full description.)

WOOD

## MARITIME STUDIES

Chair, Professor RÓNADH COX

*Advisory Committee:* Professor: ART\*, COX. Associate Professor: , TING. Assistant Professor: GILBERT. Associate Deans: GERRY, TOOMA-JIAN.

Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (Geosciences 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.

### REQUIRED COURSES:

*Introductory course:*

Maritime Studies 104(S) Oceanography

*Core courses (Williams-Mystic at Mystic Seaport):*

MAST 231(F,S) Literature of the Sea

MAST 311(F,S) Marine Ecology

MAST 351(F,S) Marine Policy

MAST 352(F,S) America and the Sea, 1600-Present I

(NOTE: Students who take Maritime Studies 211 Oceanographic Processes at Mystic can substitute an extra elective in lieu of Geosciences 104)

*Senior seminar:*

MAST 402(F) Senior Seminar: Perspectives on Environmental Studies (Same as Environmental Studies 402)

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

### ELECTIVE COURSES:

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the chair.

#### *Maritime History*

HIST 124 The Vikings

HIST 127 The Expansion of Europe

HIST/JAPN/ASST 321 History of U.S.-Japan Relations

HIST 248 History of the Caribbean

#### *Maritime Literature*

CLAS 101/COMP 107 The Trojan War

CLGR402 The Odyssey

### Marine Policy

ECON/ENVI 213 Economics of Natural Resource Use  
 ECON 215 International Trade and Globalism  
 ECON/ENVI 386/ ECON 515 Environmental Policy and Natural Resource Management  
 ENVI 307/PSCI 317 Environmental Law  
 ENVI/PSCI 328 International Environmental Law  
 PSCI 223 International Law  
 PSCI 229 Global Political Economy  
 PSCI 320 Climate Change Law and Policy

### Marine Science

BIOL 414 Life at Extremes  
 GEOS/BIOL 212 Invertebrate Paleobiology  
 GEOS/ENVI 215 Climate Changes  
 GEOS 218T The Carbon Life Cycle and Climate  
 GEOS/ENVI 253T Coral Reefs  
 GEOS 254T Baja California Field Geology  
 GEOS 302 Sedimentology

### HONORS PROGRAM IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and writeup of results. This could be either a one-semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

### MAST 104(S) Oceanography (Same as GEOS 104 and ENVI 104)

(See under GEOS 104 for full description.)

COX

*Satisfies one semester of the Division III requirement.*

### MAST 211(F,S) Oceanographic Processes (Same as GEOS 210) (Offered only at Mystic Seaport.)

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project. Requirements: two tests, a research project, and a presentation.

*Satisfies one semester of the Division III requirement.*

Hour: TBA

GILBERT

### MAST 231(F,S) Literature of the Sea (Same as ENGL 231) (Offered only at Mystic Seaport.) (W)

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known American novelists, travel writers, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Hemingway when sailing on the Straits of Florida, Steinbeck when exploring Cannery Row on Monterey Bay, and Twain on a steamboat on the Mississippi. We read Rachel Carson beside the Mystic River estuary, Chopin on the sands of the Gulf of Mexico, Kipling out on Georges Bank, and Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and formal and creative writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science. Other authors and poets include, depending on fall or spring: Richard Henry Dana, Jr., Walt Whitman, Jack London, Joseph Conrad, T.S. Eliot, Langston Hughes, Elizabeth Bishop, Frederick Douglass, Timothy Egan, and Ursula K. Le Guin. *This course is offered off campus and is open to anyone.*

Format: small group tutorials with weekly lectures, including coastal and near-shore field trips, and 10 days at sea.

Requirements: regular papers, class participation, journal-writing, and a final paper. Satisfies the distribution requirement in the Biology major

*Satisfies one semester of the Division I requirement.*

Hour: TBA

KING

### MAST 311(F,S) Marine Ecology (Same as BIOL 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: two tests, a research project, and a presentation.

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 ENVI 351 and PSCI 319) (Offered only at Mystic Seaport.)

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.

Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore. Requirements: an independent research paper, a presentation, and a final exam.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

HALL

### MAST 352(F,S) America and the Sea, 1600-Present (Same as HIST 352) (Offered only at Mystic Seaport.) (W)

This course focuses on the history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam and the challenges of the twentieth century. Readings in primary sources and secondary works on the social, economic, and diplomatic implications of maritime activities culminate in a research paper. Topics such as shipbuilding, whaling, and fisheries are studied through museum exhibits and artifacts in the material culture component of the course.

Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper. Requirements: an hour test, two papers, and a final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The 15-page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

GORDINIER

### MAST 402(S) Senior Seminar: Perspectives on Environmental Studies (Same as ENVI 402)

(See under ENVI 402 for full description.)

LYNN

### MAST 397(F), 398(S) Independent Study

### MAST 493(F)-031, 031-494(S) Senior Thesis

## MATHEMATICS AND STATISTICS (Div. III)

Chair, Professor STEWART JOHNSON

Professors: ADAMS\*, O. BEAVER, BURGER\*\*\*, R. DE VEAUX, GARRITY\*, S. JOHNSON, LOEPP, MORGAN, SILVA. Associate Professor: DEVADOSS, KLINGENBERG, MILLER, PACELLI, STOICIU\*. Assistant Professor: WANG. Visiting Professors of Mathematics: GARDNER SPENCER, MIXER. Visiting Assistant Professor of Statistics: GLUBOKOV.

### MAJOR

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

### REQUIREMENTS (*nine courses plus colloquium*)

The major in Mathematics consists of nine courses plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.

#### *Calculus* (two courses)

Mathematics 104 Calculus II  
Mathematics 105 or 106 Multivariable Calculus

#### *Applied/Discrete Mathematics/Statistics* (one course)

Mathematics 209 Differential Equations and Vector Calculus or  
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210) or  
Mathematics 251 Discrete Mathematics or  
Statistics 201 Statistics and Data Analysis or  
Statistics 231 Statistical Design of Experiments or  
a more advanced applied/discrete/statistics course with prior department approval

#### *Core Courses* (three courses)

Mathematics 211 Linear Algebra  
Mathematics 301 Real Analysis or Mathematics 305 Applied Real Analysis  
Mathematics 312 Abstract Algebra or Mathematics 315 Groups and Characters or Mathematics 317 Applied Abstract Algebra

#### *Completion* (three courses plus colloquium)

Two electives from courses numbered 300 and above, or Stat 231.

Any 400-level course taken in the senior year (excluding thesis work).

Participation in the Mathematics Colloquium, in which all senior majors present and attend talks on mathematical or statistical topics of their choice.

*Advanced Placement:* Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course numbered 200 or above in Mathematics or Statistics to complete the nine course major (*this starts with the class of 2014*). Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

### CALCULUS PLACEMENT

Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is

BC 1, 2 or AB 2, 3 Math 104

AB 4 or 5 Math 105

BC 3, 4 or 5 Math 106

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from Mathematics 103 unless they obtain permission from the instructor.

### NOTES

*Substitutions, Study Abroad, and Transfer Credit:* In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the "Budapest Semester in Mathematics" are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away.

*Double Counting:* No course may count towards two different majors.

*Early Senior Seminar:* In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Major Course requirement in the junior year, provided that the student has completed at least three 300-level mathematics courses before enrolling in the Senior Major Course.

*Planning Courses:* Core courses Mathematics 301, 305, 312, and 315/317 and Statistics 346 are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

*Course Admission:* Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

### THE DEGREE WITH HONORS IN MATHEMATICS

The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a mini-thesis. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

#### CAREER PATHS

*Graduate School in Mathematics or Statistics:* Students interested in continuing their study of mathematics in graduate school should take Mathematics 301 and 312. Topology, complex analysis, and second courses in real analysis and abstract algebra are strongly recommended. Many of the 400-level courses would be useful, particularly ones that involve algebra and analysis. Honors theses are encouraged. Reading knowledge of a foreign language (French, German, or Russian) is helpful.

Students interested in continuing their study of statistics in graduate school should take Stat 201, 231, 346, a 400 level statistics course and Math 301 and 341.

*Other Graduate and Professional Schools:* An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

*Statistics and Actuarial Science:* Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

*Teaching:* Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

*Applied Mathematics or Other Sciences:* Students interested in applied mathematics or other sciences should consider Mathematics 209, 210, 251, 305, 315/317, and other applied electives, Statistics courses, and additional appropriate courses from outside Mathematics and Statistics, including appropriate courses in Chemistry, Computer Science, Economics, and Physics.

*Business and Finance:* Students interested in careers in business or finance should consider Mathematics 373 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

*Engineering:* Students interested in engineering should consider the courses for applied mathematics above, with Mathematics 209 and 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

## MATHEMATICS COURSES

### STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.

**NOTE: Course Numbers—**The first digit of the three-digit label for each course roughly denotes the difficulty level of the course. The middle digit denotes the field (0=calculus/analysis, 1=algebra/number theory, 2=geometry/topology, 3=applied, 4=probability, 5=discrete, 6=computation, 7,8=miscellaneous). The last digit occasionally indicates the level within a field, but most often simply distinguishes amongst the courses in the field. In particular, for example, Math 211 is not “easier” than Math 251; they are simply different mathematical fields (algebra vs. discrete).

There are three types of 300-level courses. There are the core courses: Math 301, 305, 312, 315, 317. There are the “precore” courses, which do not have the core courses as prerequisites. These include Math 313, 316, 327 and others. Finally there are those courses that have a core course as a prerequisite, such as Math 302.

#### MATH 101T Mathematical Analysis with Descriptive Statistics (Not offered 2012-2013)

This course is intended to develop quantitative skills for non-science majors. We will cover basic algebra from an applied point of view, including working with formulas and solving for unknowns. We will investigate a variety of ways to model real-world problems. For example, how many handshakes away are you from the president and how is that related to a transportation network? We will cover basic finance, including loans and annuities. Finally, we will also cover descriptive statistics, including data analysis, computing with mean/median/variance, data display and contingency tables.

Format: tutorial/computer lab. Evaluation will be based primarily on homework, quizzes and/or exams, and computer projects.

Prerequisites: placement by a Quantitative Studies Counselor. *Enrollment limit: 10 (expected: 10).*

S. JOHNSON

#### MATH 102 Precalculus (Not offered 2012-2013)

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).*

PEDERSEN

#### MATH 102T(F) Foundations in Quantitative Skills

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra / precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

Format: tutorial. Grades will be based on participation and the degree to which the student has fulfilled their contract.

Prerequisites: access to the course is limited to placement by a quantitative skills counselor. *Enrollment limit: 10 (expected: 10). Access to the course is limited to placement by a quantitative skills counselor.*

Tutorial meetings to be arranged.

S. JOHNSON

#### MATH 103(F,S) Calculus I (Q)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves “max-min” problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in Mathematics 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 102 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: 30).*

Hour: 7:00-9:40 p.m.

Conferences: 9:00-9:45 T, 10-10:45 T, 9-9:45 W, 10-10:45 W, 9:00-9:45 R, 10-10:45 R, 9-9:45 F, 10-10:45 F

First Semester:

BURGER

9:00-9:50 MWF

Second Semester: O. BEAVER

#### MATH 104(F,S) Calculus II (Q)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives (“differential equations”) for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students

who have higher advanced placement must enroll in Mathematics 105 or above.  
 Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.  
 Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 30).*  
 Hour: 10:00-10:50 MWF, 11:00-11:50 MWF  
 9:00-9:50 MWF

First Semester: O. BEAVER  
 Second Semester: SILVA

### **MATH 105(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, 11:00-11:50 MWF

First Semester: DEVADOSS  
 Second Semester: MILLER

### **MATH 106(F) Multivariable Calculus (Q)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and Mathematics 105 is that Mathematics 105 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in Mathematics 106, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether or not Mathematics 105 or Mathematics 106 is appropriate, please consult a member of the math/stat department. Mathematics 106 satisfies any Mathematics 105 prerequisite. Credit will not be given for both Mathematics 105 and Mathematics 106.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: BC 3 or higher or integral calculus with infinite series. *No enrollment limit (expected: 45).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF

LOEPP

### **MATH 113(F) The Beauty of Numbers (Q)**

Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory!

Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results.

Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization. May not be taken pass/fail.

Format: lecture. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test) or permission of instructor. *Enrollment limit: 35 (expected: 20).*

Hour: 9:55-11:10 TR

PACELLI

### **MATH 175 Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Not offered 2012-2013) (Q)**

Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test) or permission of instructor. *Enrollment limit: 30 (expected: 30).*

PACELLI

### **MATH 180 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Not offered 2012-2013) (Q)**

What is mathematics? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test—see Mathematics 100) or permission of instructor. *Enrollment limit: 30 (expected: 30). Not open to students who have taken mathematics courses other than Mathematics 100, 101, 102, 103, 170, Statistics 101 without permission of the instructor.*

BURGER

### **MATH 209(S) Differential Equations (Q)**

Historically, much beautiful mathematics has arisen from attempts to explain physical, chemical, biological and economic processes. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations, and geometric methods give insight to many more. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. We will explore the methods, abstract structures, and modeling applications of ordinary and partial differential equations and Fourier analysis.

Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisites: Mathematics 105. *Enrollment limit: 50 (expected: 30). Students may not normally get credit for both Mathematics 209 and Mathematics/Physics 210.*

Hour: 9:00-9:50 MWF

JOHNSON

### **MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)**

(See under PHYS 210 for full description.)

TUCKER-SMITH

### **MATH 211(FS) Linear Algebra (Q)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF  
 9:00-9:50 MWF, 12:00-12:50 MWF

First Semester: MIXER  
 Second Semester: GARDNER SPENCER

### **MATH 251(FS) 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: 8:30-9:45 TR  
 9:55-11:10 TR

First Semester: GARDNER SPENCER  
 Second Semester: MIXER

### **MATH 285T(F) Teaching Mathematics (Q)**

Under faculty supervision, student-teachers will prepare and conduct scheduled weekly extra sessions for Mathematics 103, for smaller, assigned groups of students. For these sessions they will prepare presentations, assign and grade homework, and answer questions on the course material and on the homework. They will be available to their students outside of class, attend and assist at Mathematics 103 lectures (3 hours a week), and visit and evaluate each other's

sessions. There is a weekly meeting, for an hour or two, including organizational matters, deeper study of the mathematics discussed, and practical teaching skills. In addition, there will be other special meetings as needed. There will be assigned readings, discussion, drills, and weekly homework or papers. This is a seminar whose focus is both on education and transforming lives, as well as on mathematics and the mechanics of teaching it.

Format: tutorial/teaching. Evaluation will be based on the overall teaching activity, responsibility, participation in the seminar and other meetings, homework and papers.

Prerequisites: permission of instructor, preferably early in the previous Spring. *Enrollment limit: 10 (expected: 10).*

Hour: 2:35-3:50 M and tutorial meetings to be arranged.

BURGER

### **MATH 301(F) Real Analysis (Q)**

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *Enrollment limit: 50 (expected: 30).*

Hour: 11:00-11:50 MWF

SILVA

### **MATH 302T(F) Complex Analysis (Q)**

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called "residue calculus" permits the computation of "impossible" integrals, and "conformal mapping" reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Format: tutorial. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 301 or 305. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

GLUBOKOV

### **MATH 305(S) Applied Real Analysis (Q)**

Real analysis or the theory of calculus—derivatives, integrals, continuity, convergence—starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 35).*

Hour: 11:00-11:50 MWF

MORGAN

### **MATH 308T Analysis and Number Theory (Same as Mathematics 406T) (Not offered 2012-2013) (Q)**

Gauss said Mathematics is the queen of the sciences and number theory the queen of mathematics; in this class we shall meet some of her subjects. We will discuss many of the most important questions in analytic and additive number theory, with an emphasis on techniques and open problems; students are strongly encouraged to perform original research on these problems, which can range from numerical to theoretical investigations. Topics include Additive Number Theory (especially Goldbach's Problem and the Circle Method, the  $3x+1$  Problem, and More Sum Than Difference Sets), the Riemann Zeta Function and Random Matrix Theory, and Benford's law of digit bias; other topics will be chosen by student interest. We occasionally assume some advanced results for our investigations, though we will always try to supply heuristics and motivate the material. No number theory background is assumed, and we will discuss whatever material we need from probability, statistics or Fourier analysis.

Format: tutorial. Requirements: evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations.

Prerequisites: for those taking 308T: at least one of 301/305/312/315/317; for those taking 406T: one of 301/305 AND one of 312/315/317. *Enrollment limit: 10 (expected: 10).*

MILLER

### **MATH 309T Introduction to Complex Analysis (Not offered 2012-2013) (Q)**

The complex numbers are amazingly useful in mathematics, physics, engineering, and elsewhere. We'll learn the meaning of complex multiplication and exponentiation, as in Euler's famous  $e^{i\pi} = -1$ . We'll study complex functions and their power series, learn how to integrate in the complex plane, including residue calculus, and how to map one domain to another (conformal mapping). We'll see the easiest proof of the Fundamental Theorem of Algebra, which says that every algebraic equation has a solution as long as you allow complex numbers.

Format: tutorial. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 105. *Enrollment limit: 14 (expected: 10).*

GLUBOKOV

### **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. *Enrollment limit: 45 (expected: 25).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

PACELLI

### **MATH 313(F) Introduction to Number Theory (Q)**

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Format: lecture. Evaluation will be based primarily on performance on homework, projects, and examinations.

Prerequisites: Mathematics 211 or permission of instructor. *Enrollment limit: 45 (expected: 20).*

Hour: 11:20-12:35 TR

PACELLI

### **MATH 314T (formerly 414) Galois Theory (Q)**

In the 1830's Evariste Galois developed a beautiful theory relating the structure of field extensions to the structure of a group. By understanding this relationship, one can often translate a problem about field extensions to a question about groups that is easier to answer. In this course, we will study field extensions and Galois Theory. We'll also see some famous applications including the insolubility of the quintic.

Format: tutorial. Evaluation will be based on homeworks, exams, and presentations.

Prerequisites: Mathematics 312 or Mathematics 317. Mathematics 315 is not a prerequisite. *Enrollment limit: 10 (expected: 10). If course is oversubscribed admission will be determined by questionnaire.*

PACELLI

### **MATH 315 Groups and Characters (Not offered 2012-2013) (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 exams.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 30).*

STOICIU

### **MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)**

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.



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.*) Enrollment limit: 50 (expected: 35).

Hour: 9:00-9:50 MWF

LOEPP and WOOTTERS

### **MATH 317(F) Applied Abstract Algebra (Q)**

The abstract algebraic structures called groups, rings and fields have proven to have surprisingly many applications. For example, groups have been used to build secure cryptosystems and to study the symmetry of molecules. We will study the abstract properties of groups, rings and fields and then study several applications of this theory. Possible topics include cryptography, puzzles, error correcting codes, computer software applications, symmetry, tiling, networks, and grobner bases.

Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201 or permission of the instructor.

Hour: 9:55-11:10 TR

GARDNER SPENCER

### **MATH 318T Numerical Problem Solving (Same as Computer Science 318T) (Not offered 2012-2013) (Q)**

In the last twenty years computers have profoundly changed the work in numerical mathematics (in areas from linear algebra and calculus to differential equations and probability). The main goal of this tutorial is to learn how to use computers to do quantitative science. We will explore concepts and ideas in mathematics and science using numerical methods and computer programming. We will use specialized software, including Mathematica and Matlab. Computer programming skills are not required.

Format: Tutorial. Evaluation will be based on homework, classwork, and exams.

Prerequisite: Mathematics 105/106 and Mathematics 211 or permission of the instructor. Enrollment limit: 10 (expected: 10). This tutorial is a quantitative/formal reasoning course. *Not available for the Gaudino option.*

STOICIU

### **MATH 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Not offered 2012-2013) (Q)**

(See under BIOL 319 for full description.)

*This course does not count towards the major in Mathematics.*

BANTA

### **MATH 321 Knot Theory (Not offered 2012-2013) (Q)**

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years.

This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field. Format: lecture. Evaluation will be based on problem sets, midterms, and a final exam.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 25).*

ADAMS

### **MATH 322 Differential Geometry (Not offered 2012-2013) (Q)**

It is easy to convince oneself that the shortest distance from equatorial Africa to equatorial South America is along the equator. This illustrates the fact that "straight lines" on a sphere are described by so-called great circles. It is somewhat more difficult to describe the shortest path between two points on the surface of, for example, a doughnut, reflecting the fact that a doughnut curves in space in a more complicated way than the sphere. Differential geometry is the mathematical language describing these curvature properties. In this course we will learn this language and use it to answer many interesting questions. We will also develop the tools needed to begin the more advanced study of "Riemannian" geometry, which describes (among other things) Einstein's Relativity Theory. Topics: Curves in space, the Frenet-Serret Theorem, the first and second fundamental forms, geodesics, principal/Gaussian/mean/normal curvatures, the Theorema Egregium, the Gauss-Bonnet formula and Theorem, introduction to n-dimensional Riemannian manifolds/metrics/curvature.

Format: lecture. Evaluation will be based primarily on problem sets, midterms and a final exam.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 25).*

STOICIU

### **MATH 324T(S) Topology (Q)**

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including current work on the Poincare Conjecture, one of the million-dollar millennium-prize problems. The first part of the course on "Point-set Topology" establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on "Homotopy Theory" develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Format: tutorial. 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. Enrollment limit (expected: 10).*

Tutorial meetings to be arranged.

SILVA

### **MATH 327(S) Computational Geometry (Q)**

The subject of computational geometry started just 25 years ago, and this course is designed to introduce its fundamental ideas. Our goal is to explore "visualization" and "shape" in real world problems. We focus on both theoretic ideas (such as visibility, polyhedra, Voronoi diagrams, triangulations, motion) as well as applications (such as cartography, origami, robotics, surface meshing, rigidity). This is a beautiful subject with a tremendous amount of active research and numerous unsolved problems, relating powerful ideas from mathematics and computer science.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 or Mathematics 251 or Computer Science 256. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

DEVADOSS

### **MATH 341(F) Probability (Q)**

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, including some from coding theory, number theory and nuclear physics.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 211 or 251 or permission of instructor. *Enrollment limit: 40 (expected: 20).*

Hour: 10:00-10:50 MWF

MILLER

### **MATH 354(S) Graph Theory with Applications (Q)**

Investigation of the structure and properties of graphs with emphasis both on certain classes of graphs such as multi-partite, planar, and perfect graphs and on application to various optimization problems such as minimum colorings of graphs, maximum matchings in graphs, network flows, etc.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211. *Enrollment limit: 35 (expected: 20). Preference given to Math majors.*

Hour: 8:30-9:45 TR

MIXER

### **MATH 357T Phylogenetics (Not offered 2012-2013) (Q)**

Phylogenetics is the analysis and construction of information trees based on shared characteristics. The foundational problem asks, given some data from objects, how can a tree be constructed which shows the proper relationships between the objects? This is a beautiful subject with a tremendous amount of cutting-edge research, relating powerful ideas from statistics, computer science, biology, and mathematics, having a wide range of applications, from literature, to linguistics, to visual graphics. This course is designed to introduce fundamental ideas of this subject from a mathematical viewpoint, touching and expanding upon the interests of the enrolled students.

Format: tutorial. Evaluation will be based on exams, participation, and projects.

Prerequisites: BIOL 202 or CSCI 256 or MATH 211 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference at the discretion of the instructor. Not available for Gaudino option.*

DEVADOSS

**MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)**  
(See under CSCI 361 for full description.)

MURTAGH

**MATH 365 Set Theory (Not offered 2012-2013) (Q)**

Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, the Gödel's Incompleteness Theorem. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

Format: lecture. Evaluation will be based primarily on performance on homework and exams.

Prerequisites: Mathematics 105 or 106 and Mathematics 211. *Enrollment limit: none (expected: 20).*

GARRITY

**MATH 373(F) Investment Mathematics (Q)**

Over the years financial instruments have grown from stocks and bonds to numerous derivatives, such as options to buy and sell at future dates under certain conditions. The 1997 Nobel Prize in Economics was awarded to Robert Merton and Myron Scholes for their Black-Scholes model of the value of financial instruments. This course will study deterministic and random models, futures, options, the Black-Scholes Equation, and additional topics.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 211 or permission of instructor. *Enrollment limit: 25 (expected: 25).*

Hour: 9:55-11:10 TR

MORGAN

**MATH 375 Game Theory (Not offered 2012-2013) (Q)**

Game theory is the study of interacting decision makers involved in a conflict of interest. We investigate outcomes, dynamics, and strategies as players rationally pursue objective goals and interact according to specific rules. Game theory has been used to illuminate political, ethical, economical, social, psychological, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.

Prerequisites: two MATH/STAT courses at the 200 or higher level, or permission of the instructor. *No enrollment limit (expected: 30).*

S. JOHNSON

**MATH 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

**MATH 402(S) Measure Theory and Probability (Q)**

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables), Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Format: lecture/discussion. Evaluation will be based primarily on performance on homework assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

O. BEAVER

**MATH 404 Ergodic Theory (Not offered 2012-2013) (Q)**

Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course starts with an introduction to measure theory: (sigma-algebras, measurable sets and measurable transformations and Lebesgue integration). Then we will cover ergodic, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. We will also cover some notions from topological dynamics.

For the textbook: <http://www.ams.org/bookstore-getitem/item=STML-42>

Format: lecture. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 10).*

SILVA

**MATH 406T Analysis and Number Theory (Same as Mathematics 308T) (Not offered 2012-2013)(Q)**

(See under MATH 308T for full description.)

MILLER

**MATH 411 Commutative Algebra (Not offered 2012-2013) (Q)**

Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 312 or 317 or permission of the instructor. *No enrollment limit (expected: 15).*

LOEPP

**MATH 416(F) Advanced Applied Linear Algebra (Q)**

In the first N math classes of your career, it's possible to get an incomplete picture as to what the real world is truly like. How? You're often given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world. We're forced to develop techniques to approximate not just solutions, but even the statement of the problem. In this course we discuss some powerful methods from advanced linear algebra and their applications to the real world, specifically linear programming (and, if time permits, random matrix theory). Linear programming is used to attack a variety of problems, from applied ones such as the traveling salesman problem, determining schedules for major league sports (or a movie theater, or an airline) to designing efficient diets to feed the world, to pure ones such as Hales' proof of the Kepler conjecture.

Format: lecture. Evaluation will be based primarily on homework, possible presentations and write-ups, exams and scholarship.

Prerequisites: Mathematics 211 and 301 (programming experience is desirable, but not necessary). *Enrollment limit: 40 (expected 35). Preference given to Senior math majors, then math majors. Computer Science majors, Economics majors.*

Hour: 9:00-9:50 MWF

MILLER

**MATH 418 Linear Algebraic Groups (Not offered 2012-2013) (Q)**

Linear algebraic groups lie at the heart of many pure and applied subfields of mathematics and have become fundamental tools in a wide variety of active areas of research. They are both groups and algebraic varieties, and thus lie on the boundary between classical algebra and algebraic geometry in an obvious sense. As we dig deeper into their structure, however, we will uncover surprising connections to representation theory, combinatorics, and the geometry of Euclidean space. The course will begin with an introduction to affine algebraic varieties, their topology, and their morphisms (assuming no previous experience with commutative algebra), using the linear algebraic groups as our main class of examples. Topics to be covered after laying the requisite algebro-geometric groundwork may include Borel subgroups, Grassmannians and flag varieties, Weyl groups, the Bruhat decomposition, Lie algebras, root systems, Coxeter groups, Dynkin diagrams, and reflection groups.

Format: lecture. Requirements: evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 312 or 317 or permission of the instructor. *Enrollment limit: none (expected: 15).*

BEAZLEY

**MATH 419 Algebraic Number Theory (Not offered 2012-2013)(Q)**

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Format: lecture/seminar. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 312, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 11:20-12:35 TR

PACELLI

**MATH 425T(F) Riemannian Geometry (Q)**

Differential geometry studies smooth surfaces in all dimensions, from curves to the universe. Riemannian geometry shows that curvature is the key to understanding shape, from the curvature of a curve in calculus to the curvature of space in general relativity. Sharp corners and black holes are singularities that require extensions of the theory. We will look at some open questions.

Format: tutorial/discussion. Evaluation will be based on homework, classwork, problem sets, projects, and exams.

Prerequisites: Mathematics 301 or 305. Enrollment limit: 10 (expected: 12).

Tutorial meetings to be arranged.

MORGAN

**MATH 433(S) Mathematical Modeling and Control Theory (Q)**

Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, morphogenesis, and the spread of pollution, forest fires, and diseases. Often the natural phenomenon has some aspect we can control—such as how much pollution, electric charge, or chemotherapeutic agent we put into a river, circuit, or cancer patient. We will investigate how to operate such controls in order to achieve a specific goal or optimize some interpretation of performance. We will employ tools from the fields of differential equations and dynamical systems. The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Format: lecture. Evaluation will be based primarily on performance of problem sets and exams.

Prerequisites: Mathematics 209 or Physics 210 and Mathematics 301 or 305 or permission of instructor. Enrollment limit: 50 (expected: 30).

Hour: 10:00-10:50 MWF

S. JOHNSON

**MATH 436T(F) (formerly 306) Chaos and Fractals (Q)**

This course is an introduction to chaotic dynamical systems. The topics will include bifurcations, the quadratic family, symbolic dynamics, chaos, dynamics of linear systems, and some complex dynamics.

Format: tutorial. Evaluation will be based on performance on homework and exams.

Prerequisites: Mathematics 301 or 305. Enrollment limit 10 (expected: 10).

Tutorial meetings to be arranged

SILVA

**MATH 437 Electricity and Magnetism for Mathematicians (Not offered 2012-2013) (Q)**

Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.

Format: lecture. Evaluation will be based primarily on performance on homework and exams.

Prerequisites: Mathematics 301 or Mathematics 305, and Mathematics 312 or Mathematics 315, or permission of instructor. Not open to students who have taken Mathematics 337. No physics background required. No enrollment limit (expected: 20).

GARRITY

**MATH W30 Senior Project**

Taken by candidates for honors in Mathematics other than by thesis route.

**MATH 493(F)-W31-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**MATH 499(F,S) Senior Colloquium**

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Hour: 1:00-2:00 MW

Members of the Department

## STATISTICS COURSES

**STAT 101(F,S) Elementary Statistics and Data Analysis (Q)**

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test; see Mathematics 100). Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead. Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF  
8:30-9:45 TR, 9:55-11:10 TR

First Semester: Q. WANG  
Second Semester: GLUBOKOV

**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: 40 (expected: 40).

Hour: 11:20-12:35 TR, 9:00-9:50 MWF  
9:55-11:10 TR, 11:00-11:50 MWF

First Semester: DE VEAUX, KLINGENBERG  
Second Semester: KLINGENBERG, DE VEAUX

**STAT 202(S) Introduction to Statistical Modeling (Q)**

Data come from a variety of sources - sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course. NOTE: Students wanting to take this course on a pass/fail basis will only be allowed to do so with the permission of the instructor.

Format: lecture. Requirements: Evaluation will be based on homework, exams and projects.

Prerequisites: Statistics 201 or permission of the instructor. Enrollment limit: 35 (expected 20). Preference given to sophomores.

Hour: 9:00-9:50 MWF

DE VEAUX

**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 course, we will study how to design an experiment with the fewest number of observations possible to achieve a certain power. We will also learn how to analyze and present the resulting data and draw conclusions. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use the free statistical software program R to carry out the statistical analysis.

Format: tutorial. Evaluation will be based primarily on performance on exams, homework and the final project.

Prerequisites: a previous introductory course in statistics and no fear of simple computer programming and calculus. Enrollment limit: 14 (expected: 10).

Tutorial meetings to be arranged.

GLUBOKOV

**STAT 341(S) Bayesian Statistics (Q)**

The probability of an event can be defined in two ways: (1) the long-run frequency of the event, or (2) the belief that the event will occur. Classical statistical inference is built on the first definition given above, while Bayesian statistical inference is built on the second. This course will introduce the student to methods in Bayesian statistics. Topics covered include: prior distributions, posterior distributions, conjugacy, and Bayesian inference in single-parameter, multi-parameter, and hierarchical models. The computational issues associated with each of these topics will also be discussed.

Format: lecture. Evaluation will be based on homework and exams.

Prerequisites: Statistics 201 and Mathematics 211, or permission of instructor. *No enrollment limit (expected 10). Preference given to juniors and seniors, Math majors.*

Hour: 10:00-10:50 MWF

Q. WANG

**STAT 346(F) Regression and Forecasting (Q)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this. We will study both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from a broad range of disciplines, such as predicting the waiting time between eruptions of the Old Faithful geyser, forecasting housing prices or modeling the probability of O-ring failure at Space Shuttle launches.

Format: lecture. Evaluation will be based primarily on performance on exams, homework, and a project.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

DE VEAUX

**STAT 355 Multivariate Statistical Analysis (Not offered 2012-2013) (Q)**

In elementary statistics courses, one typically studies how to analyze data and make inferences when only one population variable is of interest. But what if one wanted to make inferences about more than one variable in the population? In such cases, elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Specific topics covered will include the multivariate normal distribution, multivariate analysis of variance, principal component analysis, factor analysis, canonical correlation, and clustering.

Format: lecture. Requirements: evaluation will be based on homework and exams.

Prerequisites: Statistics 201 and Mathematics 211. *Enrollment limit: 25 (expected: 10).*

BOTTS

**STAT 360(F) Statistical Inference (Q)**

This course will introduce students to advanced mathematical concepts and techniques for a deeper understanding of statistical inference. Many topics from STAT 201 such as random variables, the central limit theorem or how to test and estimate unknown parameters will be revisited and put on a more rigorous footing. In addition, emphasis will be placed on simulation and resampling (e.g., permutation and bootstrap) approaches to statistical inference and implemented with the statistical software R.

Format: lecture. Evaluation will be based on problem sets and exams.

Prerequisites: Mathematics 105, Mathematics 211, and Statistics 201. No enrollment limit (expected: 15).

Cannot be taken on a pass/fail basis.

Hour: 11:00-11:50 MWF

KLINGENBERG

**STAT 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Statistics.

Prerequisites: permission of the department.

Members of the Department

**STAT 440(S) Categorical Data Analysis (Q)**

This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider applications to the social sciences (e.g., is there a gender difference in the belief in life after death) the biological/medical sciences (e.g., does the probability of a severe side effect increase with the dosage of a drug) and economics. All methods are extensions of traditional ANOVA and regression models to categorical data.

Format: lecture. Evaluation will be based primarily on performance on exams, homework, and a project.

Prerequisite: Statistics 201 and Statistics 346. *Enrollment limit: 50 (expected: 15).*

Hour: 11:20-12:35 TR

KLINGENBERG

**STAT 442 Computational Statistics and Data Mining (Not offered 2012-2013) (Q)**

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets using Silicon Graphics workstations.

Format: lecture. Evaluation will be based primarily on homeworks and projects.

Prerequisites: Statistics 346 or permission of instructor. *Enrollment limit: 10. (expected:10).*

DE VEAUX

**STAT 493(F)-W31-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

Members of the Department

## MATERIALS SCIENCE STUDIES

*Advisory Committee:* Professors: AALBERTS, S. BOLTON, KARABINOS, D. LYNCH\*, L. PARK, STRAIT\*\*. Associate Professors: S. GOH\*\*. Assistant Professor: LOPES.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

**Core Course in Materials Science:**

CHEM 336 Materials Chemistry

**Related Courses:**

BIOL 101 The Cell  
 CHEM 016 Glass and Glassblowing  
 CHEM 156 Organic Chemistry: Introductory Level  
 and CHEM 251 Organic Chemistry: Intermediate Level  
 CHEM 255 Organic Chemistry: Intermediate Level -Special Laboratory Section  
 CHEM 155 Current Topics in Chemistry  
 or CHEM 256 Foundations of Modern Chemical Science  
 CHEM 335 Inorganic/Organometallic Chemistry  
 CHEM 348 Polymer Chemistry  
 CHEM 361 Physical Chemistry: Structure and Dynamics  
 CHEM/ENVI 364 Instrumental Methods of Analysis  
 CHEM 366 Physical Chemistry: Thermodynamics  
 GEOS 202 Mineralogy and Geochemistry  
 MATH 209 Differential Equations and Vector Calculus  
 MATH 315 Groups and Characters  
 PHYS 014 Electronics  
 PHYS 201 Electricity and Magnetism  
 PHYS 202 Waves and Optics  
 PHYS/MATH 210 Mathematical Methods for Scientists

## MUSIC (Div. I)

Chair, Professor W. A. SHEPPARD

Professors: BLOXAM, KECHLEY, W. A. SHEPPARD. Associate Professors: E. GOLLIN, M. HIRSCH\*\*, PEREZ VELAZQUEZ. Visiting Assistant Professors: DOSUNMU, HARINGER. Sterling Brown '22 Distinguished Visiting Artist in Residence in Music: SHARPE. Lyell B. Clay Artist in Residence and Director of Jazz Activities/Senior Lecturer in Music: JAFFE. Lyell B. Clay Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS\*\*. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Lyell B. Clay Artists in Residence: STEVENSON (piano), KURKOWICZ (violin). Visiting Artist in Residence in African Music Performance: MUPARUTSA. Visiting Artist-in-Residence in Choral Activities: GARDINER. Visiting Artist in Residence in Winds: MILLER. Instructors in Music: EDWIN LAWRENCE (musicianship skills labs). Visiting Instructors in Music: DILTHEY, PRINDLE (musicianship skills labs). Ensemble Directors & Artist Associates: BOTTS (Brass Ensemble, classical and jazz trumpet), CAPRONI (Marching Band), GENOVA-RUDIAKOV (violin), GOLD (Percussion Ensemble, percussion), HEBERT (flute), JENKINS (oboe), KIBLER (voice), KOLODNY (jazz saxophone), EDWIN LAWRENCE (piano, organ, harpsichord), MARTULA (Clarinet Choir, clarinet), MEEHAN (jazz drums), MORSE (harp), NAFZIGER (voice), NAZARENKO (jazz piano), PARKE (cello), PHELPS (classical and jazz guitar), PIERCE (Vocal Jazz Ensemble, jazz voice), RYER-PARKE (voice), SHARPE (jazz bass, jazz coach, Faculty Advisor to Gospel Choir), STEPHAN (tuba and euphonium), SUNGARIAN (horn), M. WALT (voice), S. WALT (Woodwind Chamber Music, bassoon), WHEELER (trombone, jazz coach), WOOLWEAVER (viola, violin), WRIGHT (piano), ZIMMERMAN (bass).

### COURSES AND COURSE-NUMBERING

**100-level courses** are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100-level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and 104) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music.

**200-level courses** offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. 200-level tutorials and writing intensive courses have no prerequisites and generally do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

**300-level courses** are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

**400-level courses** are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

### MAJOR

#### *Sequence Courses*

Music 103, 104 Music Theory and Musicianship I  
 Music 201, 202 Music Theory and Musicianship II  
 Music 231, 232, 233 (formerly 207,208,209) Music in History I, Music in History II, and Music in History III  
 Music 402 Senior Seminar in Music

#### *Elective Courses*

An additional two semester courses in music, to be selected from the following:

*Group A:* any 111-180,222, 236-280, 311-380, 471-480 courses. The department reserves the right to refuse registration in any course for which the student is determined to be over-prepared.

*Group B:* 203-220, 301-310, 381-399, 491-499.

*Department strongly recommends that students elect at least one course from each group. For questions arising from the renumbering of courses, please contact the Department Chair.*

It is strongly recommended that prospective majors complete 103, 104, 201, 202 and 231 by the end of the sophomore year.

#### *Performance and Concert Requirements*

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at least four semesters. Under special circumstances the student may petition the music faculty to allow this requirement to be met in an alternative way.

#### *Foreign Languages*

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

#### *Musicianship Skills*

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight-singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

### THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

- Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work or analysis of a major 20th Century work.
- Performance:* A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology:* A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

In order for a thesis proposal to be approved a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1 to 2 page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

## LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 281-288 and Studies in the Musical Art 391, 392, 491, 492). For further information check the Music Department webpage and contact the Department of Music.

## STUDY ABROAD

Music majors considering study abroad should meet with the department chair well in advance in order to determine whether it will be possible to complete the requirements for the major. Study abroad courses are not accepted as substitutes for the specific required major courses. However, they may qualify as electives toward the major if approved by the department.

## 100-LEVEL COURSES

### MUS 101(F) Listening to Music: An Introduction to the Western Classical Tradition

*Intended for non-major students with little or no formal training.*

When you listen to music—on the radio, on your Ipod, at a concert—how much do you really hear? This course aims to refine students' listening skills to enhance their understanding and enjoyment of music, while providing an introduction to the major composers, musical styles and genres of the Western classical tradition. We will study music from the Baroque, Classical, Romantic, and Modern periods, including works by composers such as Bach, Mozart, Beethoven, Brahms, Mahler, and Stravinsky. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music. Attendance at selected concerts on campus required.

Format: lecture. Evaluation will be based on two quizzes, a midterm exam, a final exam and various writing assignments.

No prerequisites. *Enrollment limit: 40 (expected: 40). If overenrolled, preference will be given to first-years and sophomores and any student who expresses a strong interest in the course.*

Hour: 10:00-10:50 MWF

HARINGER

### MUS 102(F) Introduction to Music Theory

The course presents an introduction to the materials and structures of music. Through a variety of practical exercises and written projects, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through in-class and prepared singing assignments and rhythmic exercises.

Class Format: two weekly lectures. Evaluation will be based on written and practical quizzes, projects, participation, and a final exam

No prerequisites. *Enrollment Limit: 16 (expected: 16). If overenrolled preference given to first year students.*

Hour: 8:30-9:45 TR

GOLLIN

### MUS 103(F) Music Theory and Musicianship I

Music 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering Music 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and reading proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of Music 103 to determine if a student requires any additional work to complement and fortify course work during the early weeks of the semester, or whether placement in Music 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. Music 103 and 104 are required for the music major.

Music 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825). The course explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of vocal canons.

Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects

*Enrollment limit: 24 (expected: 24). Preference given to first year students and sophomores.*

*May not be taken on a pass/fail basis.*

Hour: 11:20-12:35 TR Labs: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF GOLLIN (lectures); GOLLIN, LAWRENCE and PRINDLE (conference/labs)

### MUS 104(S) Music Theory and Musicianship I

Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

Prerequisite: Music 103. *Enrollment limit: 24 (expected: 21). Preference given to potential Music majors and those with the strongest musicianship skills.*

Hour: 11:20-12:35 TR Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF GOLLIN (lecture); GOLLIN, LAWRENCE and PRINDLE (conference/labs)

### MUS 111(F) (formerly 125) Music Cultures of the World (D)

This course introduces a select variety of musical traditions from around the world. Musical genres will be approached within their geocultural contexts, taking into account the interrelatedness of the structural, historical and cultural. The class is designed to advance knowledge of the diversity and unity of the cultures of the world, with music being a point of entry. Thus, case studies will provide insight into distinctions in social and aesthetic values across Africa, the Americas, Asia, Europe and the Middle East, with the goal of fostering a better appreciation of global diversity. Equally, musical universals will be highlighted with the goal of celebrating our common humanity. While becoming acquainted with the fundamental concerns of ethnomusicology and the ethnographic approach, students will develop an informed vocabulary for discussing a range of musical activities practiced worldwide. A hands-on approach will be encouraged through lecture-demonstrations. Prior musical knowledge is not a prerequisite for this class, but a wide-open listening ear is!

Format: lecture. Evaluation: based on attendance and participation in class, two short papers, and several tests.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference will be given to current or prospective majors in Music, Anthropology and Sociology, as well as current and prospective students concentrating in Arabic Studies, Asian Studies, Africana Studies and Latina/o Studies.*

*May not be taken on Gaudino or pass/fail basis*

Hour: 2:35-3:50 MR

DOSUNMU

### MUS 112 (formerly 126) Musics of Asia (Same as ASST 126) (Not offered 2012-2013) (D)

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also briefly consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

This course satisfies the EDI requirement by exploring how the diverse musical traditions of Asia are shaped by radically different religious beliefs and social norms and by demonstrating how various Asian cultures can be understood through their musical traditions. Much of the music we will encounter presents aesthetics and cultural norms that differ radically from mainstream Euro-American cultural practices. To engage with these traditions students must attempt to place themselves within different cultural frameworks, to hear music that they may find shockingly foreign with a different set of ears.

Format: lecture/discussion. Evaluation will be based on four tests and two papers.

No prerequisites; no musical experience necessary. *Enrollment limit: 25 (expected: 20).*

W. A. SHEPPARD

### MUS 113(S) Musics of Africa (Same as AFR 113) (D)

This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will proceed to examine in more depth regional case studies from North, South, East, West and Central Africa. Attention will be given to both traditional and urban music-making contexts, and styles covered will include Shona mbira music, Tuareg rock, West African highlife, Ba'Aka vocal polyphony and South African kwela. Through readings, writing, lecture-demonstrations, and hands-on participation, this course satisfies the EDI requirement by investigating the intersection of African music with politics, gender, advocacy, globalization and other broad themes.

Format: lecture. Evaluation will be based on four tests, two papers, attendance, and class participation.

No prerequisites: prior musical background is not essential for this class. *Enrollment 30 (expected: 25).*

*Not available for Gaudino or Pass/Fail options.*

Hour: 1:10-2:25 MR

DOSUNMU

**MUS 115 (formerly 114) American Music (Not offered 2012-2013)**

This lecture and discussion course focuses on American music in its cultural context. Students will explore a range of issues concerning music's relation to national and ethnic identity, historical events, societal conflicts, and philosophical, literary, and artistic movements. The class will study works from a variety of musical traditions: e.g., Native American, religious, classical, patriotic, blues, jazz, folk, Broadway, rock, and rap.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference to students with demonstrated interest in American Studies or Music.*

M. HIRSCH

**MUS 117 (formerly 122) African-American Music (Not offered 2012-2013) (D)**

This course will survey the history of African-American music in the United States from its beginnings through the mid-twentieth century. Themes include: the continuation of Africanisms in African-American music, transculturation between Black and White American music, and the ever-changing sound of African-American music in the U.S.

There will be an emphasis on discussing music, listening to it, and attending concerts of live music for which there may be additional costs.

This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Evaluation based on hour exam, final exam, and two concert reviews.

No prerequisites, but students without musical backgrounds must learn a vocabulary of terms for describing musical sound; open to first-year students.. *Enrollment limit: 20. If more than 20 students enroll, priority will be given to Africana Studies majors, music majors, and seniors.*

**MUS 119 (formerly 111) Popular Music: Revolutions in the History of Rock (Not offered 2012-2013)**

This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Format: lecture/discussion. Evaluation will be based on two tests, two papers, and a final exam.

No prerequisites or musical background assumed. *Enrollment limit: 80 (expected: 80). Preference given to juniors and sophomores.*

W. A. SHEPPARD

**MUS 126 (formerly 127) Cuban Popular Music and Culture (Not offered 2012-2013) (D)**

This class will cover genres of Cuban folk, and popular music and the impact that Cuban history has had on Cuban music, art, and culture in general. Topics to be discussed will include the African influence on Cuban music between the 15th and 16th centuries, the contemporary coexistence of old African musical practices with new musical manifestations now purely Cuban, and the Spanish influence on the Punto Cubano or Punto Guajiro that flourished at the end of the 18th century as a family-neighborhood activity. We will also discuss the connection between folk music and the utilization of European techniques that gave as a result the danzon, the mambo, the cha cha cha, the Cuban son, as well as multiple genres of the Cuban cancion (song). Other topics of discussion will include the strong bonds between Cuban music and North American music during the 20th century, and how the combination of folk music/professional music imparts a dynamic to Afro-Cuban jazz, and salsa. We will also discuss more recent developments of Afro-Cuban music such as timba cubana, Cuban hip hop, and the social issues represented in their lyrics. A good understanding of Cuban music requires the understanding of Cuban people and their culture. We will discuss how Cuban music is and has been for centuries an expression and part of the religious and political systems of belief of the Cuban people. Class examples will also demonstrate how Cuban music is a force that unifies all Cubans regardless of their social class or political view.

Format: lecture. Requirements: two research papers (10 pages long each) and two class presentations on the subject of the research paper.

No prerequisites. *No enrollment limit (expected: 25).*

PEREZ VELAZQUEZ

**MUS 138(F) (formerly 115) Riots, Recycling, Rows, and Repetition: Introduction to Twentieth-Century Music**

Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve-tone techniques, neoclassicism, electronic and computer music, stochastic music, minimalism, and neoromanticism. We will also consider the music of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weill, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Górecki, Glass, Gubaidulina, and Tower.

Format: lecture/discussion. Evaluation will be based on a series of quizzes, short papers, and performance reports, quizzes will include listening and identifying examples.

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to students with previous music experience or music courses.*

Hour: 11:20-12:35 TR

KECHLEY

**MUS 141(S) (formerly 106) Opera**

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass, and Adams. This course may involve a trip to the Metropolitan Opera.

Format: lecture/discussion. Evaluation will be based on a midterm, a brief paper, an 8-page paper, and a final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 1:10-2:25 MR

W. A. SHEPPARD

**MUS 145 (formerly 109) Symphony (Not offered 2012-2013)**

A musical and cultural historical survey of music for the symphony orchestra as observed in the late-eighteenth through the twentieth century. Genres to be explored include the symphony, concerto, tone poem, and concert overture, by composers such as Haydn, Mozart, Beethoven, Berlioz, Liszt, Brahms, Mahler, Richard Strauss, Ravel, Bartok, Crumb, Hailstork, and Joan Tower. Emphasis on listening.

Format: lecture. Evaluation will be based on two hour-exams or quizzes from listening assignments and readings, one short paper and a final exam.

No prerequisites. *No enrollment limit (expected: 25).*

**MUS 146 (formerly 108) The Concerto (Not offered 2012-2013)**

More than any other instrumental genre in music, the concerto by its nature tells stories. As in opera, the concerto focuses on a protagonist, usually a single soloist; the interest of the work lies in the dynamic musical interplay between that individual and the larger ensemble. This course will explore the development of the concerto, from its origins in 17th-century Italy through the 20th century. We will focus on the musical means by which composers of the Baroque, Classical, Romantic, and Modern periods, working in a wide variety of styles, created compelling musical narratives. We will also consider the cultural contexts within which concerti are composed and performed, giving particular attention to the persona of the virtuoso as exemplified by such figures as Bach, Mozart, Beethoven, Clara Schumann, Liszt, Paganini, Horowitz, and Marta Argerich. Works to be studied will include several concerti to be performed on campus by the Berkshire Symphony with professional and student soloists.

Format: lecture/discussion. Evaluation will be based on short quizzes and papers, a midterm and a final exam, and attendance and participation.

No prerequisites. *Enrollment limit: 19 (expected: 15).*

BLOXAM

**MUS 147 (formerly 110) Chamber Music (Not offered 2011-2012)**

A musical and cultural historical survey of music for small instrumental ensembles from the early-eighteenth through the twentieth centuries. Defined for this course as ensemble music for from three to eight players, we will consider string quartets, works for strings and piano, and examples of wind and brass chamber music by Bach, Haydn, Mozart, Beethoven, Brahms, Webern, Bartok, Beach, Hailstork and many others. Several live performances will be presented in class by faculty and visiting chamber musicians.



Format: lecture, twice per week. Evaluation will be based on several listening quizzes or short exams, a paper based on research or listening, and a final exam  
No prerequisites. *No enrollment limit (expected: 25).*

**MUS 149(S) The Language of Film Music**

Film composers, once viewed as less serious than their concert music counterparts, have become celebrities today. John Williams, James Horner, Howard Shore, and Carter Burwell are as well known as Stravinsky, Holst, Shostakovich, and Strauss. The only symphony orchestra many people hear today is the one at the movies and when people do attend concerts, the music often reminds them of film scores. The way we perceive cinematic narrative is highly dependent upon the way the composer scores it. We may not always be conscious of the composer's craft, but we almost always know how we are supposed to feel or think about what is going on in a film because of the powerful musical cues. How did this language of film music evolve and where did many of the iconic musical gestures come from? These questions will be explored along with specific techniques film composers have used over the years to manipulate our perception of the visual narrative. We will look at and listen to films from different periods, observe which techniques evolved, which have changed very little, and consider when an idea is borrowed and when it might actually be new. Assignments will consist of listening/viewing as well as re-interpreting film clips with music you will compose or borrow. Lecture/Discussion. Midterm and final also will also involve viewing/listening.

Format: lecture. Requirements: assignments, midterm, final.

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to juniors and seniors, music majors and potential majors.*

*May not be taken on a pass/fail basis*

Hour: 11:20-12:35 TR

KECHLEY

**MUS 151 (formerly 130) History of Jazz (Not offered 2012-2013) (D)**

This course surveys the history of jazz from its origins to the present. Emphasis is on the contributions of the major figures in jazz as seen against the backdrop of their social milieu. Emphasis on the relationship between music and the social experience of African Americans.

This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Format: lecture with some discussion. Evaluations based on the following: homework 50%, one concert review 20%, research paper 30%.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to jazz musicians, Africana Studies concentrators, and seniors.*

**MUS 155(F) John Coltrane and the Revolutionary Tradition in African American Music (Same as AFR 155 and AMST 155) (D)**

This course will examine protest and freedom songs and music from the 1950s and 1960s Civil Rights Movement with an emphasis on the music of John Coltrane (1926-1967). We will begin with a brief historical look at protest and freedom songs from the 1800's through the 1950's, including genres such as jazz and Black classical music. We will focus on the Civil Rights era, and we will ask why the music of John Coltrane became identified with the 1960's movement. Avery Sharpe, a distinguished jazz bassist, spent over 20 years performing with John Coltrane's pianist McCoy Tyner. He will provide for students a first-hand experience with this revolutionary music and its practitioners. He will take students to Harlem, where they will tour the historic Apollo Theater, visit the Abyssinian Baptist Church, and attend a jazz club performance. They will also be given the chance to do original oral interviews with Aisha Tyner and other intimates of the Coltrane circle. Students will also study and experience a public performance of Avery Sharpe's new work based on the life of Sojourner Truth, famous abolitionist, political activist, and freedom fighter. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz and protest music challenge institutional power and dominant U.S. and/or European hierarchies of race, gender and class.

Format: lecture/discussion. Requirements: Evaluation will be based on class participation, 3-4 listening/music exercises, two short papers (5-8 pages), and a final research-based or creative project assignment.

No prerequisites. *Enrollment limit: 20 (expected 20). Preference given to Africana Studies concentrators, Music majors, and American Studies majors, and those with demonstrated interest in Music, Africana Studies, and/or American Studies.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 11:20-12:35 TR

SHARPE

**MUS 156(S) Thirteen Ways of Looking at Jazz (Same as AFR 156, AMST 156, COMP 156, and ENGL 223) (W) (D)**

(See under AFR 156 for full description.)

BRAGGS

**MUS 161 (formerly 138) Sibyl of the Rhine: The Life and Times of Hildegard of Bingen (Not offered 2012-2013)**

The 11th century German abbess Hildegard of Bingen was one of the most remarkable people of her age. She was a theologian and reformer, poet, composer, artist, author of treatises on natural science and medicine; she corresponded with emperors, kings, queens and popes as well as abbots, abbesses, nuns, monks, and laypeople. Yet she lived most of her long life in a remote cloister on the banks of the river Rhine, and was virtually lost to history until her recent rediscovery 900 years after her birth. This course draws on a wealth of recent scholarship to explore the life and times of this extraordinary woman, using her music as the window into her ideas and her world. Class meetings will include discussion of readings by and about her life and work as well as in-class performance of her plainsongs and liturgical drama.

Format: lecture/discussion, two days a week. Evaluation based on class participation, several short papers, and a final project. A field trip may be required.

No prerequisites. No enrollment limit (expected: 10-15).

BLOXAM

**MUS 163 (formerly 118) Bach (Not offered 2012-2013)**

Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. The course will conclude with a consideration of Bach's legacy in the 19th and 20th centuries.

Format: lecture/discussion. Evaluation will be based on 2 papers, a midterm, a final exam, and class participation.

No prerequisites. *Enrollment limit: 19 (expected 15).*

*Not available for the Gaudino option.*

BLOXAM

**MUS 164(S) (formerly 136) Bach and Handel: Their Music in High Baroque Culture**

This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's Brandenburg Concerti and Mass in B-minor, and Handel's opera Giulio Cesare and Water Music Suite are just a few of the works to be discussed and enjoyed.

Format: lecture/discussion, two meetings per week; field trip may be required. Evaluation will be based on participation, two papers, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students and sophomores.*

*Not available for the Gaudino option.*

Hour: 9:55-11:10 TR

BLOXAM

**MUS 165 (formerly 117) Mozart (Not offered 2012-2013)**

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father Leopold, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Format: lecture/discussion. Evaluation will be based on class participation, listening quizzes, two short papers, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to students with demonstrated interest in music.*

M. HIRSCH

**MUS 166 (formerly 120) Beethoven (Not offered 2012-2013)**

This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, clandestine affair with the "Immortal Beloved," and tempestuous relationship with his suicidal nephew Karl—such biographical elements, together with the French Revolution and emergence of Romanticism, will form the backdrop for our study of his titanic artistic struggles and monumental achievements. Students will listen to a broad cross section of Beethoven's music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will

explore his ties to Haydn, Mozart, and other composers, his fierce individualism, and his impact on later generations, subjects linked to notions of artistic genius and the sublime.

Format: lecture/discussion. Evaluation will be based on listening quizzes, two papers, midterm and final exams, and class participation.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference will be given to those with a demonstrated interest in music.*

M. HIRSCH

**MUS 172 (formerly 134) Myth in Music (Same as COMP 172) (Not offered 2012-2013) (W)**

Orpheus, Prometheus, Faust, and Don Juan—these figures have captured the imagination of writers, artists, and composers throughout history. This course explores how prominent myths of western civilization have found expression in a broad variety of musical works, e.g., operas by Claudio Monteverdi, Wolfgang Amadeus Mozart, Jacques Offenbach, and Richard Wagner; songs by Franz Schubert, Hugo Wolf, Ricky Ian Gordon, and Adam Guettel; ballets by Ludwig van Beethoven and Igor Stravinsky; symphonic poems by Franz Liszt, Richard Strauss and Alexander Scriabin; Broadway musicals by Richard Adler, and Randy Newman; and mixed-media projects by Rinde Eckert. Our inquiry will lead us to ponder an array of questions: Why have certain myths proven especially appealing to composers? What accounts for these myths' musical longevity? How have myths been adapted to different musical genres and styles, and for what purposes? How do the works reflect the historical cultures in which they originated? How have they engaged with different social, political, artistic, and intellectual concerns?

Format: lecture/discussion. Evaluation will be based on class participation, three 6- to 8-page papers (with revisions), and a final presentation.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to students with a demonstrated interest in literature or music.*

M. HIRSCH

**MUS 173 (formerly 135) Storytelling in Music (Not offered 2012-2013)**

Many of the songs we hear on the radio derive their appeal, in part, from the interest of the narratives conveyed by their lyrics. Even without lyrics, however, music itself can compellingly depict characters, emotions, settings, or events in order to relate tales of love, tragic loss, conflict, heroism and victory, transcendence, comedy, adventure, and the exotic. This course explores the various *musical* means through which composers of the past several centuries have sought to convey such stories in both texted and untexted genres including the sixteenth-century madrigal; opera; the concerto and the symphony; nineteenth-century song cycles, solo piano works, and tone-poems; ballet and film scores; and jazz and rock 'n roll.

Format: lecture/discussion. Evaluation will be based on brief written assignments and a paper, a midterm and a final exam, and attendance and participation.

No prerequisites. *Enrollment limit: 19 (expected: 15).*

BLOXAM and HIRSCH

**MUS 174(S) (formerly 124) The Singing Voice: Mechanics, History and Meaning**

Why does an opera singer sound different from a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the physiological and acoustical properties of singing and explores the varieties of singing style and function including Western classical, jazz, pop and gospel as well as less familiar approaches such as overtone singing, yodeling and belting. The historical development of singing styles will be considered as will the meaning making of specific vocal qualities. Students will learn the basics of several singing styles.

Format: lecture/discussion and one 50-minute vocal lab. Evaluation will be based on two tests, two papers, and a final project.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference seniority.*

Hour: 2:35-3:50 MR

B. WELLS

**200-LEVEL COURSES**

**MUS 201(F) Music Theory and Musicianship II**

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, keyboard application and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music events at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Format: two lecture meetings and two skills lab meetings per week. Final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation, and on the results of the lab portion of the class (sight singing, ear training, and keyboard harmony).

Prerequisites: Music 104. *Enrollment limit: 12 (expected: 12). Preference given to potential Music majors.*

Hour: 9:55-11:10 TR

Lab: 1:10-2:25 MR

PEREZ VELAZQUEZ (lecture); PRINDLE and DILTNEY (lab)

**MUS 202(S) Music Theory and Musicianship II**

Music 202 proceeds to the study of twentieth-century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post-modernism, eclecticism, and other techniques.

Format: two lecture meetings and two skills lab meetings per week. Final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation, and on the results of the lab portion of the class (sight singing, ear training, and keyboard harmony).

Prerequisite: Music 201. *Enrollment limit: 12 (expected: 12). Preference given to Music majors and those with the strongest musicianship skills.*

Hour: 11:20-12:35 TR

Lab: 12-12:50 MF

PEREZ VELAZQUEZ (lecture); PRINDLE and DILTNEY (lab)

**MUS 203 (formerly 212) Jazz Theory and Improvisation I (Same as AFR 212) (Not offered 2012-2013)**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and exercises in transposition and transcription), a transcription project (e.g., of a recorded solo or a composition) and concluding recital.

Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on pieces they arrange for a student group. Evaluation will be based on weekly homework, a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance.

Prerequisites: Music 103 and/or permission of instructor; musical literacy required as per above description. *Enrollment limit: 15 (expected: 13). Preference given to students with jazz performance experience. Course may not be taken pass/fail.*

JAFFE

**MUS 204(S) (formerly 213) Jazz Theory and Improvisation II (Same as AFR 214)**

A continuation of Music 203, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.

The format is the same as for Music 203, with two weekly meetings, alternating between theory and performance sessions, and including a final recital.

Requirements: two transcription projects and two original compositions, as well as a midterm and final exams, and participation in a recital at the end of the semester.

Prerequisites: Music 203 (formerly 212) or permission of instructor. *Enrollment limit: 12 (expected: 5-8). Preference given to Music majors and Jazz Ensemble members.*

Hour: 9:55-11:10 TR

JAFFE

**MUS 205T(F), 206T(S) (formerly 203T, 204T) Composition I and II**

Beginning courses in musical composition taught in tutorial format. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to insure that all work written during the semester is actually performed.

Evaluation based on the quality and timeliness of composition projects, attendance, and class participation.

Prerequisites: Music 202 (may be taken concurrently) and permission of instructor; not open to first-year students. *Enrollment limit: 6 (expected: 4). Preference given to music majors. Consideration of non-majors based on qualifications and experience.*

Hour: 1:10-2:25 TF

2:35-3:50 MR

First Semester: PEREZ VELAZQUEZ

Second Semester: KECHLEY

**MUS 208 (formerly 211) Arranging for Voices (Not offered 2012-2013)**

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: MUS 103 and 104. *Enrollment limit: 8 (expected: 8). Preference given to upperclasses.*

WELLS

**MUS 210(S) (formerly 123) Music Technology I**

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Format: lecture. Evaluation will be based on weekly assignments, a midterm exam a final paper and two composition projects. Some background in acoustics/physics is desirable.

Prerequisites: Music 102 or 103. Knowledge of and proficiency with musical notation is required. *Enrollment limit: 8 (due to the limitations of the electronic music studio facility) (expected:8). Preference given to Music majors and those planning to major.*

Hour: 9:55-11:10 TR

PEREZ VELAZQUEZ

**MUS 212(F) African Dance and Percussion (Same as AFR 201 and DANC 201)**

(See under DANC 201 for full description.)

TBA

**MUS 213(S) African Dance and Percussion (Same as AFR 206 and DANC 202)**

(See under DANC 202 for full description.)

TBA

**MUS 214(S) Music Theater in World Cultures (Same as ANTH 210 and THEA 215) (D) (W)**

Although the term "music theater" came to prominence in the twentieth-century, expressive forms that synthesize the verbal, plastic, kinesthetic and illusionary arts have existed since antiquity. This is true across cultures worldwide. From Africa to the Americas, Europe, Asia and the Middle East, music, narrative, masquerading, puppetry, costuming, dance and, more recently, electronic media have been integrated in unique ways, giving humankind a crucial apparatus for ritual enactment, religious expression, moral instruction, entertainment and activism. This course surveys a select range of musical-theatrical traditions, including ancient Greek drama, Indian Sanskrit plays, Beijing opera, Japanese Noh theater, Yoruba alarínjo theater, Bollywood and Broadway musicals. We will investigate the role of music theater in society, giving attention to the historical, economic and political contexts that have fostered distinctive genre manifestations. As an EDI course, the overarching aims of the class will be to explore the relationship between ideology and aesthetics, and the role of performance in constructing representations of self and other.

Format:seminar. Evaluation will be based on class participation, three short sequenced writing assignments which will be peer reviewed and revised, a longer final paper, and a final class presentation.

Prerequisites: none. *Enrollment:10 (expected: 10). Preference will be given to sophomores, juniors, or seniors who are current or prospective majors in Music, Theater, Anthropology and Sociology, as well as current and prospective students concentrating in area studies.*

*Not available for the Gaudino or Pass/Fail options.*

Hour: 2:35-3:50 TF

DOSUNMU

**MUS 222(F) Popular Music and Resistance in Africa and the African Diaspora (Same as AFR 223) (W) (D)**

Whether discussing the independence campaigns of African states during the 1950s/60s, the Civil Rights Movement unfolding concurrently in the United States, or 20th century class struggles in the Caribbean and South America, mass-mediated musics have given voice to popular resistance to social, economic, political, racial and cultural disenfranchisement. This course explores popular music as an oppositional tool in Africa and the African Diaspora. A selection of "protest" genres and styles including Afrobeat, Chimurenga, Be-bop, Reggae and Hip-hop will provide case studies for approaching music as politically charged text, allied to specific moments of social change. Relationships between music and Negritude, Pan Africanism, Afrocentrism and other Nationalist ideologies that unify black struggles on all sides of the Atlantic will be examined. However, students will also situate specific case studies within local cultural histories framed by geographical boundaries of nation-state in order to critically explore intersections between genre identity and political discourse. Lectures will make generous use of audio/visual materials.

Format:seminar. Requirements:students will write three short sequenced writing assignments which will be peer reviewed and revised. They will also write a longer final paper, and give a final class presentation. Evaluation will be based on the quality of written work, class participation, and oral presentation.

Prerequisites: none. *Enrollment:10 (expected:10) Preference given to sophomores, juniors, or seniors who are current or prospective majors in Music, as well as current and prospective students concentrating in Africana Studies and Latina/o studies.*

*Not available for the Gaudino or Pass/Fail options.*

Hour: 2:35-3:50 TF

DOSUNMU

**MUS 231(F) (formerly 207) Music in History I: Antiquity-1750**

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Format: lecture/discussion, three meetings per week; field trip may be required. Evaluation will be based on class participation, written assignments, midterm and final exams.

Prerequisites: ability to read music. *Enrollment limit: 15 (expected: 12). Preference given to Music majors or those planning to major.*

*Not available for the Gaudino option.*

Hour: 10:00-10:50 MWF

BLOXAM

**MUS 232(S) (formerly 208) Music in History II: 1750-1900**

A survey exploring the development of music in Western society from the Classical through the Romantic periods. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Verdi, Wagner, and Strauss. Changing musical styles will be examined in conjunction with the aesthetics of the period, with special attention to the use and purpose of music and the role of the musician in society.

Format: lecture/discussion, three days per week. Evaluation will be based on class participation, two papers, class presentations, a midterm, and a final exam.

Prerequisites: ability to read music. *Enrollment limit: 15 (expected: 12). Preference given to Music majors or those planning to major.*

Hour: 10:00-10:50 MWF

M. HIRSCH

**MUS 233(F) (formerly 209) Music in History III: Musics of the Twentieth Century**

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on class participation, two papers, a midterm, and a final exam.

Prerequisites: ability to read music. *Enrollment limit: 15 (expected: 12). Preference given to Music majors or those planning to major.*

*Not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

W. A. SHEPPARD

**MUS 236 (formerly 248) The Romantic Generation (Not offered 2012-2013)**

This course explores the emergence and flowering of musical Romanticism through contextual study of the life and works of Franz Schubert, Frederic Chopin, Robert Schumann, and Franz Liszt. The music of these four composers will be examined in connection with political, social, philosophical, and aesthetic developments of the first half of the nineteenth century. By exploring musical manifestations of such diverse Romantic topics as the sublime, fantasy, myth, the exotic, rebellion, and intersections among music, literature, and painting, students will gain appreciation of the extraordinary complexity and richness of nineteenth-century Romanticism. Musical works to be studied include Lieder, character pieces for piano, chamber music, choral music, opera, and orchestral music.

Format: lecture/discussion. Requirements: evaluation based on class participation, four short papers, an oral presentation, and a final exam.

No prerequisites, however, students should be able to read music. *Enrollment limit: 19 (expected: 15). Preference given to students with demonstrated interest in music.*

HIRSCH

**MUS 238 (formerly 116) Music in Modernism (Not offered 2012-2013) (W)**

The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Format: discussion/lecture. Evaluation will be based on three papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

No prerequisites. *Enrollment limit: 15 (expected: 10).*

W. A. SHEPPARD

**MUS 251 (formerly 240) Introduction to the Music of Duke Ellington (Same as AFR 240) (Not offered 2012-2013) (W)**

This course will survey the career and compositional style of Edward Kennedy (Duke) Ellington (1899-1974). Students will learn to listen to and analyze music from throughout Ellington's five-decade career as a bandleader, composer, arranger, and writer. Particular emphasis will be placed on development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington's importance as a key figure in American cultural history, and the relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will also be discussed.

Requirements: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class of one of Ellington's extended works; midterm and final exams will also be given.

*Enrollment limit: 19 (expected: 10). Preference given to Music majors and Africana Studies concentrators.*

JAFFE

**MUS 252 (formerly 241) Introduction to the Music of John Coltrane (Same as AFR 242) (Not offered 2012-2013) (W)**

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required. Format: lecture. Evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm and final examinations, and a final paper; evaluation partially based on participation in an in-class group analysis presentation, and a final paper involving musical analysis of a Coltrane composition or recorded performance.

Prerequisite(s): Music 103 and/or 203 strongly recommended. Musical literacy sufficient to deal with the material and/or permission of the instructor. *Enrollment limit: 19 (expected: 10). Preference given to musically literate students and Music majors.*

JAFFE

**MUS 261(S) The Saint and the Countess: The Lost Voices of Medieval Women (Same as WGSS 261) (W)**

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Format: seminar. Evaluation based on several short papers and presentations, and a final project and presentation.

Prerequisite: ability to read music useful but not required. *Enrollment limit: 10 (expected: 8) Preference given to current or prospective majors in Music, WGSS, History, and Comparative Literature.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 MR

BLOXAM

**MUS 266T (formerly 206T) Verdi and Wagner (Not offered 2012-2013) (W)**

Born in the same year (1813), Giuseppe Verdi and Richard Wagner stand as the two central figures of nineteenth-century European opera. Their divergent approaches to the genre provoked heated debate that continues today. Both composers not only transformed the operatic forms they inherited, but they also had a significant impact on the cultural and political histories of their emerging nations. Throughout the semester we will juxtapose major works by these composers in order to investigate such topics as opera's relationship to its literary sources; the staging of opera; intersections between opera and film; connections between opera and political context; and biographical influences on the creation of opera. Our final meeting will be devoted to the broader operatic and cultural legacies of these two composers. Focusing on one opera per week, we will study Verdi's *Nabucco*, *Il trovatore*, *La traviata*, *Aida*, *Otello*, and *Falstaff*, and on Wagner's *Tannhäuser*, *Lohengrin*, *Die Walküre*, *Tristan und Isolde*, *Die Meistersinger von Nürnberg*, and *Parsifal*. When possible, this tutorial will include field trips to live performances and/or live HD broadcasts of these operas.

Format: tutorial. Requirements: evaluation will be based on five 5- to 6-page essays and on the quality of the student's critical engagement with the work of his/her tutorial partner.

Prerequisites: previous related course work and/or musical experience is desirable, but is not required; open to all students. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

W.A. SHEPPARD

**MUS 272T (formerly 244T) Music and Meaning (Not offered 2012-2013) (W)**

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"—patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we glean the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Format: tutorial. During the first and last weeks of the semester, students will attend two group classes. In the other weeks, students will meet with the instructor in pairs for a one-hour session. Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks. Evaluation will be based on five papers/presentations, and five responses.

Prerequisites: ability to read music, or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

M. HIRSCH

**MUS 273T(S) Dangerous Music (W)**

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and Totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure

themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment. Part of the Gaudino Danger Initiative, this tutorial course will explore the intersection of music and danger in a broad range of historical, cultural, and global contexts.

Format: tutorial. Requirements: evaluation will be based on participation, five 5- to 6-page papers/presentations, and five 1- to 2-page responses.

Prerequisites: an ability to read music is desirable but not required. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 TF

HIRSCH

### **MUS 275(F) The Romantic Piano Tradition (W)**

This course charts the development of the Romantic piano tradition from its beginnings at the end of the 18th century to the present day. With the more adventurous keyboard works of C.P.E. Bach, Mozart, and Beethoven as our starting point, we will then focus our attention on the "Romantic Generation" of Chopin, Liszt, and Schumann. As the semester progresses we will enter the 20th century with the works of Albeniz, Scriabin, and Rachmaninoff. Along the way, we will also examine the works of overlooked composers such as Alkan, Henselt, and Medtner. Topics for discussion will include the technological development of the piano, Romantic ideals of personal expression, the cult of personality surrounding virtuoso performers, formal and technical innovations of the great pianists, piano pedagogy schools, and the changing landscape of performance practice. Genres studied will include sonatas, etudes, character pieces, transcriptions, fantasies, and concertos. Consultation of historic recordings will constitute a major portion of the curriculum.

Format: seminar. Requirements: evaluation based on regular participation, short biweekly writing assignments, and a final longer writing/presentation project.

Prerequisites: ability to read music. *Enrollment limit: 15 (expected: 10). Preference given to students who are taking or have taken piano lessons, and students with a demonstrated interest in piano music.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 MR

HARINGER

### **MUS 277 (formerly 133) Men, Women, and Pianos (Not offered 2012-2013)**

This course takes the piano, its repertory, and its performers as focal points for a social history of Western music, treating the piano as a locus around which issues of gender, class and race are played out in musical life from the Classical period to our own time. In addition to exploring works by canonical composers such as Mozart, Beethoven and Brahms, we will consider parlor music, virtuoso showpieces, and experimental work by such figures as Louis Moreau Gottschalk, Frank Liszt, and Henry Cowell. The style and technique of a broad range of classical and popular performers will be examined, ranging from Clara Schumann, Vladimir Horowitz, Arthur Rubinstein and Glenn Gould to the phenomena of Liberace and Yanni. Finally, we will analyze several films in which the piano plays a central role, including Robert Rafelson's *Five Easy Pieces* from 1970, and Jane Campion's *The Piano* from 1993.

Format: lecture/discussion. Two meetings per week. Evaluation based on participation, several short papers and quizzes, and a final project.

Prerequisites: ability to read music. *Enrollment limit: 10 (expected: 10). Preference given to students who are taking or have taken piano lessons.*

*Not available for the Gaudino option.*

BLOXAM

### **MUS 278T(F) (formerly 246T) Carmen, 1845-Now (Same as WGSS 248T) (W) (D)**

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammersstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man. This course satisfies the EDI requirement through a critical examination of the way in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts of individual and group identities, encompassing gender and sexuality, nationality, ethnicity, and class are played out.

Format: tutorial. Requirements: After initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. Each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks. Evaluation will be based on the quality of written work, discussions, and oral presentation.

No prerequisites; ability to read music useful but not necessary. *Enrollment limit: 10 (expected: 10). Preference to sophomores and juniors.*

*Not available for Gaudino option.*

Hour: 1:10-3:50 W

BLOXAM

### **MUS 279T (formerly 210T) American Pop Orientalism (Not offered 2012-2013) (W) (D)**

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media, including Hollywood film, television, popular song, Broadway musicals, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *The King and I*, *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

This course satisfies the EDI requirement by considering diversity in relation to the representation of specific minority groups within American popular culture and the attempts by members of those minority groups to participate in mainstream culture. We will also engage with critical theories offered by scholars for understanding the dynamics of these representations and this cultural participation.

Format: tutorial. Evaluation will be based on five 5- to 6-page essays and on the quality of the student's critical engagement with the work of his/her colleagues. Previous related coursework and/or musical experience is desirable, but is not required. *Enrollment limit: 10 (expected: 10). Preference to sophomores and juniors.*

W. A. SHEPPARD

### **MUS 281-288 (formerly 251-258) Individual Vocal and Instrumental Instruction**

Individual lessons in voice, keyboard and most orchestral and jazz instruments offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Music Office. This replaces the need to register online. Registration is for course number 281, with the appropriate section number from the following list. Students will be reassigned to course numbers 281-288 based on the number of semesters of instruction already taken in one particular section.

Specific instrument or voice sections are as follows:

01 Bassoon	11 Organ	21 Trombone
02 Cello	12 Percussion	22 Harp
03 Clarinet	13 Piano	23 Jazz Drums
04 Bass	14 Classical Saxophone	24 Jazz Saxophone
05 Flute	15 Trumpet	25 Jazz Trumpet
06 Guitar	16 Viola	26 Euphonium
07 Harpsichord	17 Violin	27 Tuba
08 Horn	18 Voice	28 African Drumming
09 Jazz Piano	19 Jazz Bass	29 Jazz Guitar
10 Oboe	20 Jazz Vocal	30 Mbirá

Prerequisite: Permission of the individual instructor. Enrollment limits apply to each section based upon availability and qualifications.

Hour: TBA

STAFF

### **MUS 291-298 (formerly 261-268) Chamber Music Workshop**

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching sessions during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz

Chamber Music concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented. For students in continuing departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester.

To register for the course, a student must first contact the Chamber Music Performance Coordinator, fill out a registration contract signed by both the Coordinator and the student, and turn that in to the Music office. This replaces the need to register on line. Students should register for 291 for their first semester enrolled in this course and should use the numbers 291-298 for subsequent semesters.

Format: partial credit fifth course. Evaluation based on preparation for weekly coaching.

Prerequisite: permission of the appropriate Chamber Music staff. *Enrollment limit: 12. Preference given to more advanced students, to be determined by audition as necessary.*

Hour: TBA

STAFF

### 300-LEVEL COURSES

#### **MUS 301 Modal Counterpoint (Not offered 2012-2013)**

Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices—exercises that develop discipline in polyphonic writing, hearing, and thinking. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music of Palestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Bach, Brahms and Debussy. The species exercises will lead to a final composition project, such as the emulation of a motet in sixteenth-century style. Evaluation will be based on written exercises and emulation projects.

Prerequisites: Music 103 or permission of instructor. *Enrollment limit: 19 (expected: 13).*

E. GOLLIN

#### **MUS 305T (formerly 221T) Jazz Ear Training (Not offered 2012-2013)**

This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 and who seek further work in the area of aural development. The focus of the tutorial will be on the development of advanced aural skills specific to the disciplines of jazz performance and arranging/composition.

Its *format* will involve two weekly meetings. In the first, *tutorial pairs* will meet individually with the instructor to present transcriptions of approved improvised solos, which will be thoroughly notated and performed by the students. A critique of both the performance and notation of these transcription projects will be offered by the partnered students for one another, as well as by the instructor, with revisions and corrections incorporated into an edited performance for the entire class the following week. In the other weekly meeting, *all* of the tutorial pairs will meet jointly with the instructor in order to do group assignments involving sight-singing (both rhythmic and melodic), and advanced harmonic and melodic dictation. During these sessions the instructor will offer a critique of the past week's performances as well, based on the following criteria: 1.) *notational technique*, 2.) observations relating to *performance practice*, 3.) how such factors contributed to the evolution of the given soloists' style, and, 4.) *historical significance* of the given performance and its relationship to the overall evolution of the given performer's personal voice.

Format: tutorial. Evaluation based on assessment of weekly assignments as described above.

Prerequisites: Music 203, functional jazz keyboard skills, and permission of the instructor. *Enrollment limit: 10 (expected: 8). Preference given to those students judged by the instructor to be best prepared.*

JAFFE

#### **MUS 306(F) (formerly 308) Orchestration and Instrumentation**

A practical and historical study designed to develop knowledge and skill when working with the instruments of the orchestra, wind ensemble, and other groups. Includes analysis of examples from the literature as well as projects performed and discussed in class.

Evaluation based on assignments, projects, and quizzes.

Prerequisite: Music 104. *Enrollment limit: 10 (expected: 5). Preference given to music majors and composition students.*

Hour: 2:35-3:50 MR

KECHLEY

#### **MUS 307, 308 Composition III, IV**

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 205T, 206T and permission of instructor.

*Enrollment limit: 2 students per instructor for all four courses.*

Hour: This course will be offered in the same time slot as the 200-level composition tutorial (205T or 206T) that is offered in that semester KECHLEY, PEREZ VELAZQUEZ

#### **MUS 309(F) (formerly 217) Jazz Arranging and Composition**

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected. Students must attend small ensemble rehearsals when work is being rehearsed, and end of semester small ensemble recital.

Requirements: project based; students must participate in small ensemble.

Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed.

Prerequisites: Music 203 (formerly 212) and permission of instructor. *Enrollment limit: 5 (expected: 3-5).*

Hour: 1:10-2:25 TF

JAFFE

#### **MUS 371T (formerly 245T) Music Analysis: Music with Text (Not offered 2012-2013) (W)**

The course explores the ways in which musical structure interacts with, can comment upon, and can influence one's reading of a text set to music, and similarly, how texts set to music can exert influence upon and guide one's understanding of the musical structure. Using scenes from Mozart operas and selected songs of the 19th and 20th centuries (by Schubert, Schumann, Brahms and Schoenberg), the course will examine the bearing specific aspects of a text (voice, person, time, alliteration, meter, and so forth) have upon the musical domain, and conversely, how musical structures have the ability to project or allegorize actions in the text. We will observe the often amazing ways composers of texted music use the tonal system to create musical desires—desires that may be fulfilled, withheld, delayed, redirected, and so forth, in ways that enhance, or enact the desires of characters in a drama or poem. In addition to the specific issues involving texted and dramatic works, the course will introduce certain techniques and insights of linear analysis—one of the most profound developments in tonal analysis during the last century. Analysis assignments, based on the student's close study of texted musical works, will offer the opportunity to apply these techniques. The course will also confront the difficult issue of writing about music and will help students define and clearly express ideas about music.

Format: tutorial. Students will attend one weekly group lecture and one weekly tutorial meeting. Grades will be based on five analysis essays/presentations and five critiques of another student's analyses.

Prerequisites: Music 104. *Enrollment limit: 10 (expected: 10). Preference to those with the most theory background (Music 103/104, 201/202).*

E. GOLLIN

#### **MUS 381 (formerly 215) Choral Conducting (Not offered 2012-2013)**

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: Music 103 or 104. *Enrollment limit: 8 (expected: 6). Preference given to upperclasses.*

WELLS

#### **MUS 382(S) (formerly 216) 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, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score

reading, will be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall. Format: lecture/lab. Evaluation will be based on class participation, regular conducting assignments, midterm and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 6 (expected: 2-4). Preference will be given to Music majors.*

Hour: 1:10-2:25 TF

FELDMAN

### **MUS 391, 392, 491, 492 Musical Studies**

Tutorial in nature, this course offers the opportunity for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of music faculty. All such projects require approval of the full music faculty by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. The course includes the following possibilities:

- individual instruction in the performance of literature for voice, piano, organ, or an orchestral instrument at the advanced level. *Additional guidelines for instrumental or vocal lessons for full credit can be secured at the Music Department office and on the Music Department website. Full credit lessons must be approved by the entire music faculty. An audition may be required.*
- jazz arranging and composition;
- advanced studies in jazz improvisation;
- coaching, rehearsal, and performance of instrumental or vocal chamber music;
- advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

*The numbers 391, 392, 491, 492 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 391. These numbers are selected without regard to semester taken or class year of student.*

*Prerequisites: Permission of the instructor and music faculty. (Intended primarily for music majors.)*

*Students must obtain a special form for this course election from the Music Department Office.*

*Note: Music 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.*

Hour: TBA

CHAIR and Members of the Department

### **MUS 394(S) Junior Thesis**

This course involves independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior thesis.

## **400-LEVEL COURSES**

### **MUS 402(S) Senior Seminar in Music: The Music of Béla Bartók**

Béla Bartók's activities—as a composer, a comparative musicologist, a performer, a music editor, an essayist—place him at the center of many intersecting trends and issues prevalent in the early twentieth century (e.g., the rise of nationalism, consciousness of tonality's decline, anxiety about musical 'progress' and the search for new means of musical organization). The course will consider Bartók's music in the light of his many activities, and as a lens through which we can explore both the music that shaped his development (music of Brahms, Strauss, Debussy, Ravel, Beethoven quartets, seventeenth-century Italian keyboard music) and the musical developments that he influenced (music of Messiaen, Lutoslawski, his influence on Jazz). We will employ a variety of means to gain insights into Bartók's work, including the exploration of Hungarian folk repertoire through transcription exercises, examination of manuscript drafts, consideration of Bartók's own writings about music, and so on.

Format: seminar. Requirements: evaluation is based on papers, projects, presentation and class participation.

Prerequisites: MUS 202, 231, 232, 233 and permission of instructor. *Enrollment limit: 19 (expected: 6). Preference given to all senior music majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-3:50 W

GOLLIN

### **MUS 491, 492 Musical Studies**

(See under MUS 391 for full description).

### **MUS 493(F)-W31-494(S) Senior Thesis**

Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

### **MUS 497(F), 498(S) Independent Study**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

## **NEUROSCIENCE (Div. III)**

Chair, Professor NOAH SANDSTROM

Advisory Committee: Professors: P. SOLOMON\*, H. WILLIAMS, ZIMMERBERG, ZOTTOLI\*\*. Associate Professor: N. SANDSTROM. Assistant Professor: LEBESTKY. Lecturer: MARVIN. Affiliated faculty: HANE.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the use of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain implants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

### **THE PROGRAM**

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

*Neuroscience* (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken in the sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Students take this course in the senior year.

### **THE DEGREE WITH HONORS IN NEUROSCIENCE**

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

### **REQUIRED COURSES**

BIOL 101 The Cell

PSYC101 Introductory Psychology

(Both of these courses should be completed by the end of the sophomore year.)

NSCI 201/BIOL 212/PSYC 212 Neuroscience

NSCI 401 Topics in Neuroscience



*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

#### ELECTIVES

Three elective courses are required. At least one elective must be from *Group A* and at least one elective must be from *Group B*. The third elective may come from either *Group A* or *Group B* or the student may wish to petition the advisory committee to substitute a related course.

##### *Group A*

BIOL/NSCI 304 Neurobiology  
BIOL/NSCI 310 Neural Development  
BIOL 407/NSCI 347 Neurobiology of Emotion

##### *Group B*

PSYC/NSCI 315 Hormones and Behavior  
PSYC/NSCI 316 Clinical Neuroscience  
PSYC 317T Nature via Nurture: Explorations in Developmental Psychobiology  
PSYC/NSCI 318/INTR 223 Image, Imaging and Imagining: The Brain and Visual Arts

#### **NSCI 201(F) Neuroscience (Same as BIOL 212 and PSYC 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, lab reports, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students with permission of instructor. *Enrollment limit: 72 (expected: 72). Preference given to sophomores and to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Not available for the Gaudino option.*

Hour: 8:30-9:45 TR Lab: 1-4 M,T,W

N. SANDSTROM and H. WILLIAMS (lecture) MARVIN (labs)

#### **NSCI 304(F) Neurobiology (Same as BIOL 304)**

(See under BIOL 304 for full description.)

ZOTTOLI

#### **NSCI 310(S) Neural Development and Plasticity (Same as BIOL 310)**

(See under BIOL 310 for full description.)

LEBESTKY

#### **NSCI 315 Hormones and Behavior (Same as PSYC 315) (Not offered 2012-2013)**

(See under PSYC 315 for full description.)

N. SANDSTROM

#### **NSCI 316(S) Clinical Neuroscience (Same as PSYC 316)**

(See under PSYC 316 for full description.)

P. SOLOMON

#### **NSCI 318 Image, Imaging and Imagining: The Brain and Visual Arts (Same as INTR 223 and PSYC 318) (Not offered 2012-2013)**

(See under PSYC 318 for full description.)

ZIMMERBERG

#### **NSCI 347 Neurobiology of Emotion (Same as BIOL 407) (Not offered 2012-2013)**

(See under BIOL 407 for full description.)

LEBESTKY

#### **NSCI 397(F), 398(S) Independent Study**

#### **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 to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, retrograde messengers, synaptic plasticity, and learning and memory.

Format: seminar and tutorial meetings. Evaluation will be based on oral presentations, several short papers, and a term paper.

Prerequisites: open only to seniors in the Neuroscience program. *Enrollment limit: 18 (expected: 14).*

*This course is required of all senior students in the Neuroscience program.*

*Not available for the Gaudino option.*

Hour: 7:00-9:40 p.m. M

WILLIAMS

#### **NSCI 493(F)-W31-494(S) Senior Thesis**

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

## PERFORMANCE STUDIES

*Advisory Committee:* Professors: DARROW, D. EDWARDS, EPPEL\*\*, HOPPIN, OCKMAN, W. A. SHEPPARD. Associate Professors: KAGAYA, L. JOHNSON, MLADENOVIC. Assistant Professors: BURTON, JOTTAR (*Coordinator*), SANGARE. Lecturers: BROTHERS, JAFFE\*\*\*.

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Legal Studies, Religion and Theatre. Central concepts and interactions to Performance Studies are: action, the body, presence, ritual, representation, race, ethnicity, gender, sexuality, politics, history and transcultural experience.

Performance Studies strongly suggests that interested students take the introductory course (LATS 230) and two of several recommended upper-level courses (AFR 305, AFR 400, ARTH 408, ARTH 461, LATS 375, WNY 310, or WNY 311).

Currently, the Program's status is as a program without a concentration. However, students can petition and obtain a Performance Studies Contract Mayor. Students are encouraged to do five things: 1) take the introductory course, which in 2009-10 is (LATS 230) Approaching Performance Studies; 2) take two advanced courses which utilizes critical theory in relation to performance, such as (AFR 305) The Hip-Hop Generation; LATS (LATS 330) The Aesthetics of Resistance; (LATS 375) Performance and Its Traces; (WNY 310) Art, Space and the City; (WNY 311) Imagining New York City; (AFR 400) Race, Gender, Space; (ARTH 408) Contemporary Performance Art History: Space, Time, Action; (ARTH 461) Writing About Bodies; 3) try different artistic media, both in the curriculum and beyond; 4) produce projects that are a combination of art and performance with critical thinking about that process; and 5) prepare a portfolio of their work.

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self-reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

#### **AFR 400 Race, Gender, Space (Same as Comparative Literature 369, English 365, and Women's and Gender Studies 400)**

(See under AFR 400 for full description.)

ROBOLIN

#### **ARTH 408 Contemporary Performance Art History: Space, Time, Action (W)**

(See under ARTH 408 for full description.)

CHAVOYA

#### **ARTH 461T Writing about Bodies (Same as INTR 461 and Women's and Gender Studies 461) (W)**

(See under ARTH 461 for full description.)

OCKMAN

**INTR 230 Prelude to Revolt: The Life and Work of Martha Graham**  
(See under INTR 230 for full description.)

DANKMEYER

**JAPN 223(S) Physical Theatre Japan (Same as Theatre 233)**  
(See under JAPN 223 for full description.)

O'CONNOR

**JAPN 276 Premodern Japanese Literature and Performance (Same as Comparative Literature 278)**  
(See under JAPN 276 for full description.)

KAGAYA

**LATS 230 Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)**  
(See under LATS 230 for full description.)

JOTTAR

**LATS 375 Performance and Its Traces (Same as Theatre 375)**  
(See under LATS 375 for full description.)

JOTTAR

**THEA 104 Introduction to World Theatre and Performance (Same as Comparative Literature 104) (D)**  
(See under THEA 104 for full description.)

HOLZAPFEL

**THEA 204 Acting II**  
(See under THEA 204 for full description.)

SANGARE

**THEA 236 Political Theatre Making**  
(See under THEA 236 for full description.)

EPPEL

**THEA 250T Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Women and Gender Studies 250T) (W)**  
(See under THEA 250 for full description.)

HOLZAPFEL

**THEA 305 Costume Design (Same as ArtS 200)**  
(See under THEA 305 for full description.)

BROTHERS

## **PHILOSOPHY (Div. II)**

*Chair, Professor* MELISSA BARRY

Professors: DUDLEY\*, GERRARD, SAWICKI, WHITE\*\*\*. Associate Professors: BARRY\*\*, CRUZ\*\*, MLADENOVIC. Assistant Professors: MCPARTLAND\*\*. Visiting Assistant Professor: J. PEDRONI. Mellon Post-Doctoral Fellow: SHADDOCK.

To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice. The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

### **MAJOR**

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle's physics or biology, among philosophers there continue to be champions of Aristotle's metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches in philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

A total of nine courses is required for the major in Philosophy. There are both a new and old set of requirements. Students in the class of 2014 and later must meet the new set; students in earlier classes may choose to meet the old or new set.

The new set has four required classes and five electives. The required classes are: any 100-level philosophy course, Philosophy 201 (History of Ancient Philosophy), Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The five electives will be structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. In addition at least one of the electives must be a tutorial. The tutorial may also count toward the distribution requirements if it is designated in the course catalog as fitting into one of the three areas. We recommend that prospective majors take Philosophy 201 and 202, Philosophy 203, and a tutorial in philosophy, by the end of their sophomore year. Cross-listed courses and courses taught at other institutions will not count towards the distribution requirement. Up to two courses cross-listed with other departments at Williams, or taught at other institutions (and approved by the Williams department), may be counted toward the philosophy major.

In the old set of requirements students are required to take 101 and 102, Philosophy 401, and six electives. Students wishing to meet the old set who have taken 101 and not 102 must take a Metaphysics and Epistemology course; students who have taken 102 and not 101 must take a Value Theory course.

### **THE DEGREE WITH HONORS IN PHILOSOPHY**

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form either of independent work culminating in a senior essay or thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. Juniors interested in pursuing honors should so inform the Department Chair no later than mid-April. The independent-study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period (maximum 40 pages) or a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work. The directed-study route to honors requires the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (10 pages or longer) written for philosophy courses they have taken. Students should register for a directed study over their senior year winter study and work with an advisor on the paper revisions. A recommendation for graduation with honors will be made on the basis of the scope of the student's course work, the quality of the student's participation in Philosophy 401, and the thoroughness, independence, and originality reflected in the submitted papers.

### **PHIL 112(F) Philosophy and Human Nature (W)**

What, if anything, makes us human? Are we fundamentally rational or spiritual? Natural or social? Free or determined? Can we change what and how we are? Or is our nature fixed? Are we basically self-interested or other directed? Do men and women share one nature? Is there a fundamental purpose to human life? Can philosophers help us answer any of these questions today? Or have philosophical accounts of nature been surpassed by those found in the natural and social sciences? In this course we critically examine influential philosophical accounts of human nature found in the works of figures such as Plato, Aristotle, Confucius, Aquinas, Hume, Marx, Nietzsche, Freud, Sartre, Beauvoir, and Foucault. Readings from the natural and social sciences may also be included.

Format: lecture/discussion. Requirements: frequent short papers (some graded, some p/f), class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 8:30-9:45 TR

SAWICKI

### **PHIL 114(S) Freedom and Society**

Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it remains central in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In this course, we will consider these questions by reading Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. We will then turn to the question: Do we achieve freedom for all in our society today? We will read G.W.F. Hegel and Karl Marx on the issue of whether workers are free, and Simone de Beauvoir on whether women are free.

Format: lecture and discussion. Requirements: a number of short position papers and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first- and second-year students.*

Hour: 9:00-9:50 MWF

SHADDOCK

### **PHIL 115 Personal Identity (Not offered 2012-2013) (W)**

Through lectures, discussions, close readings and assigned writings, we will consider some of the variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy: metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. Conceptions of person are equally important for scientific research programs (especially in psychology), for Law, and for the arts (especially mimetic arts). Questions about persons are thus of central importance for a

myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and other people? What makes me the particular person that I am, and how is my identity as this individual person preserved over time?

While addressing these questions through lectures and class discussions, the course will place special emphasis on developing students' intellectual skills in the following domains: close, analytical reading; recognizing, reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments; writing clear, polished, well-argued papers.

Format: lecture/discussion. Requirements: class attendance, preparedness and participation; small group meetings; weekly short writing assignments.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). In case of overenrollment, preference will be given to first-year students and sophomores.*

*Not available for the Gaudino option.*

MLADENOVIC

#### **PHIL 116 Mind and Knowledge (Not offered 2012-2013) (W)**

An introduction to philosophy through two of its central themes, the nature of the mind and the limits of knowledge. Topics include skepticism, the mind/body problem, reason, knowledge of the external world, and subjectivity. Our discussions will range over historical and contemporary works, and will draw from both Western and Eastern philosophical traditions. Throughout we will pay special attention to whether and to what degree science sheds light on these issues.

Format: seminar. Requirements: active participation; five (4-6 page) essays.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

CRUZ

#### **PHIL 117(S) Arguing about God (W)**

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's *Pensees*, and look at William James' related article, "The Will to Believe". The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil". We will examine this issue in Hume's *Dialogues Concerning Natural Religion*, classic sources and contemporary articles.

Students should be aware that, in the classic tradition, this class resembles a logic course.

Format: seminar. Requirements: frequent short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 12:00-12:50 MWF

GERRARD

#### **PHIL 121(FS) Trust, Goodness and Beauty (W)**

In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Format: seminar. Requirements: attendance, frequent short papers totaling about 30 pages, class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students and potential Philosophy majors.*

Hour: 11:00-11:50 MWF

11:00-11:50 MWF

First Semester: WHITE

Second Semester: WHITE

#### **PHIL 122(F) Philosophical Approaches to Contemporary Moral Issues (W)**

In this course we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues and in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, famine relief, abortion, capital punishment, terrorism and torture, food ethics, environmental ethics, and the like. Writing assignments will employ a "target essay" approach that involves writing groups in which students share their work with each other. For each issue we cover in class, one student in each group will write a five to seven page "target essay" on an assigned topic; all of the remaining members of each group will then read that essay and write a two page response to it. Depending on the number of students in the class, each person will write either one or two target essays, as well as four or five response essays throughout the course of the term. In addition, students will be required to substantially revise and expand one target essay in light of the peer response papers and written comments from the instructor, and to submit it as a final paper for the course.

Format: lecture/discussion. Requirements: class attendance and participation, four or five short response papers (h/p/f, 2 pages each), one or two target essays (graded, 5-7 pages each), and one revised final essay (7-10 pages).

No prerequisites; open to all. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 10:00-10:50 MWF

J. PEDRONI

#### **PHIL 123(FS) Objectivity in Ethics (W)**

It is often claimed that morality is subjective or just a matter of opinion. In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Format: seminar. Requirements: attendance; participation in discussion; short response papers; three 5- to 6-page papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 11:20-12:35 TR

11:20-12:35 TR

First Semester: BARRY

Second Semester: BARRY

#### **PHIL 124 (formerly 109T) Skepticism and Relativism (Not offered 2012-2013) (W)**

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious.

But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? (Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?)

In this seminar, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure?

Format: seminar. Requirements: four 1500-2000 word essays.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to sophomores and first-year students.*

CRUZ

#### **PHIL 126(FS) Paradoxes (W)**

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand-I don't know what she wants with all this sand, but I'm starting to worry about that girl-there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the

logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's Problem, and the Prisoner's Dilemma.

This is an introductory course.

Format: seminar. Requirements: several short writing assignments and a longer final paper

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first- and second-year students.*

Hour: 1:10-2:25 MR

1:10-2:25 TF

First Semester: MCPARTLAND

Second Semester: MCPARTLAND

### **PHIL 201(F) History of Ancient Greek Philosophy (Same as CLAS 203)**

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Format: lecture/discussion. Requirements: short papers, possibly supplemented by one or more exams.

No prerequisites; open to first-year students. *Enrollment limit: none (expected: 20-40).*

Hour: 11:00-12:15 MWF

MCPARTLAND

### **PHIL 202(S) History of Modern Philosophy**

A survey of 17th- and 18th-century philosophy with a focus on the major metaphysical and epistemological writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. This active and exciting historical span is the source of many contemporary philosophical approaches and themes, and it continues to attract scholarly interest in its own right. Topics include the natures of mind and body, the physical world, freedom, and human knowledge and the rise of mechanistic science.

Format: lecture. Requirements: weekly short writing assignments, three self-scheduled 24-hour essay exams.

Prerequisites: ?. *No enrollment limit (expected: 15-20). Preference given to ?.*

Hour: 8:30-9:45 TR

CRUZ

### **PHIL 203(S) (formerly 103) Logic and Language (Q)**

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Format: lecture/discussion. Requirements: a midterm, a final, frequent homework and problems sets.

No prerequisites. *No enrollment limit (expected: 50-80).*

[Contemporary Metaphysics and Epistemology]

Hour: 10:00-10:50 MWF

GERRARD

### **PHIL 204(F) Hegel and Marx**

Hegel's Idealism and Marx's Materialism are two of the most significant and influential theories on modernity. Both emphasize the historical and cultural contexts of our modern epistemic, moral, civic, social, economic, and religious practices. Yet Hegel aims to justify our modern forms of life on the grounds that they make us free, while Marx criticizes them for alienating us from ourselves, one another, and the world. In this course, we will read selections from Hegel's *Phenomenology of Spirit* and *Philosophy of Right*. We will read selections from Marx's early writings, his masterwork *Capital*, and his more popular *Communist Manifesto*. Our aim will be to comprehend and critically evaluate Hegel's and Marx's competing theories on modernity.

Format: seminar. Requirements: a number of short position papers and a term paper.

Prerequisites: History of Modern Philosophy or consent of the instructor. *Enrollment limit: 19 (expected: 19). Preference given to Philosophy majors.*

Hour: 2:35-3:50 MR

SHADDOCK

### **PHIL 205 (formerly 201) Continental Philosophy: Reading the Critics of Reason (Not offered 2012-2013)**

Nineteenth- and twentieth-century European philosophy gave rise to an astounding number of brilliant thinkers (including Kierkegaard, Nietzsche, Heidegger, Arendt, Lacan, Adorno, Gadamer, Habermas, Irigaray, Deleuze, and Derrida), who in turn initiated an equally astounding number of important philosophical movements (including existentialism, structuralism, critical theory, hermeneutics, French feminism, and post-structuralism). Fortunately, this bewildering diversity comprises a recognizable tradition in virtue of a common theme: the relentless critique of the conceptions and projects of reason inherited from the Enlightenment, Kant, and Hegel. Unfortunately, because many of these critiques are written in ways that attempt to undermine and transform our notions of rationality, they can be maddeningly difficult to read.

This course will introduce students to continental philosophy through guided readings of these challenging texts aimed at developing students interpretative skills.

Format: lecture/discussion. Requirements: several short papers, final 8- to 10-page paper, regular attendance and participation

No prerequisites. (Philosophy 102 recommended). *Enrollment limit: 15 (expected: 10-15).*

*This course is part of the Critical Reasoning and Analytical Skills initiative.*

SAWICKI

### **PHIL 206 (formerly 202) Philosophy of Language and Philosophy of Mind (Not offered 2012-2013) (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: at least one Philosophy course or permission of the instructor. *Enrollment limit: 19 (expected: 12-18). Preference given to Philosophy, Psychology, and Computer Science majors and Cognitive Science concentrators.*

[Contemporary Metaphysics and Epistemology]

CRUZ

### **PHIL 209 Philosophy of Science (Not offered 2012-2013)**

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive.

The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view—especially those of Popper, Lakatos, Kuhn and Feyerabend—and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Format: seminar, with a short lecture component in each class. Requirements: class attendance, preparedness and participation; two short assignments; three 5-page papers; class presentation.

Prerequisites: one philosophy course (excluding courses focusing exclusively on moral and political theory, or on aesthetics); or declared major in a natural

science; or consent of the instructor. *Enrollment limit: 19 (expected: 10-15). In case of overenrollment, preference will be given to declared and intended Philosophy majors.*

[*Contemporary Metaphysics and Epistemology*]

MLADENOVIC

**PHIL 210 Philosophy of Social Sciences (Not offered 2012-2013) (W)**

Is it possible to have scientific knowledge of human thought, feelings, behavior, social life and history? If so, is that knowledge importantly different in kind or in rigor from the knowledge we have of natural phenomena? Do social sciences legitimately employ different methodology than natural sciences? If so, what is that methodology, is there a single one, and what is the cognitive goal it serves? If not, could social sciences improve their scientific credibility by emulating the methodology of natural sciences? To answer these questions, we will discuss some of the following issues in the philosophy of social sciences: nature of 'social facts' and social reality; holism vs. reductionism; teleological, functional and structural explanations; theory formation, evidence, and the role of values in social science; the relationship between knowers and the known; and some issues concerning agency, rationality, intentionality and understanding. The readings will include Mill, Dilthey, Durkheim, Weber, Hempel, Rudner, Nagel, Popper, Winch, Taylor, Geertz, Rosenberg, MacIntyre, Hacking, Longino, Nelson, Wylie, and other contemporary philosophers of social sciences.

Format: lecture/discussion. Requirements: class participation, 8 short weekly response papers (1-2 page), three longer (5 page) papers.

Prerequisites: Philosophy 101 or 102 or 103; or consent of the instructor. Philosophy 209 is highly recommended. *Enrollment limit: 19 (expected: 10-15).*

*Preference given to philosophy majors, students who have taken Philosophy 209, and students who demonstrate serious interest in the course.*

MLADENOVIC

**PHIL 212(S) Ethics and Reproductive Technologies (Same as WGSS 212) (W)**

(See under WGSS 212 for full description.)

J. PEDRONI

**PHIL 213T(F) Biomedical Ethics (W)**

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," therapy vs. research, and enhancement vs. therapy. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned. Students will meet with the professor in pairs for approximately one hour per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks.

Format: tutorial. Evaluation will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to declared and prospective philosophy majors and students committed to taking the tutorial.*

[*Contemporary Value theory*]

Tutorial meetings to be arranged.

PEDRONI

**PHIL 217(S) Philosophy of Animal Life (W)**

This course will investigate the nature of non-human animals and our relationship to them. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and moral inquiry. Topics will include animal minds and cognition, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, and pets and happiness.

Format: seminar. Requirements: five 5- to 7-page essays.

No prerequisites. *Enrollment limit: 19 (expected: 14-19). Preference given to students with at least one previous philosophy course.*

[*Metaphysics & Epistemology*]

Hour: 1:10-3:50 W

CRUZ

**PHIL 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as COGS 222 and PSYC 222)**

(See under COGS 222 for full description.)

CRUZ

[*Contemporary Metaphysics and Epistemology*]

**PHIL 225 Classics in Western Feminist Thought (Same as WGSS 225) (Not offered 2010-2011) (W)**

(See under WGSS 225 for full description.)

SAWICKI

**PHIL 227 Death and Dying (Not offered 2012-2013) (W)**

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Format: lecture/discussion. Requirements: class attendance and participation, periodic short essays (3 or 4 total, 2-3 pages each), two mid-length papers (5-7 pages each); possible experiential learning component.

No prerequisites. *Enrollment limit: 19 (expected: 10-15).*

[*Contemporary Value theory*]

J. PEDRONI

**PHIL 228 Feminist Bioethics (Same as WGSS 228) (Not offered 2012-2013) (W) (D)**

In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues. As a course offered under the Exploring Diversity Initiative, this class is designed to improve students' ability to recognize both the existence and the effects of gender disparities within the health care context, and in particular, how power and privilege within and beyond medicine contribute to gender inequalities in health and medical treatment. Moreover, students will theorize about ways of conceptualizing and of reforming health care interactions in order to reduce or eliminate those gender inequalities.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pp. each), one oral presentation, and periodic short writing assignments (four or five, app. 2 pp. each).

No prerequisites, although previous coursework in Women's, Gender and Sexuality Studies is desirable; not open to first-year students. *Enrollment limit: 19 (expected: 8-10). Preference given to Women's, Gender and Sexuality Studies and Philosophy majors.*

[*Contemporary Value theory*]

J. PEDRONI

**PHIL 231(F) Ancient Political Thought (Same as PSCI 231)**

(See under PSCI 231 for full description.)

**PHIL 232(F) Modern Political Thought (Same as PSCI 232)**

(See under PSCI 232 for full description.)

EPHRAIM

**PHIL 235T Morality and Partiality: Loyalty, Friendship, Patriotism (Not offered 2012-2013) (W)**

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people—such as friendships, familial ties, love, patriotism—seem to be ethically desirable, central to the quality of our lives, and yet *prima facie* in tension with the widely

held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression? Format: tutorial. Requirements: tutorial pairs will meet with the instructor for one hour a week; each student will write a 5-page paper every second week, and comment on the tutorial partner's paper on alternate weeks; no final paper; the final grade will be based on the cumulative quality of papers (which will not be individually graded), quality of the responses to the tutorial partner's written work, preparedness for tutorial meetings, quality of oral contribution, and overall progress in the course; I will meet individually with each student for a midterm evaluation.

No prerequisites; open to first-years. *Enrollment limit: 10 (expected: 10). Preference given to Philosophy majors and then to sophomores.*

*Not available for the Gaudino option.*

*[Contemporary Value Theory]*

MLADENOVIC

### **PHIL 236 Contemporary Ethical Theory (Not offered 2012-2013) (W)**

Is sacrificing an individual's welfare for the sake of the community ever justified, or does each individual have an inviolable status that must be respected? Should moral considerations always take priority over personal projects and intimate relationships, or are there some spheres in which we should be free to pursue our goals without concern for morality? We will explore these and related questions by systematically comparing the two dominant ethical theories of the 20th century, consequentialism and deontology. While both theories find their roots in earlier thinkers—consequentialism in Mill and Sidgwick, deontology in Kant—our focus will be on contemporary developments of these views. After examining these approaches in depth, we'll turn our attention to recent theories that attempt to transcend the distinctions that divide consequentialist and deontological views. Readings include works by Bentham, Mill, Nozick, Railton, Brink, Williams, Wolf, Taurek, Rawls, Smart, Scheffler, Nagel, Kant, Kamm, Quinn, Kagan, Ross, and Scanlon. This is a writing intensive course.

Format: lecture/discussion. Requirements: several short response papers; an 8- to 10-page midterm paper; a 10- to 12-page final paper.

Prerequisite: Philosophy 101, Philosophy 102, or permission of the instructor. *Enrollment limit: 19 (expected: 10-15). Preference will be given to Philosophy majors.*

BARRY

### **PHIL 238T(F) Just War Theory, Terrorism, and Weapons of Mass Destruction (Same as PSCI 237) (W)**

What is generally known as Just War Theory (JWT), first clearly formulated by Augustine and then developing both theistic and non-theistic variants, is currently challenged by terrorism, torture, and weapons of mass destruction. Participants on this tutorial will review prominent current forms of JWT, examining how each deals or can be adapted to deal with these challenges. Participants will aim to discover, or perhaps in part to develop, the currently best available theory concerning the political ethics of torture, terrorism, counterterrorism, and the production and uses of weapons of mass destruction.

Format: tutorial. Requirements: tutorial papers and responses to partners' tutorial papers, in alternating weeks; participation in tutorial discussions.

Prerequisite: any Philosophy course, Political Science 203, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference to Philosophy and Political Science majors and potential majors.*

*[Contemporary Value Theory]*

Tutorial meetings to be arranged.

WHITE

### **PHIL 271T Woman as "Other" (Same as WGSS 271T) (Not offered 2012-2013) (D) (W)**

At mid-century, Simone de Beauvoir, existential philosopher and perhaps the greatest feminist theorist of the twentieth century, described woman as "living in a world where men compel her to assume the status of the Other." At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given their objectification, can women become subjects for themselves? Is authenticity even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self-other relations possible? In our efforts to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of writings by Beauvoir (including autobiography and biography), as well as philosophers responding to her—Frantz Fanon, Luce Irigaray and Judith Butler.

Format: tutorial. Students will work in pairs. Requirements: each student will write and present orally a 5-page essay every other week. Students not presenting essays will prepare oral critiques of their partners' essays. Evaluation will be based on written work, oral presentations of essays, and oral critiques.

Prerequisites: one course in either Philosophy or Women's, Gender and Sexuality Studies. *Enrollment limit: 10 (expected: 10). Preference given to current and prospective Philosophy and Women's, Gender and Sexuality Studies majors.*

*[History]*

SAWICKI

### **PHIL 272T(F) Free Will and Responsibility (W)**

In moral and legal decisions we hold people responsible for their deliberate actions. This practice seems justified as long as people are free to make the choices that they do. But which criteria must a decision meet in order to qualify as free? Clearly, a free decision must not be the result of external coercion. But must the decision also be free from any outside influence at all? If so then freedom may seem impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specific features of our genetic endowment and social environment including religion, political ideology, and advertising. These affect not only our particular choices but also, more fundamentally, who we are and what we value. Since it is undeniable that we are pervasively influenced by such forces, the real question is whether, and how, free choice is possible amidst all of these influences. In this course we will examine the best-known recent philosophical attempts to make sense of the nature of free will and responsibility. Since these issues have a direct bearing on which theory of legal punishment we should accept, we will also examine influential theories of punishment. Our focus will be on works by contemporary authors. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Format: tutorial; students meet with the instructor in pairs for roughly an hour each week. Requirements: each student will write a 5- to 6-page paper every other week (6 in all) and comment on his or her tutorial partner's paper in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Prerequisite: a 100-level philosophy course, PHIL 201, or PHIL 202. *Enrollment limit: 10 (expected: 10). Preference will be given to current and prospective Philosophy majors and students committed to taking the tutorial.*

*Look up Course Attribute Value (Alt+5)*

*[Metaphysics & Epistemology]*

Tutorial meetings to be arranged.

BARRY

### **PHIL 274T Messing with People: The Ethics of Human Experimentation (Not offered 2012-2013) (W)**

From the now infamous Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments, to lesser known but equally important landmarks in research ethics—such as the Willowbrook experiment, in which residents of a state home for mentally retarded children were intentionally infected with a virus that causes hepatitis, and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new, inexpensive lead paint removal procedure by offering to low-income parents of young children reduced-rate housing in lead-abated units and testing those children for lead exposure—in this sophomore tutorial we will closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern human subjects research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. Specific issues will include the ethics of placebo research, deception in research, studies of illicit/illegal behavior, genetic research, experimentation with children, pregnant women and fetuses, and persons with diminished mental capacity, among other topics. Students will meet with the professor in pairs for approximately one hour per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on their partners' essays in alternate weeks.

Format: tutorial. Evaluations will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to prospective philosophy majors and students committed to taking the tutorial.*

*[Contemporary Value theory]*

J. PEDRONI

### **PHIL 280 Frege, Russell, and the Early Wittgenstein (Not offered 2012-2013)**

The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*.

While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave



himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

Format: seminar. Requirements: two short papers (5 pages) and one longer final paper (12-15 pages).

Prerequisite: Philosophy 102. *Expected enrollment: 12-15. Preference give first to Philosophy majors, and then to seniors and juniors of any major.*  
GERRARD

### **PHIL 281T Philosophy of Religion (Same as REL 302) (Not offered 2012-2013) (W)**

Our goal in this course will be to try to determine how far reason can justify belief in God. We will spend at least half of the semester examining the best-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). For each one, we will first look at historically important formulations of the argument and then turn to contemporary reformulations. Our aim will be to identify and then evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. In the final section of the course we shall examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.

Format: tutorial; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing. Requirements: students meet with the instructor in pairs for roughly an hour each week; each student will write a 5- to 6-page paper every other week (six in all) and comment on his or her tutorial partner's paper in alternate weeks.

Prerequisite: Philosophy 101 or 102, or permission of the instructor. *Enrollment limit: 10 (expected : 10). Preference will be given to current and prospective philosophy majors.*

BARRY

### **PHIL 282 The Turn to Religion in Post-Modern Thought (Same as JWST 280 and REL 303) (Not offered 2012-2013) (W)**

(See under REL 303 for full description.)

HAMMERSCHLAG

### **PHIL 288 Embodied Mind: A Cross-Cultural Exploration (Same as REL 288) (Not offered 2012-2013)**

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Format: seminar. Requirements: regular practice of meditation, a class presentation, a short essay (6p) and a long final research paper (15 p.).

Prerequisites: some background in either psychology, cognitive sciences, philosophy or permission of the instructor. *Enrollment limit: 18 (expected: 12). Selection on the basis of relevant background.*

[Contemporary Metaphysics and Epistemology]

CRUZ and DREYFUS

### **PHIL 289T(S) Socrates (Same as CLAS 289)**

Socrates was executed in 399 BCE on the charges of impiety and corruption of the youth of Athens. Apparently he corrupted the youth by engaging with them in philosophy. In this class, we will attempt to carry on the noble tradition of corruption by philosophy. We will read works by three of Socrates' contemporaries: Aristophanes, Xenophon, and especially Plato. Through an examination of these works, we will try to get some feeling for what Socrates' controversial positions and his arguments for these positions may have been. While he never wrote any philosophical works of his own, Socrates is one of the most influential thinkers in the western tradition. His thought influenced the thought of subsequent generations of philosophers. In fact, Socrates seems to have been thought of as a kind of intellectual saint in the Hellenistic world. The stoics and skeptics both claimed a Socratic imprimatur for their own thought. Stoicism and skepticism, however, are wildly divergent schools of thought. How could proponents of each be claiming to follow in the footsteps of Socrates? We will read some representative works from each of these schools of thought to see how each approaches Socrates. If time permits, we may also look at how the figure of Socrates has been thought about in the works of more modern thinkers.

Format: tutorial. Requirements: five tutorial papers and a final paper.

Prerequisites: ?. *Enrollment limit: 10 (expected: 10). Preference given to first- and second-year students; some preference will be given to prospective Philosophy and Classics majors.*

Cannot be taken on a pass/fail basis.

[History]

Tutorial meetings to be arranged.

MCPARTLAND

### **PHIL 291T(S) Violence: Its Trajectory and Its Causes (W)**

This tutorial examines Steven Pinker's *The Better Angels of our Nature. Why Violence Has Declined* (2011). We focus first on the controversial theses that—despite two world wars and the Holocaust—the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the book's explanations of the factors it identifies as leading us to be violent—our “inner demons”—and as curbing our violence—our “better angels.”

Format: tutorial. Requirements: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference to Philosophy majors and potential majors.*

[Contemporary Value Theory]

Tutorial meetings to be arranged.

WHITE

### **PHIL 294T Philosophy and Narrative Fiction (Same as COMP 294) (Not offered 2012-2013) (W)**

What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be *about* a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to “get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize.” If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly *say*, and moreover *prove*, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self.

To properly address a number of interrelated questions concerning philosophy *in* literature and film, and philosophical problems *of* meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life.

The works to be discussed and analyzed in the tutorial meetings will be by some of the following writers and directors: Kafka, Dostoyevsky, Sartre, de Beauvoir, Camus, Thomas Mann, Borges, Kundera, Eco, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel and Kubrick. The theoretical aspect of the course will involve close readings of selected articles in contemporary philosophy of language, mind and action; in contemporary philosophy of literature and philosophy of film; and in contemporary narratology.

Format: tutorial, involving a three-way discussion among tutorial partners and the instructor. Requirements: all students will attend Monday evening film screenings and discussions. Tutorial pairs will meet with the instructor for one hour a week; each student will write a 5-page paper every second week, and comment on the tutorial partner's paper on alternate weeks.

No prerequisites; open to first year students. *Enrollment limit: 10 (expected: 10). In the case of overenrollment, preference will be given to students seriously*



committed to the course; among them, to students who are considering a major in Philosophy, in Comparative Literature or in Literary Studies, and to students especially interested in film.

[Contemporary Value Theory]

MLADENOVIC

**PHIL 301 Textual Meaning and Interpretation (Not offered 2012-2013) (W)**

Early philosophy of language focused on meaning of assertions, denials and descriptions. However, this approach is too narrow, since people use language to do a myriad of things: to ask, demand, promise, praise, blame, threaten, command, insinuate, evoke, express feelings, and sometimes just to play. The philosophical study of what we do in language, and how we understand one another, is called pragmatics; within the analytic tradition, the main philosophical contributions to the study of pragmatics in language came from Peirce, Wittgenstein, Austin, Grice and Searle. Other philosophers and literary theorists have used some of their ideas recently to throw light on the nature of textual meaning and the interpretation of literary texts. We shall first explore the salient features of the pragmatic approaches to language, paying special attention to Austin's notion of illocutionary force and Grice's notion of non-natural meaning. We will then examine how these notions may be exploited in the consideration of various long-standing issues in the theory of literary interpretation. We will discuss the importance of specific genre conventions and broader contextual matters to the interpretation of literary texts (along the lines suggested by Quentin Skinner); the possibility of using intention to rule out mistaken and arrive at acceptable interpretations, if not a single correct interpretation (a possibility denied by such relativists as Stanley Fish); the use and meaning of metaphors; and the host of questions surrounding the "intentional fallacy" (the alleged result of invoking authorial intention to determine textual meaning).

Format: seminar. Requirements: class participation, 10 short weekly response papers, and 2 longer (5-7 page) papers.

Prerequisites: Philosophy 102 or 103. Enrollment limit: 19 (expected: 6-10). Open to all students, preference given to philosophy majors.

MLADENOVIC

**PHIL 304T Authenticity: From Rousseau to Poststructuralism (Not offered 2012-2013) (W)**

The eighteenth-century aesthete Edward Young once asked: "Born originals, how comes it to pass we die copies?" In the same century Jean-Jacques Rousseau responds to this question by charting the individual's "fall" into society; that is, into artifice, hypocrisy, vanity, and conformism. This tutorial begins with Rousseau's reflections on authentic individuality as they are developed in several of his works. We then trace the idea of authenticity (as an aesthetic and ethical category) in both literary and philosophical texts associated with romanticism, existentialism, critical theory, psychoanalytic theory, and posthumanism. We conclude with recent challenges to the coherence, viability, and value of the ideal of authenticity as it applies not only to individuality, but also to group identities. Themes and questions investigated include the following: (1) Must "authenticity" refer to some notion of an innate core or deep self? Are there other terms in which we can imagine "being ourselves"? (2) Does being authentic require that one defy social conventions or is it compatible with adopting conventional roles? (3) What impact do consumerism, mass media and contemporary technologies (particularly human-machine couplings and nanotechnology) have on thinking about authenticity? Students will work with partners. Each student will write and present orally an essay of 5-6 pages every other week on an assigned topic in the reading for that week and serve as a commentator on alternate weeks.

Format: tutorial. Evaluation will be based on written work, oral presentation of essays, and critiques.

Prerequisite: one course in Philosophy or permission of instructor. Enrollment limit: 10 (expected: 10).

Not available for the Gaudino option.

[History]

SAWICKI

**PHIL 305 Existentialism and Phenomenology (Not offered 2012-2013) (W)**

According to Jean-Paul Sartre, the only philosopher to ever refer to himself as an "existentialist," existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau-Ponty, and Richard Wright, Ingmar Bergman and Jean-Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind-body relationship, freedom, authenticity, and absurdity.

Format: seminar. Requirements: short critical response papers, occasional short class presentations based on outlines of the text, and three 5- to 6-page papers. Students will be required to re-write one of the three papers in lieu of a final exam.

Prerequisites: Philosophy 101 or 102 or 240 or 271T or 304T or permission of instructor. Enrollment limit: 19 (expected: 10-15). Preference given to majors and those considering a major in philosophy.

[History]

SAWICKI

**PHIL 308 Wittgenstein's Philosophical Investigations (Not offered 2012-2013)**

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived—passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20- and 21st-century philosophy and intellectual culture, any book which contains the remark, "if a lion could talk, we could not understand him," deserves serious attention.

Format: seminar. Requirements: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages).

Prerequisites: Philosophy 102. Enrollment limit: 19 (expected: 12).

GERRARD

**PHIL 309 Kant (Not offered 2012-2013)**

This course will provide an intensive study of the philosophy of Immanuel Kant. Kant's transcendental idealism is profoundly important: it constitutes a challenge to rationalist metaphysics, a response to Hume's empiricist skepticism, and systematically integrates epistemology, ethics, and aesthetics in a way that has shaped modern Western thought. It is also profoundly difficult: more than 200 years after its development, there is still vehement disagreement not only over whether or not Kant was right, but over what Kant actually said. In this course our goal will be to understand Kant's philosophy as a systematic whole, in terms of the tight-knit relationships that bind all his ideas into one comprehensive vision. We will attempt to understand what Kant said and why, how it is important, and the extent to which it is right. We will read significant portions of all three of Kant's most important works (the *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment*), and may occasionally make use of secondary literature. Requirements: several short assignments; final paper of 12-15 pages.

Prerequisites: Philosophy 102. Expected enrollment: 5-15.

DUDLEY

**PHIL 315 Kant's Critique of Pure Reason (Not offered 2012-2013) (W)**

A close examination of Kant's *Critique of Pure Reason*, arguably the most important work in the Western philosophical tradition. We will read the *Critique* in its entirety and will occasionally make use of secondary literature.

Format: seminar. Requirements: active participation; several short writing assignments; final paper of 12-15 pages.

Prerequisites: any introduction to philosophy course. Enrollment limit: 19 (expected: 10). Preference given to Philosophy majors.

[History]

CRUZ

**PHIL 318 Necessity and Possibility (Not offered 2012-2013) (W)**

You are reading this course description right now. However, it seems true to say that you might have been doing something else, something more fun, instead. In other words, while it is true that you are reading, it doesn't seem to be necessary that you are reading. It seems to be possible for you to be doing something else. On the other hand, some claims seem to be necessarily true. For example, it seems to be necessary that anything that is reading this description exists, and it seems to be necessary that two plus two is equal to four. In other words, it is impossible that two plus two be anything other than four, or that something read without existing. Furthermore, while there are some things about you that seem to be accidental, other things about you seem to be essential. You might not have been a Williams student, on the other hand I don't think that you could have been a goldfish. While being a Williams student seems accidental to you, being human seems to be part of your essence. But what is it for a claim to be necessary? Is necessity a matter of the way that we think about the world, or is necessity a feature of reality independently of the way we think of it? If necessity is a feature of reality, what sort of feature is it? What is it for a feature to be essential to a thing? In this course, we will examine a series of questions about necessity and possibility raised in contemporary metaphysics, logic, and philosophy of language. Central readings in the class will be drawn from the work of Bertrand Russell, Gottlob Frege, Rudolf Carnap, W. V. O. Quine, Saul Kripke, David

Lewis, David Kaplan, and Kit Fine. This class will be quite technical, and it is strongly recommended that students have a familiarity with first-order logic. Format: seminar. Requirements: several short response pieces, two 10-page papers that will involve substantial revision in light of instructor feedback, active participation in seminar meetings.

Prerequisites: Philosophy 102 or permission of instructor. It is strongly recommended that students have also taken Philosophy 103 (Logic) or an equivalent class. *Enrollment limit: 15 (expected: 10-15). Preference given to Philosophy majors.*

MCPARTLAND

### **PHIL 320(S) Recent Continental Feminist Theory (Same as WGSS 321) (D)**

This course explores developments in recent feminist thought influenced by philosophical currents in France and Germany (poststructuralism and critical theory.) Depending upon the year in which the course is offered, we explore topics such as self and society, sexual difference, embodiment, critiques of reason, the psyche, new materialist theories, queer feminism, and transnational feminism. We will read from works by authors such as the following; Sandra Bartky, Iris Young, Judith Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lynne Huffer, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.

Format: seminar. Requirements: some of the following: frequent short essays, two or three 4- to 5-page essays, class presentations, or a final project in lieu of one of the papers; students in the class will be consulted about alternatives to this plan.

Prerequisites: WGSS 101, and a second course in WGSS, or permission of instructor. *Enrollment limit: 19 (expected: 8-10). Preference given to Women's, Gender and Sexuality Studies majors and Philosophy majors.*

[Contemporary Value Theory]

Hour: 2:35-3:50 MR

SAWICKI

### **PHIL 327T(S) Foucault (Same as WGSS 327) (W) (D)**

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance of his work: Discipline and Punish, The History of Sexuality (vols. 1-3), and selected interviews and course lectures. We examine debates in the Foucault literature about freedom, power, ethics, and the nature of critical theory. This course has been designated EDI because it engages questions concerning power, social differences and social and political freedom.

Format: tutorial. Requirements: evaluation will be based on written work (six 5- to 6-page papers), oral presentations of that work, and on oral critiques.

Prerequisites: at least two courses in Philosophy or Women's, Gender and Sexuality Studies, or permission of instructor. *Enrollment limit: 10 (expected: 8-10). Preference given to current or prospective Philosophy and Women's, Gender and Sexuality Studies majors.*

*Cannot be taken on a pass/fail basis.*

[History]

Tutorial meetings to be arranged.

SAWICKI

### **PHIL 330 Plato (Same as CLAS 330) (Not offered 2012-2013) (W)**

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

Format: lecture/discussion. This class will be a roughly equal mixture of lectures, student presentations, and seminar discussion. Requirements: students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts.

Prerequisites: Philosophy 101, Philosophy 102 or permission of instructor. (A prior course in logic will be extremely helpful, but is not necessary.) *Enrollment limit: 15 (expected: 15). Preference given to upper-level Philosophy and Classics majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

MCPARTLAND

### **PHIL 331(F) Contemporary Epistemology (W)**

Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literature in contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions: When is it rational to have a particular belief? What is knowledge (as opposed to mere opinion)? In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief? What, if anything, justifies our scientific knowledge? These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional a priori methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question.

Format: seminar. Requirements: short writing assignments each week, and a final 12- to 15-page paper written in several drafts.

Prerequisites: at least one 200-level course in philosophy or permission of the instructor. *Enrollment limit: 19 (expected: 9-12). Preference given to Philosophy majors*

[Metaphysics & Epistemology]

Hour: 9:55-11:10 TR

CRUZ

### **PHIL 332 Aristotle (Same as CLAS 332) (Not offered 2012-2013)**

Aristotle's status as a central figure in Western philosophy is undisputed. For hundreds of years during the Middle Ages, Aristotle was simply referred to as "The Philosopher." Aristotle is also credited with the invention of logic, biology, physics, political science, linguistics, and aesthetics. His writings on metaphysics, epistemology, and ethics set the course for much of the subsequent philosophical discussion which continues to the present day. In this class, we will examine some of Aristotle's central metaphysical, epistemological and ethical views. There are two main objectives in this course: (1) We will work to sympathetically reconstruct Aristotle's views from translations of his primary texts; (2) We will investigate the extent to which these views are relevant to contemporary discussions in philosophy.

Format: lecture/discussion. Requirements: several short writing assignments, final paper, attendance and active participation in class.

Prerequisites: Philosophy 101 or 102 or 221. *Enrollment limit: 15 (expected: 12).*

MCPARTLAND

### **PHIL 334 Greek and Roman Ethics (Same as CLAS 334) (Not offered 2012-2013) (W)**

Most thoughtful human beings spend a good deal of time musing about how we ought to live. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. While ancient scientific theories and the philosophical systems constructed in accordance with these theories might be of interest only to scholars of the ancient world, the moral philosophy produced in Greece and Rome remains as relevant today as it was when it was written. In this course, we will closely examine some central texts in ancient moral philosophy. We will begin by reading several of Plato's early dialogues and the entirety of his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*, as well as selections from his *Eudemian Ethics*, *Magna Moralia* and *Politics*. Finally we will examine some central texts in the Stoic and Epicurean traditions, as well as some of Cicero's contributions to moral philosophy. We will pay special attention to how different thinkers conceive of the nature of happiness, the nature of virtue, and the relation between the two. We will also spend a good deal of time thinking about the moral psychology of the thinkers we read.

Format: seminar. Requirements: several short response pieces, two 10-page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings.

Prerequisites: Philosophy 221 or permission of instructor. *Enrollment limit: 15 (expected: 10-15). Preference given to majors in Philosophy and Classics.*

MCPARTLAND

### **PHIL 335(S) Contemporary Metaethics (W)**

We often speak as if moral judgments can be true or false, well-reasoned or not. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming we have a clear sense of what that involves? If not, should that concern us? Are there other models for understanding moral objectivity besides science? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth century. Our focus will be on the most recent and sophisticated work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism. Readings will include works by Moore, Stevenson, Harman, Mackie, Railton, Boyd, Blackburn, Williams, McDowell, Korsgaard, and Nagel.

Format: seminar. Requirements: short response papers, midterm paper, final paper, attendance and participation.

Prerequisites: two courses in philosophy (including one of the following: a 100-level course, PHIL 201, or PHIL 202). *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and those considering the Philosophy major.*

[Contemporary Value Theory]

Hour: 7:00-9:40 p.m. M

BARRY

**PHIL 337T Justice in Health Care (Not offered 2012-2013)**

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, "race," disability, and age; justice in the procurement and allocation of organs for transplantation; AIDS and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries.

Format: tutorial. Evaluations will be based on written work, oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to Philosophy majors, to students in the International Studies Global Health Track, and to students committed to taking the tutorial.*

[Contemporary Value theory]

PEDRONI

**PHIL 340 Contemporary Metaphysics (Not offered 2012-2013) (W)**

In this course, we will examine a number of issues in contemporary metaphysics. Possible topics include: realism and anti-realism, the problem of universals, the nature of necessity, causation, material constitution, the nature of time, personal identity, and freedom of the will. While we will be concerned to place our discussions of these issues in historical context, almost all of the reading for the class will consist in articles written by contemporary philosophers working in what is sometimes called the "analytic" tradition.

Format: lecture and discussion. Evaluation: two long papers (at least one of which will be re-written), short response papers, and active participation in class. Prerequisites: Philosophy 102 (familiarity with formal logic helpful but not required). *Enrollment limit: 15 (expected: 10).*

[Contemporary Metaphysics and Epistemology]

MCPARTLAND

**PHIL 360(S) The Political Thought of Frantz Fanon (Same as AFR 360 and PSCI 370)**

(See under AFR 360 for full description.)

ROBERTS

**PHIL 378 Pragmatist Currents in Contemporary Epistemology and Philosophy of Science (Not offered 2012-2013) (W)**

American Pragmatism left a deep legacy in contemporary epistemology and the philosophy of science, but it is—more often than not—a legacy difficult to disentangle from other intellectual influences. Consequently, many philosophers deeply influenced by pragmatism do not recognize the fact, while, on the other hand, some self-proclaimed pragmatists of our days can hardly be seen as continuing the tradition to which they pledge allegiance. This seminar will try to establish, with as much accuracy as the subject allows, what are the central tenets of American Pragmatism, how they have shaped contemporary epistemology and the philosophy of science, and finally, to what extent are pragmatist approaches to human knowledge philosophically sound and fruitful.

The seminar will fall into two unequal parts. The first, shorter part will focus on the writings of the three classics of American pragmatism—Charles S. Peirce, William James and John Dewey—and analyze their reaction against traditional epistemology, as well as the positive philosophical ideas that they had to offer. The second, longer part of the seminar will try to isolate and follow some of the pragmatist currents which run through epistemology and philosophy of science in the 20th and 21st centuries. We will read, among others, selected papers by Carnap, Hempel, Quine, Goodman, Kuhn, Elgin, Hacking, Misak, Putnam, Rorty, and Haack.

Format: seminar. Requirements: class attendance and participation; 6 short assignments (about 2 pages long); class presentation; and 2 longer papers (about 5 pgs. each).

Prerequisites: three courses in philosophy, two of which must be from this list: Philosophy 102, 103, 109, 131, 202, 207, 209, 210, 280, 330, 331, 379, 380; or the consent of the instructor. *Enrollment limit: 19 (expected: 6-9). Preference given to Philosophy majors.*

[Contemporary Metaphysics and Epistemology]

MLADENOVIC

**PHIL 379 American Pragmatism (Same as AMST 379) (Not offered 2012-2013)**

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Format: seminar. Requirements: final paper, several short assignments.

Prerequisite: Philosophy 102. *Enrollment limit: 25 (expected: 12-15). Preference given first to Philosophy and American Studies majors, and then to seniors and juniors of any major.*

[History]

GERRARD

**PHIL 380 Relativism (Not offered 2012-2013) (W)**

'Relativism' is a term often used in philosophy for a great number of very different views. The aim of the course is to survey, analyze and discuss many varieties of relativism—semantic, epistemic, ontological and moral—from Plato's *Theaetetus* to contemporary social constructivism. We will pay special attention to the structure of arguments for and against relativism, as well as to the moral motivations and perceived consequences of its endorsement or rejection. We will thus be led to discuss some of the concepts common to epistemology, metaphysics and ethics: reason, justification, objectivity, understanding, reality and truth. Some of the questions we will consider are: Are moral standards relative to cultural frameworks? Are there incompatible but equally true ways of describing the world? Is rationality—the notion of a good reason to believe something—relative to cultural norms? Is relativism a form of skepticism? Is it forced on people who endorse cultural pluralism as their political ideal as the only tenable philosophical position?

Our readings will include the relevant works of Plato, Sextus Empiricus, Bayle, Locke, Berkeley, Carnap, Quine, Davidson, Goodman, Elgin, Hacking, Krausz, Foot, Williams, Harman and Thomson.

Format: seminar. Requirements: This is a writing intensive course. Each student will write 10 weekly short papers (1000 words each); give a class presentation and lead the ensuing discussion; and write a final paper (7-10 pages). Prerequisites: Philosophy 101 and 102, and at least one 200 level philosophy course. *Enrollment limit: 19 (expected 7-10).*

MLADENOVIC

**PHIL 388T Consciousness (Not offered 2012-2013) (W)**

The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle.

In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem(s) of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and freewill, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

Format: tutorial. Requirements: Participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks. Expect several short lectures by the instructor over the course of the semester where all the tutorial members convene.

Prerequisites: Philosophy 102 and at least one upper-level course in philosophy. Preference will be given to majors in Philosophy, or concentrators in Neuroscience or Cognitive Science. Open to sophomores with permission of the instructor. Every effort will be made to pair students according to similar or complementary background. This course is writing intensive. *Enrollment limit: 10 (expected: 10).*

CRUZ

**PHIL 389 The Structural-Systematic Philosophy (Not offered 2012-2013)**

The history of theoretical inquiry since the seventeenth century is plausibly viewed as a process whereby philosophy, for the Greeks the home of virtually all theoretical inquiry, is increasingly deprived of subject matters by the developments of the natural and social sciences. At an extreme, it can appear—and does appear, to many philosophers—that philosophy is left with no proper subject matter except perhaps those sciences themselves. On a different view, however, this process can appear instead as one that clarifies a proper subject matter for philosophy; that subject matter is the all-encompassing domain from which each natural and social science carves its specific domain. Comprehensive philosophical treatments of this all-encompassing domain may reasonably be termed “theories of everything.” This seminar examines central components of such a theory that is currently under development; this is the structural-systematic philosophy presented in *Structure and Being* (Lorenz Puntel, translated by collaboration with Alan White) and *Toward a Philosophical Theory of Everything* (Alan White). Among the topics to be examined, as systematically interconnected, are language, knowledge, truth, mindedness, ethics, aesthetics, world history, God, being as such.

Format: seminar. Requirements: attendance, preparation, participation; regular short writing assignments and/or class presentations; a term paper (10-15 pages).

Prerequisites: Philosophy 102 or permission of instructor. *Enrollment limit: 19 (expected: 8-12). Preference to Philosophy majors.*

WHITE

**PHIL 391T The Ethics of Hume and Kant (Not offered 2012-2013) (W)**

David Hume and Immanuel Kant are indisputably among the most influential figures in the western philosophical tradition. Interestingly, each regarded his work in epistemology and metaphysics as a mere prelude to his work in moral philosophy. In both domains, Kant took himself to be responding directly to Hume, whom he credited with awakening him from his dogmatic slumber. In this tutorial we shall study their core works in moral philosophy, in which they develop conceptions of practical rationality, motivation, freedom, and morality. For Hume, we'll read Books II and III of *A Treatise of Human Nature*, the *Second Enquiry*, and several essays, including “Of the Standard of Taste.” For Kant, we'll read *Groundwork of the Metaphysics of Morals* and *Critique of Practical Reason*, along with related essays. Rich and intriguing in their own right, these texts are particularly rewarding when read together, as they articulate profoundly different views of the nature of human reason, agency, and sociality. It is no exaggeration to say that Hume and Kant have set the stage for much current work on these issues in contemporary ethics. One happy consequence of the enduring quality of their work is an abundance of superb secondary literature, which we'll draw upon to supplement our study of the primary texts.

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.

Prerequisites: A 100-level philosophy course, Philosophy 202 (History of Modern Philosophy), or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference: current and prospective Philosophy majors.*

[History]

BARRY

**PHIL 393T(F) Nietzsche and His Legacy (W)**

The late 20th Century philosopher Richard Rorty characterized the present age as “post-Nietzschean.” Indeed Nietzsche's influence has been pervasive. German philosopher Martin Heidegger thought he represented the culminating point of Western metaphysics; French Nietzscheans such as Foucault, Derrida and Deleuze as well as French feminist Luce Irigaray appropriate Nietzschean themes and concepts in their critical engagements with the Western philosophical tradition; and Anglo-American moral philosophers such as Bernard Williams, Alisdair MacIntyre, and Philippa Foot (as well as Rorty) respond to and engage his critique of traditional morality. In this tutorial we read key writings from early, middle and late periods by this controversial 19th century philosopher in order to address some (certainly only some) of the current debates in critical and ethical theory that have been fueled by Nietzsche's work. Key ideas and concepts such as the death of god, the use and abuse of history, the eternal recurrence, will to power, and master and slave morality will be addressed. Nietzsche texts will include selections from: *Untimely Meditations*, *The Gay Science*, *Beyond Good and Evil*, *Thus Spoke Zarathustra*, *The Genealogy of Morals*, *Twilight of the Idols*, and *Ecce Homo*.

Format: tutorial, students will work in pairs. Each student will write and present a 5- to 6-page paper every other week and a commentary on his or her partner's essay on alternate weeks. Evaluations are based on written work as well as level of intellectual engagement in tutorial meetings.

Prerequisites: two courses in philosophy, preferably either Ancient and/or Modern surveys, or background in Critical Theory, or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference is given to current and prospective Philosophy majors.*

[History]

Tutorial meetings to be arranged.

SAWICKI

**PHIL 401(F) Senior Seminar: Philosophy in the Public Sphere**

In this seminar we will study contemporary philosophers who see themselves as public intellectuals, using philosophy in an attempt to change as well as comment on the world.

Format: seminar. Requirements: several short papers, final paper, class presentations, attendance and participation.

Prerequisites: the course is required for senior Philosophy majors. *Enrollment is limited to senior Philosophy majors.*

Hour: 7:00-9:40 p.m. M, 1:10-3:50 W

GERRARD

**PHIL 491(F)-W30 Senior Essay**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

**PHIL 493(F)-W31-494(S) Senior Thesis**

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

**PHIL 497(F), 498(S) Independent Study**

## PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

*Chair and Director, LISA MELENDY*

Assistant Professors: A. BARRALE, W. BARRALE, F. BROOKS, S. BURTON, M. CREIGHTON, E. DESANTY, R. FARLEY, P. FARWELL, R. FISHER, M. GILLIS, D. GREENBERG, E. GREES, R. HASENFUS, K. HERMAN, W. KANGAS, C. KELSEY, A. KELTON, S. KUSTER, Z. LEVY, S. LEWIS, M. MAKER, K. MALONEY, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, M. PINARD, M. RUSSO, H. SILVA, A. SWAIN, P. WELLS. Instructors: K. CALLAHAN-KOCH. Sports Medicine: M. FRAWLEY, K. KUPIEC, R. LANOUE, L. WILK, Y. WILKINSON.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.

Badminton	Golf	Rape Aggression Defense (RAD)	Swimming
Basketball	Ice Climbing	Rock Climbing	Telemarking
Bicycling	Kayaking	Rowing	Tennis
Broomball	Method Matwork, Pilates based	Running	Trail Crew
Canoeing	Mountain Biking	Skiing (alpine and cross country)	Volleyball
Core Training	Muscle Fitness	Snowboarding	Weight Training
Dance (African, Ballet, Modern)	Outdoor Living Skills	Soccer	Wellness
Diving	Paddle Tennis	Spinning	Wilderness Leadership
Figure Skating	Plyometrics	Squash	Yoga

## PHYSICS (Div. III)

Chair: Professor DANIEL AALBERTS

Professors: AALBERTS, S. BOLTON\*, K. JONES\*\*, MAJUMDER, STRAIT, WOOTTERS. Associate Professor: TUCKER-SMITH. Assistant Professors: LOPES, STRAUCH. Visiting Assistant Professor: SEIFERT. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is the wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

### ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy;" along with a description of the Astronomy major also offered by that department.

### PHYSICS MAJOR

#### *Introductory courses*

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

- 1) Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.
- 2) Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

#### *Advanced Placement*

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

#### *Requirements for the Major*

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

#### *Required Physics Sequence Courses*

- Physics 141 Mechanics and Waves  
or Physics 131 Introduction to Mechanics
- Physics 142 Foundations of Modern Physics  
or Physics 151 Seminar in Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics 210 Mathematical Methods for Scientists
- Physics 301 Quantum Physics
- Physics 302 Statistical Mechanics and Thermodynamics

#### *Required Mathematics Course*

- Mathematics 105 Multivariable Calculus or Mathematics 106 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

#### *Options*

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).
- 4) An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- 5) Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- 6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

#### *Preparation for Advanced Study*

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

- Physics 402T Applications of Quantum Mechanics
- Physics 405T Electromagnetic Theory
- Physics 411T Classical Mechanics

#### *Advising*

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

### THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

### STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to

further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program.

#### OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there are two such offerings: Physics 107 and 109.

#### **PHYS 107 Newton, Einstein, and Beyond (Not offered 2012-2013) (Q)**

This course follows a quest to understand the nature of space, time, matter, and energy, one that continues to this day. We will focus on two scientific theories that revolutionized our understanding of the physical world, Newtonian mechanics (developed in the late 17th century) and Einstein's special relativity (developed in the early 20th century). As we explore these theories, we will pay special attention to the very different stories they tell about space and time. We will conclude the semester by touching upon recent developments in cosmology, where observations have led to dramatic surprises about the make-up of our universe, and particle physics, where the Large Hadron Collider experiment is poised to extend our understanding of nature to higher energies and shorter distances.

This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry. Every student will have three meetings every week. Some weeks the three meetings will be lectures (MWF 10:10-10:50), other weeks there will be two lectures (MF 10-10:50), and one conference section.

Format: lecture, three hours per week; problem-solving conference section, one hour per week. Evaluation will be based on weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component (see the description of the QFR requirement).

No prerequisites. *Enrollment limit: 100 (expected: 70). Preference given to students based on seniority.*

*NOTE: every student will have three meetings every week; some weeks the three meetings will be lectures (MWF 10:00-10:50), other weeks there will be two lectures (WF 10:00-10:50) and one conference section.*

TUCKER-SMITH

#### **PHYS 108(S) Energy Science and Technology (Same as ENVI 108) (Q)**

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Format: lecture once a week plus weekly conference section. Evaluation will be based on weekly assignments, two hour tests, and a final project. All of these will be substantially quantitative.

Prerequisites: high school physics, high school chemistry, and mathematics at the level of Mathematics 103. This course will make use of quantitative arguments and an acquaintance with high school physics and chemistry will prove helpful. *Enrollment limit: 40 (expected: 30).*

Hour: 1:10-2:25 MR

STRAIT

#### **PHYS 109 Sound, Light, and Perception (Not offered 2012-2013) (Q)**

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Format: lecture/lab/discussion. Each student will attend the Thursday lecture plus one conference section weekly. Evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component.

No prerequisites. *Enrollment limit: 55 (expected: 55).*

MAJUMDER

#### **PHYS 131(F) Introduction to Mechanics (Q)**

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The physics of rotations and vibrations will also be discussed. We finally turn to the basic properties of waves, such as interference and refraction, as exemplified with sound and light waves. We also study optics of lenses and mirrors. This course is intended for students who have not studied physics before, or who have had some physics, but are not comfortable solving "word problems" that require calculus.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103; students who scored 4 or 5 on the AP Physics B exam or on the AP Physics C (mechanics) exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take Physics 141 instead. *No enrollment limit (expected: 60). 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).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

WOOTTERS

#### **PHYS 132(S) Electromagnetism and the Physics of Matter (Q)**

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday's Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein's theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, quizzes and exams, 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,R

SEIFERT

#### **PHYS 141(F) Mechanics and Waves (Q)**

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving "word problems" that require calculus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, labs, 2 one-hour tests, and a final exam, 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

STRAIT

#### **PHYS 142(S) Foundations of Modern Physics (Q)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe.

Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey some of these important ideas, and can serve either as a terminal course for those seeking to complete a year of physics or can serve as the basis for more advanced study of these topics.

Format: lecture, three hours per week; laboratory, three hours every other week; conference, one hour every other week. Evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 141 and Mathematics 103, or equivalent; students may not take both Physics 142 and Physics 151. Physics 131 may substitute for Physics 141 with the permission of instructor. *No enrollment limit (expected: 30).*

Hour: 11:00-11:50 MWF

Lab: 1-4 T,W

LOPES

#### **PHYS 151(F) Seminar in Modern Physics (Q)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe.

Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum



mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as Physics 142 but in a small seminar format for students with strong prior preparation in physics.

Prerequisites: placement by the department (see "advanced placement" section in the description about the department ). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 18 (expected: 18).*

Hour: 11:00-11:50 MWF

Lab: 1-4 W

STRAUCH

### **PHYS 201(F) Electricity and Magnetism (Q)**

In this course, we study electromagnetic phenomena and their mathematical description. Topics include electrostatics, magnetic fields, and electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express the essence of the theory in remarkably succinct form.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Mathematics 105 or 106. *No enrollment limit (expected:25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

MAJUMDER

### **PHYS 202(S) Vibrations, Waves and Optics (Q)**

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 201. Co-requisite: Physics/Mathematics 210 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

TUCKER-SMITH

### **PHYS 210(S) Mathematical Methods for Scientists (Same as MATH 210) (Q)**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

WOOTTERS

### **PHYS 231T(F) Facts of Life (Q)**

The cancer death rate scales like  $(age)^6$  so it was thought that a proliferating cancer cell must have acquired 6 mutations. The probability of having had  $N$  sexual partners scales like  $N^{-2.4}$ . Body Mass Index = Mass / Length<sup>2</sup>. The heart rate is proportional to the organism's mass<sup>0.75</sup>. The number of policemen scales like population<sup>1.15</sup>. Power-law relationships often describe emergent phenomena of self-organizing systems. In this course we will learn how to obtain data and plot it in an informative way, including estimates of the errors of fits. We will learn how to describe phenomena with differential equations and to find analytic and numerical solutions. With those tools we will study the human experience: births, body size, sex, death rates (by cause, by age, by gender), metrics of cities, distributions of common names, population growth rates, per capita use of energy, the spread of disease, etc. Projects will involve applying the methods to new phenomena.

Format: tutorial, plus one lecture per week. Requirements: weekly problem sets, projects.

Prerequisites: MATH 105. *Enrollment limit: 10 (expected: 10). Preference given to maturity, curiosity, diversity.*

*May not be taken on a pass/fail basis.*

Hour: 2:35-3:50 T

AALBERTS

### **PHYS 301(F) Quantum Physics (Q)**

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected:15).*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,W,R

LOPES

### **PHYS 302(S) Statistical Mechanics and Thermodynamics (Q)**

Properties like temperature, pressure, magnetization, heat capacity, conductivity, etc describe the material world. Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways — obeying the Schrodinger equation, Newton's and Coulomb's Laws. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gasses, polymers, heat engines, magnets, and electrons in solids.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component.

Prerequisites: Physics 201, Physics 210; Physics 202 recommended. *No enrollment limit (expected: 15).*

Hour: 11:20-12:35 TR

Lab: 1-4 T,W

STRAUCH

### **PHYS 308(S) Energy Science and Technology, Advanced Section (Q)**

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

PHYS 308 is an advanced section of PHYS 108 "Energy Science and Technology" and is intended for students who have substantial background in college-level physics. It will include all of the material in PHYS 108, supplemented with more advanced readings and more challenging assignments.

Format: lecture once a week plus weekly conference section. Requirements: weekly assignments, two hour tests, and a final project; all of these will be substantially quantitative.

Prerequisites: PHYS 201 and MATH 105 or 106. *Enrollment limit: 20 (expected: 10).*

Hour: 2:35-3:50 MR

STRAIT

### **PHYS 315(S) Computational Biology (Same as CSCI 315 and INTR 315) (Q)**

This course will provide an overview of Computational Biology, the application of computational, mathematical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, phylogeny reconstruction, RNA and protein structure prediction, methods to analyze gene expression, 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, three hours per week. Evaluation will be based on weekly problem sets, programming assignments, and a few quizzes.

Prerequisites: programming experience (e.g. CSCI 136), mathematics (PHYS 210 or MATH 105), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of the instructor. *Enrollment limit: 20 (expected: 10). Preference given to students based on seniority.*

*May not be taken on a pass/fail basis.*

Hour: 8:30-9:45 TR

Lab: 1-4 W

AALBERTS



**PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as MATH 316) (Q)**

Hour: 9:00-9:50 MWF

LOEPP and WOOTTERS

**PHYS 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as BIOL 319, CHEM 319, CSCI 319 and MATH 319) (Not offered 2012-2013) (Q)**

(See under BIOL 319 for full description.)

BANTA

**PHYS 321(F) Introduction to Particle Physics (Q)**

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Format: lecture. Requirements: weekly problem sets, two midterm exams, and a final exam

Prerequisites: Physics 301, which may be taken concurrently. *Enrollment limit: none. (expected: 15). No enrollment preference.*

Hour: 10:00-10:50 MWF

TUCKER-SMITH

**PHYS 402T(S) Applications of Quantum Mechanics (Q)**

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 301. *Enrollment limit: 10 per section (expected: 10). Not available for the Gaudino option.*

Hour: 1:10-2:25 F

K. JONES

**PHYS 405T Electromagnetic Theory (Not offered 2012-2013) (Q)**

We will review Maxwell's equations and use them to study a range of topics—electric fields and matter, magnetic materials, light, radiation—exploring phenomena and seeking to gain an intuitive understanding. We will also learn some useful approximation techniques and some beautiful mathematical tools.

The class will meet as a whole once per week for an hour lecture on new material and to discuss questions on the readings. Each week a second tutorial meeting with the instructor will be scheduled; here, students will take turns working problems on the chalkboard. Written solutions to problems will be due a few days after the tutorial meeting.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 10 per section (expected: 10).**Not available for the Gaudino option.*

SEIFERT

**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 (including implications for physics on the Earth). The carry over of ideas developed in the context of classical mechanics into other areas of physics will be explored. The class as a whole will meet once per week for an introductory lecture/discussion. A second tutorial meeting between the instructor and a pair of students will be scheduled later in the week. Students will take turns working and discussing problems at the chalkboard. Written solutions will be due later in the week.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final project, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 10 per section (expected: 10). Not available for the Gaudino option.*

Hour: 1:10-2:25 F

SEIFERT

**PHYS 418 Gravity (Not offered 2012-2013)(Q)**

This course is an introduction to the currently accepted theory of gravity, Einstein's general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam, and a final exam, all with a substantial quantitative component.

Prerequisites: Physics 301 or Physics 405 or Physics 411 (students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites.) *No enrollment limit (expected: 19).**Not available for the Gaudino option.*

TUCKER-SMITH

**PHYS 493(F)-W31, W31-494(S) Senior Research**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of the department. *Senior course.*

Hour: TBA

AALBERTS

**ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics**

(See under ASPH 493 for full description.)

**PHYS 497(F), 498(S) Independent Study**

Hour: TBA

AALBERTS

**PHYS 499(E,S) Physics and Astronomy Colloquium (Same as ASTR 499)**

Physics and Astronomy researchers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. This is not a for-credit course. Registration is not necessary to attend.

Hour: 2:35-3:50 F

AALBERTS

**POLITICAL ECONOMY (Div. II)***Chair, Professor LARA SHORE-SHEPPARD**Advisory Committee:* Professors: BAKIJA, CRANE, C. JOHNSON, MAHON, MONTIEL, SHORE-SHEPPARD. Assistant Professors: LALUMIA

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping public policy. The major includes substantial study of the central analytical approaches in both Political Science and Economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

**MAJOR**

The Political Economy major requires students to complete eleven (11) courses: four introductory courses in both Economics and Political Science; four courses specific to the Political Economy Program; and three electives. In order to balance students' educations, majors may take all three of their electives in the same department or academic discipline. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to public policy. This can be fulfilled

through a regular semester-length course (which might also serve as an elective in the major), a study abroad academic internship, or a winter study course or internship.

#### Four Introductory Courses

- ECON 110 Principles of Microeconomics
- ECON 120 Principles of Macroeconomics
- PSCI 201 Power, Politics, and Democracy in America
- or PSCI 203 Introduction to Political Theory
- PSCI 202 World Politics: An Introduction to International Relations
- or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

#### Four Political Economy Program Courses

- POEC 250 Economic Liberalism and Its Critics
- POEC 253 Empirical Methods in Political Economy
- or ECON 255 Econometrics
- POEC 401 Contemporary Problems in Political Economy
- POEC 402 Political Economy of Public Policy Issues

#### Three Elective Courses

(NOTE: students may not take all three of their electives in the same department.)

One Comparative Political Economy/General Public Policy course:

- ECON/ENVI 204 Economics of Developing Countries (*not offered 2012-13*)
- or ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
- or ECON 217/ASST 220 Economics of East Asia
- or ECON 225T Global Financial Crisis and African Economic Development (*not offered 2012-13*)
- or ECON/ENVI 228T Water as a Scarce Resource
- or ECON 240T Colonialism and Underdevelopment in South Asia
- or ECON 378 Long-Run Perspectives on Economic Growth (*not offered 2012-13*)
- or ECON 380 Population Economics
- or ECON/ENVI 386 Environmental Policy and Natural Resource Management
- or ECON 390T Financial Crises: Causes and Cures
- or ECON 453 Research in Labor Economics
- or ECON 503 Public Economics
- or ECON 504 Public Economics
- or ECON 505 Finance and Development (*not offered 2012-13*)
- or ECON 510 Finance and Development
- or ECON 511 Institutions and Governance
- or ECON 514 Tax Policy in Emerging Markets
- or ECON 532T Inclusive Growth
- or ENVI 208 Science and Politics in Environmental Decision Making (*not offered 2012-13*)
- or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Waste
- or ENVI 309/HSCI 309/PSCI301/SCST309 Environmental Politics and Policy (*not offered 2012-13*)
- or PSCI 254 Democracy in Comparative and Theoretical Perspective
- or PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
- or PSCI 350T Comparative Political Economy (*not offered 2012-13*)
- or PSCI 351 The New Left and Neoliberalism in Latin America (*not offered 2012-13*)
- or WIOX Command and Transitional Economies
- or WIOX Economics of Developing Countries
- or WIOX Public Economics
- or WIOX Labour Economics and Industrial Relations
- or WIOX Political Economy of the European Union
- or WIOX British Economic History since 1870
- or WIOX Comparative Demographic Systems
- or WIOX Economics of OECD Countries
- or WIOX British Politics and Government since 1900
- or WIOX Modern British Government and Politics
- or WIOX The Sociology of Industrial Societies
- or WIOX Political Sociology
- or WIOX Social Policy
- or WIOX The Politics of the European Union

One U.S. Political Economy and Public Policy course:

- ECON 205 Public Economics
- or ECON 220 American Economic History
- or ECON 229 Law and Economics (*not offered 2012-13*)
- or ECON 230 Economics of Health and Health Care (*not offered 2012-13*)
- or ECON 351 Tax Policy (*not offered 2012-13*)
- or ECON 383 Cities, Regions and the Economy (*not offered 2012-13*)
- or ECON 468 Your Money or Your Life: Health Disparities in the United States (*not offered 2012-13*)
- or PSCI/WGSS 209 Poverty in America: Dangerous Politics
- or PSCI 216 American Constitutionalism I: Structures of Power
- or PSCI 217 American Constitutionalism II: Rights and Liberties
- or PSCI/LEAD 218 The American Presidency
- or PSCI 253 Comparative Race and Ethnic Politics
- or PSCI 308 In Search of the American State
- or PSCI/LEAD 314T Leadership in American Political Development (*not offered 2012-13*)
- or PSCI 317/ENVI 307 Environmental Law
- or PSCI 410 Senior Seminar in American Politics: Civic Education in America

One International Political Economy course:

- ECON 211 Gender in the Global Economy
- or ECON 215 International Trade, Globalization, and Its Effects
- or ECON 219T Global Economic History (*not offered 2012-13*)
- or ECON 231 Inequality and Development in a Globalizing World
- or ECON 358 International Trade and Economic Policy
- or ECON 360 International Monetary Economics
- or ECON 393 International Macroeconomics
- or ECON 516T International Financial Institutions
- or MAST 351/ENVI 351/PSCI 319 Marine Policy
- or PSCI 223 International Law
- or PSCI 228 International Organization
- or PSCI 229 Global Political Economy
- or PSCI 327/ENVI 329 Global Politics of Development and Underdevelopment (*not offered 2012-13*)

*Credit for Coursework Done Elsewhere*

The four Political Economy Program courses must be completed at Williams without exception. The three electives and the introductory courses in Political Science may be completed during a study abroad. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, U.S. Government and Politics and/or Comparative Government and Politics may receive credit for the cognate introductory course(s) in the major. Credit for A levels and IB exams in economics is given consistent with the current policy of the Economics Department. No substitute higher-level coursework is required for majors receiving credit in this way, although it is certainly encouraged.

### THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by the end of the first week after spring vacation. Written guidelines for such proposals are available in the chair's office and on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

### STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, plenty of Political Economy majors go abroad. Since many students take POEC 250 in the fall of the junior year, if you're thinking of spending only one semester abroad, spring is the better choice. Nonetheless, many students go away for the fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. If you do go abroad in the fall, you should take POEC 250 in your sophomore year if at all possible. You'll probably want to get some major credits when abroad. The easiest to get are upper-level electives in political science and economics.

### COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 32.

#### **POEC 250(F) Economic Liberalism and Its Critics (Same as ECON 299 and PSCI 238)**

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers more recent writings that revise and critique liberalism from a variety of perspectives, and then illustrates the contending perspectives with reference to important policy areas. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

Format: discussion/lecture. Requirements: eight 2-page papers and a final exam.

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201 or 203 (may be taken concurrently with POEC 250) or AP credit in American Politics (or permission of instructor). *Enrollment limit: 35 (expected: 30). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

*Required in the Political Economy major but open to non-majors.*

Hour: 2:35-3:50 MR

BAKIJIA and MAHON

#### **POEC 253(F) Empirical Methods in Political Economy (Q)**

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal-an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Format: lecture and discussion. Requirements: problem sets, group projects, short essays, and three quizzes.

Prerequisites: MATH 103 or its equivalent and one course in Economics; not open to students who have taken ECON 255. *Enrollment limit: 19 (expected: 15). Preference given to Political Economy majors, Environmental Policy majors, and sophomores.* This course does not satisfy the econometrics requirement for the Economics major.

Hour: 8:30-9:45 TR

SHORE-SHEPPARD

#### **POEC 397(F), 398(S) Independent Study**

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

#### **POEC 401(F) Contemporary Problems in Political Economy**

This course examines contemporary problems in political economy at and across diverse spatial scales. Using both Economics and Political Science methods of analysis, students study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with a theoretical discussion of economic policy. Then we move through three course sections organized around contemporary problems at three distinct scales: the global political economy, the United States political economy, and comparative political economy with an emphasis on the advanced capitalist countries. We end by taking issues usually studied at a single scale and exploring their innate interconnections through an integrated political-economic and public policy analysis of immigration. The goal of this course is both to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy analysis they will do in POEC 402.

Format: seminar. Requirements: two 8- to 10-page papers; one 12- to 15-page paper rewrite; class presentations; class participation.

Prerequisites: ECON 110 and 120; PSCI 201 or 203, or equivalent; PSCI 202 or 204, or equivalent; open to non-majors. *Enrollment limit: 20 (expected: 10). Preference given to Political Economy majors. Required in the Political Economy major but open to non-majors.*

Hour: 1:10-2:25 MR

KIGGINS and ROLLEIGH

#### **POEC 402(S) Political Economy of Public Policy Issues**

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Format: seminar with student presentations. Requirements: group policy projects including 80-100 page paper and 2-hour public presentation

Prerequisites: POEC 253 or ECON 255

Hour: 2:35-3:50 MR

LALUMIA and MAHON

#### **POEC 493(F)-W31 Honors Thesis**

## POLITICAL SCIENCE (Div. II)

*Chair, Professor GEORGE T. CRANE*

Professors: CRANE, C. JOHNSON\*\*\*, MACDONALD\*\*, MAHON, MARCUS, \*MCALLISTER, M. REINHARDT\*, SHANKS. Associate Professors: MELLOW, PAUL\*. Assistant Professors: CROWE\*, EPHRAIM, MUNEMO, C.W. SMITH. Visiting Assistant Professors: GREEN, KIGGINS, NJOYA. Stanley Kaplan Distinguished Visiting Professor: KAISER. Adjunct Professor: JAMES\*\*.

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and paths. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

#### MAJOR

**SUBFIELD CONCENTRATION ROUTE:** Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

**INDIVIDUAL CONCENTRATION ROUTE:** Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

#### ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired at the beginning of junior year with an advisor who will continue with them through graduation.

#### COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits. In general, the main subfield of non-core courses can be read from the middle digit of the course number: 0 or 1 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 5 for comparative politics; and 8 for non-subfield electives.

#### WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

#### THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

#### PREPARATION FOR GRADUATE STUDY

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

#### THE DEGREE WITH HONORS IN POLITICAL SCIENCE

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, (3) have a record of academic excellence in Political Science. The last includes not only the student's cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

#### ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

#### **PSCI 100 Asia and the World (Same as ASST 201 and INST 101) (Not offered 2012-2013)**

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. Enrollment limit: 35 per section (expected: 35 per section).

*Comparative Politics and International Relations Subfields*

CRANE

#### **PSCI 101 The Study of Politics: Democracy (Not offered 2012-2013)**

Winston Churchill called it "the worst form of government, except for all the others." H.L. Mencken described it as "the art of running the circus from the monkey cage." Dave Barry defined it as a governmental system "in which you say what you like and do what you're told." Yet, for all its critics (both serious and satirical), democracy—the once radical, now commonplace political idea that governmental power should be vested in "the people" ives and (in some cases) thrives in every corner of the globe. What are the virtues of democracy as a political system, and what are its limitations? How is it practiced in America, and how does it vary around the world? How—or how well—does it balance bottom-up grassroots activism with top-down elite leadership? How does it relate to economic development, social strife, and military conflict? Examining questions such as these with both empirical analysis and normative theorizing and with reference to both history and current events, this course will simultaneously serve as an introduction to the subject of democracy, to the discipline of political science, and to the members of the Political Science Department, with more than ten different faculty teaching at least one class session.

Requirements: short (3 page) weekly writing assignments, a take-home final exam, and class participation (including four mandatory discussion sections).

No prerequisites. Enrollment limit: 35 (expected: 35). Only open to first-year students.

CROWE and members of the department

#### **PSCI 110 Seminar: The Politics of Place in America (Not offered 2012-2013) (W)**

What does it mean when someone says they're a Midwesterner? A New Englander? A Texan? Is there importance attached to being an urban resident versus a suburbanite? What about a rural resident? What's the significance of living in a border town? This course explores the politics of place. The country's politics have always been keyed, in important ways, to geography: representation in national government is defined in terms of geographic areas; resources from the

national government are distributed unequally around the country; state and local governments, which have an influential role in our political system, vary tremendously from one place to the next; and the country's history has been marked by the violence of geographic conflicts as well as the acquisition of new territory. Much of its social and economic life can also be understood in terms of geography. Patterns of settlement, immigration, slavery, agriculture, education, religion, and cultural production have left and continue to leave different patterns of sediment throughout the country; these patterns and their interactions form the bedrock of American politics. We will spend the semester thinking about the significance of place in politics by exploring the ways that culture, economy, and political institutions vary throughout the country. Topics covered will include urbanization and urban politics, the development of the suburbs, regional differences, and the effects of globalization on local differences.

Format: seminar. Requirements: class participation, weekly 1-page reading responses, two 5-page papers, one 15-page research paper.

Prerequisites: open only to first year students. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

*American Politics Subfield*

MELLOW

### **PSCI 120(F) America and the World (Same as INST 101 and LEAD 120)**

The basic question animating this course is quite simple. What's the deal with American foreign policy? This question is posed not from any normative viewpoint, but rather from a historical one: viewed from the past, contemporary American foreign policy seems bizarre.

A country founded on (with a couple of exceptions) three centuries of political isolation outside of the Western hemisphere now bestrides the globe like a colossus. During the age of empire at the turn of the century, when Europeans controlled vast swathes of Africa and Asia, America conquered the Philippine Islands. By accident, more or less. During the first part of the great global struggle known as the Cold War, American statesmen looked longingly at the exits from Europe. Historically, Americans don't do foreign policy. But the world has changed, and perhaps America has as well. President Roosevelt's prophecy during the Second World War has come true: "there is literally no question, political or military, in which the United States is not interested."

The object of this course is to introduce you to international relations and American foreign policy through a study of the problems and dynamics of America's new situation. Several general themes emerge over the semester. What are the major forces driving American foreign policy; that is, what causes change and continuity in the American approach? How have American statesmen thought about these issues? What are the dynamics of particular foreign policy problems? And, most importantly, what policies should the United States pursue? To get a handle on these issues we will study American foreign policy traditions, American strategy during and after the Cold War, terrorism, the contemporary Middle East, and other topics of current interest.

Format: lecture. Requirements: papers, participation, and exam.

No prerequisites. *No enrollment limit (expected: 30). Preference given to first-years and sophomores.*

Hour: 8:30-9:45 MWF

GREEN

### **PSCI 125(F) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as LEAD 125)**

(See under LEAD 125 for full description.)

C. CHANDLER

### **PSCI 132(S) Contemporary Africana Social and Political Philosophy (Same as AFR 132 and AMST 132) (D)**

(See under AFR 132 for full description.)

ROBERTS

### **PSCI 201(F,S) Power, Politics, and Democracy in America**

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court), the role of race in American politics, and the politics of policy-making in the United States. We study structures, processes, key events, and primary factors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Format: lecture. Requirements: depending on the section, some combination of response papers, short-to-medium papers, exams, and class participation

No prerequisites.; this is an introductory course, open to all, including first-year students. *Enrollment limit: 35 (expected: 35). Preference given to first-year students.*

*American Politics Subfield*

Hour: 8:30-9:45 MWF

8:30-9:45 MWF

First Semester: C. W. SMITH

Second Semester: C.W. SMITH

### **PSCI 202(F,S) World Politics: An Introduction to International Relations**

Whereas the field of comparative politics looks at what goes on inside various countries, international relations considers the actions of sovereign states toward one another and the patterns and institutions that they create. International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers the theories and problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Format: lecture. Requirements: some combination of short papers, midterm exam/paper, final exam, and class participation.

No prerequisites; this is an introductory course, open to first-year students and sophomores. Juniors and seniors may enroll only with permission of instructor, and only under special circumstances. *Enrollment limit: 35 per section (expected: 35 per section). Preference given to first-year students and sophomores intending to major in Political Science.*

*International Relations Subfield*

Hour: 1:10-2:25 TF

TBA

First Semester: KIGGINS and MCCALLISTER

Second Semester: KIGGINS

### **PSCI 203(F,S) Introduction to Political Theory**

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? What are the powers and obligations of citizenship? Who should rule? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how we can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Hegel, Mill, Marx, Nietzsche, Arendt, Rawls, and Foucault. Themes may include authority, obligation, power, war, violence, freedom, justice, equality, democracy, liberalism, capitalism, community, and pluralism, though the emphasis will vary from semester to semester.

Format: lecture/discussion. Requirements: two or three papers; some sections also have a final exam.

No prerequisites. *This is an introductory course, open to all, including first-year students. Enrollment limit: 25 per section (expected 25). Preference given to first- and second-year students.*

*Political Theory Subfield*

Hour: 1:10-2:25 MR, 2:35-3:50 MR

2:35-3:50 MR

First Semester: NJOYA

Second Semester: EPHRAIM

### **PSCI 204(F,S) Introduction to Comparative Politics: State, Nation, and Democracy**

Whereas the field of international relations focuses upon the actions of sovereign states toward one another, the comparative study of politics looks mainly at what goes on inside countries, the domestic dynamics of political power and institutions. It asks, for example, where sovereign states come from, why political life differs so much from one country to another, and how political regimes, structures and institutions change, sometimes suddenly. Thus comparative politics is often about what citizens of countries with stable and relatively effective governments take for granted (and why they may take it for granted).

In this course, we will examine several broad historical-political themes: the rise of modern state structures; the emergence of capitalism; the articulation of national identities; the spread of liberalism and democracy; and the roots of terrorism, and the effects of war and religion on politics. Worthwhile answers will require us to look at them theoretically, historically, comparatively, and through contemporary developments.

Format: lecture/discussion. Requirements: (Fall) five 2-page reaction papers, a 5-page paper, and a short final exam; (Spring) two 5- to 7-page papers and a final exam.

No prerequisites; this is an introductory course, open to all, including first-year students. *Enrollment limit: 35 (expected: 23). Preference given to first-year students and sophomores.*

*Comparative Politics Subfield*

Hour: 9:55-11:10 TR

11:00-12:15 MWF

First Semester: MAHON

Second Semester: MUNEMO

**PSCI 206T(S) Dangerous Leadership in American Politics (Same as LEAD 206) (W)**

Leadership in American politics today is typically celebrated. A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Format: tutorial. Requirements: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to Political Science majors and Leadership Studies concentrators.

May not be taken on a pass/fail basis.

This course is part of the Gaudino Danger Initiative.

Tutorial meetings to be arranged.

MELLOW

**PSCI 207 Political Elections (Not offered 2012-2013)**

The National and state elections taking place this fall, 2010, will be "interesting". Historically, mid-term elections, elections without the dominant consideration of who will be the President, generate less attention and less involvement of the public. But, while midterm elections often seem to have less at stake, in 2010 much is at stake. The 21st century in the United States has had a very turbulent beginning and the American public is very divided over how best to respond to the many challenges that confront the United States. This course explores the factors that shape the outcome of political elections in America. Among the factors we will consider are the state of the economy, international events, the role of political parties at the state and national levels, the current partisan balance, ideology, media, special interests, money, candidates, the "hot" issues of the moment, of which there are many, and long enduring issues that have long generated conflict at the national level. We will consider in detail the 2010 national mid-term elections both for Federal office (Senate and House) and for state offices (governors and state legislators).

Format: lecture. Requirements: a midterm, a final, and a research paper.

No prerequisites. Enrollment limit: 35 (expected: 20-24). Preference given to Political Science majors.

American Politics Subfield

MARCUS

**PSCI 208T Wealth in America (Not offered 2012-2013) (W)**

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This tutorial focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own 34 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age, such as Andrew Carnegie's "Gospel of Wealth". Most of the readings, such as Graetz and Shapiro's *Death by a Thousand Cuts* and Pierson and Hacker's *Winner-Take-All Politics*, will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth, prompted by concerns about high—and increasing—inequality in both income and wealth.

Format: tutorial. Requirements: five essays (5 pages each), five critiques (2 pages each), and one final paper.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to sophomores with an interest in social sciences and junior political science and political economy majors.

American Politics Subfield

C. JOHNSON

**PSCI 209(F) Poverty in America: Dangerous Politics (Same as WGSS 209)**

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its danger to individuals as well as political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Format: discussion/lecture. Requirements: class participation, two or three short papers, and a final paper.

No prerequisites; open to first-year students. Enrollment limit: 25 (expected: 25). Preference given to Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors.

This course is part of the Gaudino Danger Initiative.

American Politics Subfield

Hour: 1:10-2:25 TF

C. JOHNSON

**PSCI 210 Culture and Incarceration (Same as AFR 210, AMST 210, INTR 210 and WGSS 210) (Not offered 2012-2013)**

This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives. Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.

Format: seminar. Requirements: attendance and active participation (10%); collective/group presentations (30%); four 3- to 5-page double spaced e-papers (60%).

No prerequisites. Enrollment limit: 20. Preference given to juniors and seniors, or sophomores with permission of instructor.

JAMES

**PSCI 211 Public Opinion and Political Behavior (Not offered 2012-2013)**

The focus of this course is the role of public opinion in democratic regimes. The influence of public opinion on public affairs and popular governments is a relatively new phenomenon in the history of governments (largely subsequent to the American and French revolutions). We can see from recent events the impact of public opinion: In the early 1990s the American public quickly became interested in drought and starvation in Somalia pressing the American government to intervene, if briefly and unsuccessfully. Some have claimed that American journalists successfully provoked the American public to go to war (the Spanish-American War, creating the slogan, "Remember the Maine"), and to withdraw from war (Viet Nam). More recently, public support to commence the Iraq war was generated in the United States while at the same time democratic publics in other nations strongly opposed the war. We see political leaders make use of the "bully pulpit" to rally support for their agendas, efforts that sometimes succeed and other times fail. We shall explore public opinion in American politics. There are many interesting questions awaiting us this semester. How do events and crises influence public opinion? Which psychological, sociological, and political factors impact public opinion formation? When and under what circumstances do pressure groups influence public opinion? Do mass beliefs alter individual voters' choices? When and how do political leaders influence public opinion and when does public opinion influence political leaders?

Format: lecture/discussion. In addition, we will have direct access to the holdings of the Roper Center, using iPOLL, which enables direct exploration of the thousands of polls on American public opinion from 1937 to today. Requirements: 8- to 12-page research paper, a midterm and final examination.

No prerequisites. Enrollment limit: 14 (expected 14).

American Politics Subfield

Research Course

MARCUS

**PSCI 213(S) Black Politics in the United States (Same as AFR 216 and AMST 213) (D)**

Historically, African Americans have been treated as group members rather than as individuals by mainstream society; consequently, a very unique set of political attitudes and behaviors have developed among Blacks in the United States. This course explores the political history of African Americans as well as the relationship between African Americans and the American political system. Political elites as well as individual citizens and grassroots movements have influenced Black politics. In turn, we will focus on how national, state, and local governments have affected African American communities through the implementation of



policies-some of which have been discriminatory while others have been aimed to ameliorate racial disparities. We will also analyze how Black Americans have responded through the political system. Since this course (nor any course) has the capacity to explore the vast history of Black politics, we will focus primarily on contemporary, African American politics between 1960 and the Obama era. Class time will be divided between lectures and class discussions.  
 Format: seminar. Requirements: two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation.  
 No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to sophomores and juniors.*  
 Hour: 7:00-9:40 p.m. M C. W. SMITH

### **PSCI 216(F) American Constitutionalism I: Structures of Power**

This course addresses the legal and political structure established by the United States Constitution and evolved over the course of American history, with emphasis on two themes: the respective powers of, and interaction among, the federal government's three branches; and the intersections, boundaries, and clashes between the federal government and the states. Some of the specific disputes covered will include court-stripping, impeachment, war powers, and the scopes of the commerce clause and Tenth Amendment. As these matters sometimes implicate debates about issues such as racial equality, privacy, and freedom of speech, we will occasionally touch on individual rights as well, but that will be covered far more extensively in American Constitutionalism II: Rights and Liberties.  
 Format: lecture/discussion. Requirements: three 5-page essays, a final exam, and class participation.  
 No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.*  
*American Politics Subfield*  
 Hour: 11:00-12:15 MWF HIRSCH

### **PSCI 217(S) American Constitutionalism II: Rights and Liberties**

This course explores constraints imposed on governmental power by constitutional rights. A recurring question will be the relevance of the undemocratic nature of the federal courts. Should the judiciary see itself as a tribune of the powerless primarily responsible for restraining the political branches? Or, alternatively, should it generally defer to the people's elected representatives? Some specific issues addressed will be abortion, affirmative action, capital punishment, same-sex marriage, and freedom of speech and religion. While the reading consists largely of Supreme Court cases, we will pay close attention to the broader social and political context surrounding these cases.  
 Format: lecture/discussion. Requirements: three 5-page essays, a final exam, and class participation.  
 Prerequisites: *PSCI 216 or permission of the instructor. Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.*  
*American Politics Subfield*  
 Hour: 8:30-9:45 TR HIRSCH

### **PSCI 218(F) The American Presidency (Same as LEAD 218)**

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.  
 Format: lecture/discussion. Requirements: one exam, two short to medium length papers, small group projects, and class participation.  
 No prerequisites. *Enrollment limit: 35 (expected: 35). Preference will be given to Political Science majors and Leadership Studies concentrators.*  
*American Politics Subfield*  
 Hour: 1:10-2:25 MR MELLOW

### **PSCI 219T Women in National Politics (Same as INTR 219 and WGSS 219) (Not offered 2012-2013) (W)**

(See under INTR 219T for full description.)

JAMES

### **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, and sometimes even for order. This course will examine the historical bases of contemporary international law, its development since World War II in the context of the Holocaust and decolonization, and current dilemmas and ambiguities in its practice. Students will study primary materials (treaties, orders, memos and cases). This is not a law-school course, but an academic course in the liberal arts.  
 Format: lecture. Requirements: two midterm exams, one final exam.  
 No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Political Science majors.*  
*International Relations Subfield*  
 Hour: 8:30-9:45 MWF SHANKS

### **PSCI 225(S) International Security**

This class is about the means, methods, and motives for violence in international politics. We will study the causes of war; the effectiveness of forces on the battlefield; and the implications of both for contemporary problems in American foreign policy. In so doing, we will analyze some of the major theories of international relations, review the historical events that gave birth to the modern world, and gain a basic understanding of the nuts and bolts of military forces. The course has very little international economics in it and even less about international organizations. It focuses on states and therefore mostly ignores non-state and transnational actors, neither terrorists nor Doctors without Borders make an appearance. Sunshine, roses, and happy thoughts are not present in great abundance. This is the seedier side of international politics: the behavior of Great Powers, yesterday and today. Why take such a course? The impulse to drawback from the brutality of war is humane, and in the present era of relative peace and prosperity, natural. But the subject matter could not be more important, despite its dark nature. Discovering the causes of past wars, the present peace, and the dynamics of state behavior throughout history will provide vital clues to navigating the problems of today and tomorrow. After a similar period of peace during the nineteenth century, people could and did write that the problem of war was behind us. Things worked out rather differently. It will pay massive dividends to get our predictions right for the coming century, and this class will help you think about how to make them.  
 Format: lecture. Requirements: papers, participation, and an exam.  
 No prerequisites. *No enrollment limit (expected: 30). Preference given to juniors and sophomores.*  
 Hour: 1:10-2:25 TF GREEN

### **PSCI 228(F) International Organization**

Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the Nordic Association for Reindeer Research to the UN and NATO; NGOs, whose members are private groups and individuals, include the International Seaweed Association as well as the International Committee of the Red Cross. We will examine where they come from, what they do, and to whom they matter, and will examine their agency, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.  
 Format: lecture. Requirements: three short papers, a midterm exam, one longer paper on an assigned topic.  
 No prerequisites; open to first-year students. *Enrollment limit: 30 (expected: 30). Preference given to Political Science majors.*  
*International Relations Subfield*  
 Hour: 1:10-2:25 MR SHANKS

### **PSCI 229(S) Global Political Economy**

This course offers a broad overview of global political economy, the study of how international economic relations are influenced by politics and, in turn, how economics influences politics. Students will learn frameworks for analyzing the global politics of economic resource allocation, consumption, and distribution. Focus will be placed on the interconnectivity between states and markets, power and wealth, and how these affect policy decisions. Topics covered include the WTO, money, financial crisis and innovation, debt, energy, foreign aid, and other forms of globalization. Throughout the course we will examine contemporary problems that threaten the viability of the liberal international economic order and, in conclusion, assess its future in light of rising powers and emerging economies.  
 Format: lecture/discussion. Requirements: several papers, participation, and a final exam.  
 No prerequisites. *Enrollment limit: 35 (expected: 30). Preference given to Political Science and Political Economy majors.*  
*International Relations Subfield*  
 Hour: 2:35-3:50 TF KIGGINS



**PSCI 230 American Political Thought (Not offered 2012-2013)**

What makes political thought “American”? Is there something distinct about the American political imagination that shapes how we think about liberty, equality, and government? And who exactly is the “we”? This course examines these questions and others by exploring the evolving relationship between conceptions of “the frontier” and the idea of representation throughout American history. We shall see that debates over how to represent the community lead almost inescapably to the question of the proper boundary of the community - of who gets included or excluded from membership in the polity. We will explore the Founding period in detail, and then move on to examine several expansions of the public sphere in the 19th and 20th centuries, including those related to race, gender, class, and nationality. How do these openings in the political realm reflect differing notions of freedom, justice, and property? In conclusion we will ask how the meaning of “America” may be affected by recent debates over immigration and “la frontera” to the south.

Format: lecture/discussion. Requirements: class participation, presentation, three 5- to 7-page papers.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.

American Politics and Political Theory Subfields.

**PSCI 231(F) Ancient Political Thought (Same as PHIL 231)**

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be “philosophical” or to think “theoretically” about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts’ ability to illuminate the dilemmas of political life for us.

Format: lecture/discussion. Requirements: three 6- to 8-page papers.

No prerequisites. Enrollment limit: 35 (expected: 18). Preference given to Political Science majors.

Political Theory Subfield

Hour: 2:35-3:50 TF

NJOYA

**PSCI 232(F) Modern Political Thought (Same as PHIL 232)**

This course offers an overview of major works of modern political theory by considering the central importance in these texts of a characteristic figure of the modern era: homo faber, or man as maker. We will explore various efforts to critique earlier doctrines of the naturalness or givenness of power, authority, law, justice, or virtue and to rethink politics as—for better or worse—a thoroughly artificial, contingent creation of human individuals and groups. What understandings of politics were opened (and foreclosed) by this concern with man as a maker of the very grounds of politics? We will begin with Machiavelli’s displacement of the traditional political virtues with virtù—the genius for creating new political foundations. We will engage with the social contract tradition’s varied accounts of human nature and political artifice, as well as the attitudes towards homo faber held by important critics of social contract theory. Finally, we will consider several ambivalent appraisals of homo faber by modern and late-modern thinkers who took seriously the extent to which man is himself a product, made by his own political and technological inventions. The thinkers we will read could include Niccolò Machiavelli, Thomas Hobbes, Giambattista Vico, John Locke, Jean-Jacques Rousseau, Edmund Burke, Mary Shelley, Karl Marx, Friedrich Nietzsche, Michel Foucault, and Hannah Arendt.

Format: lecture/discussion. Requirements: three 6- to 8-page papers and participation

No prerequisites.; open to all. Enrollment limit: 25 (expected: 21). Preference given to Political Science majors.

Political Theory Subfield

Hour: 8:30-9:45 TR

EPHRAIM

**PSCI 234 (formerly 205) Contemporary American Conservative Political Thought (Not offered 2012-2013)**

Conservative thinkers claim to be leading an intellectual transformation away from the tired nostrums of liberalism. They see themselves as original, dynamic, serious. This course will read leading conservative political thinkers with a view to identifying their central tenets, both negative and positive. What is it that they oppose and what is it that they support? What, if anything, defines contemporary conservative thinking? Is it a coherent body of thought, a doctrine, or a collection of disparate and conflicting thinkers? What is the relationship of thinkers who emphasize the market, order, and traditional values?

Format: seminar. Requirements: one 3-page paper, one 5- to 7-page paper, and one 10-page paper.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to sophomores, juniors and Political Science majors and Leadership Studies concentrators.

American and Theory Subfields

M. MACDONALD

**PSCI 236 Sex, Gender, and Political Theory (Same as WGSS 236) (Not offered 2012-2013)**

This course offers a feminist reading of some of the most important concepts and theoretical concerns in the study of politics: freedom, justice, equality, obligation, alienation and objectification. Each of these terms will be evaluated from the perspective of its potential to address social inequities of sex, gender, race and class. Is welfare a problem for freedom theory? In what way might a pregnancy be experienced as a form of alienation, and how does this pose a challenge for theories of justice? Is it possible to treat another person as equal and at the same time an object of one’s sexual desire? We will identify the analytical tools and strategies that feminist theorists have employed in order to bring these and other concerns into political theory scholarship, reconstructing traditional ideas of politics and public life in the process. Theorists whose work we will read include Susan Moller Okin, Nancy Hirschmann, Martha Nussbaum, Iris Marion Young, Drucilla Cornell, Gayatri Spivak, Dorothy Roberts, Judith Butler, Linda Zerilli and Catherine Mackinnon.

Format: discussion. Requirements: one oral presentation and three papers (3 pages, 7 pages and 8-10 pages).

No prerequisites. Enrollment limit: 25 (expected: 21). Preference to Political Science majors and concentrators in Political Theory.

Political Theory Subfield

NJOYA

**PSCI 237T(F) Just War Theory, Terrorism, and Weapons of Mass Destruction (Same as PHIL 238T) (W)**

(See under PHIL 238 for full description.)

WHITE

**PSCI 238(F) Economic Liberalism and Its Critics (Same as ECON 299 and POEC 250)**

(See under POEC 250 for full description.)

BAKIJIA and MAHON

**PSCI 239(S) Science, Gender and Power (Same as WGSS 238)**

This course examines debates in feminist theory about the relationship between science, gender and power in politics. On the one hand, shifting conceptions of gender have strongly influenced the development of the sciences in modernity: for example, feminists have argued that attempts to authorize science above other modes of knowing often implicitly or explicitly cast women as objects, not subjects, of knowledge. On the other hand, shifting conceptions of science have strongly influenced the development of feminist theory and practice: for example, debates about reproductive rights are often couched in terms of a conflict between reliable scientific knowledge of embryos, STDs, etc. and an unscientific, patriarchal worldview. Under what conditions can science and technology serve to transform, and under what conditions to reinforce, power imbalances based on gender, race, and sexuality? Should feminist theory embrace objectivity and model itself upon scientific procedures of knowledge production, or should feminists eschew objectivity as a myth told by the powerful about their own knowledge-claims and develop an alternative approach to knowledge? What is “objectivity” anyway, and how has this norm changed through history? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as enacted and imagined in various historically specific situations—for gender and politics. Readings may include texts by Rene Descartes, Andreas Vesalius, Londa Schiebinger, Anne Fausto-Sterling, Helen Longino, Nancy Harstock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawkesworth, Octavia Butler, and more.

Format: seminar. Requirements: three 5- to 7-page papers and class participation

No prerequisites. Enrollment limit: 25 (expected: 21). Preference given to Political Science majors and Women’s, Gender and Sexuality Studies majors.

Political Theory Subfield

Hour: 11:20-12:35 TR

EPHRAIM

**PSCI 240 (formerly 250) Theories of Comparative Politics (Not offered 2012-2013)**

This course will deal with the debate between Karl Marx and Max Weber that organizes much of the contemporary study of comparative politics. The course is divided into four sections. First, it begins with a close reading of Marx and Weber and a comparison of their modes of political analysis. It will engage the debate between them about the source and nature of power. What is it, and where does it come from? Is it primarily “material” in content or largely “ideal”? What does each think about the origins of capitalism, and what is at stake theoretically in their respective interpretations? Second, the course will consider how Marx and Weber have influenced 20th century thinking about the relationship between capitalism and modernity. Is modernity intimately linked with capitalism, as Marx would argue, or is it separate from it, as Weber would have it? To get at this question, we will read Karl Polanyi and Barrington Moore in this section. Third, the course will address Marxist and Weberian treatments of states. What are they? Where do states come from? Do they originate in consent? In war? Are they autonomous from or captured by social forces? In this section, we will read Charles Tilly, Theda Skocpol, Alfred Stepan, and Karl Schmitter. Finally, the

course will consider what comparative politics has to say about the nature and origins of collective political identities (national, ethnic, cultural). What are they and where do they come from? Are they artifacts of the economy, as Marxists suggest, or do they come from states and religions, as Weber has it?

Format: lecture/discussion. Requirements: three papers.

No prerequisites. *Enrollment limit: 25 (expected: 23). Preference given to Political Science majors.*

*Comparative Politics Subfield*

M. MACDONALD

**PSCI 243(F) (formerly 256) Politics of Africa (Same as AFR 256)**

This course provides a broad introduction to the politics of contemporary Africa, emphasizing along the way the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. This course begins by examining the nature and legacies of colonial rule and nationalist movements. From there, we consider the African state, highlighting the factors that have made some states weak and others strong. The course then turns to how ethnicity, class and civil society operate as bases of political mobilization. Finally, the course analyzes the causes, consequences and limitations of the recent waves of political and economic liberalization across Africa.

Format: lecture/discussion. Requirements: class participation, four short papers and final exam.

No prerequisites. *Enrollment limit: 35 (expected: 30). Preference given to sophomores, Political Science majors and Africana Studies concentrators*

*Comparative Politics Subfield*

Hour: 11:20-12:35 TR

MUNEMO

**PSCI 247(S) Political Power in Contemporary China**

The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?

Format: lecture/discussion. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 35 (expected: 35). Preference given to Political Science and Asian Studies majors.*

*Comparative Politics Subfield*

Hour: 1:10-2:25 MR

CRANE

**PSCI 248T The USA in Comparative Perspective (Not offered 2012-2013) (W)**

This course considers politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics of comparison include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.) Along the way, we also read short descriptive accounts by foreign observers, from Crèvecoeur and Tocqueville to José Martí, Max Weber, and Sayyid Qutb.

Format: tutorial. A lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week. Requirements: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

*American and Comparative Politics Subfields*

MAHON

**PSCI 253(F) Comparative Race and Ethnic Politics (Same as AFR 253) (D)**

Since its founding, the United States has had to balance the American creed of equality for all, on one hand, with racial inequality, on the other hand. Is this challenge something exclusive to the United States? This course will provide students the opportunity to compare and contrast how race and ethnicity are constructed across the globe as well as how race and politics interact in various countries. We will examine the phenomena of race and ethnicity in the political development of several countries including the U.S., South Africa, France, Australia and Brazil. We will ask: What is the difference between race and ethnicity? What role do countries and their institutions play in developing racial ideologies and racial hierarchies? Is there such thing as a racial democracy? Is there a difference between the U.S.'s "race problem," Latin America's "shade problem" and Europe's "immigrant problem"? By the end of the class, students will have a broad knowledge of the similarities and differences of racial and ethnic issues across the globe. Class time will be divided between lectures and class discussions.

Format: seminar. Requirements: two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to sophomores and juniors.*

Hour: 7:00-9:40 p.m. M

C. W. SMITH

**PSCI 254(S) Democracy in Comparative and Theoretical Perspective**

This course deals with what democracy means and how it is achieved. It begins by weighing competing definitions of democracy focusing on two kinds of questions. Is "democracy" a procedure or a substance and what is the relationship between democratic government and market economies? After addressing general theoretical issues, the course will consider what is meant by democracy in the United States, Latin America, South Africa, and the Arab world.

Format: seminar/lecture. Requirements: one 3-page paper, one 5- to 7-page paper, and one 10-page paper.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to Political Science majors.*

*Comparative Politics Subfield*

Hour: 9:55-11:10 TR

MACDONALD

**PSCI 261(F) Woodrow Wilson, Franklin Roosevelt, and the Two World Wars (Same as LEAD 261)**

While the First World War had a highly equivocal outcome which most Americans found unsatisfactory and failed to lead to a lasting peace, the Second World War ended in triumph and shaped the world for the rest of the twentieth century. This course will compare the leadership of two American Presidents in the two world wars. Areas of particular focus will include their initial response to these two conflicts and the development of their stance toward them; the definition of their war aims; the foundation and maintenance of their alliances; the military planning and conduct of the wars upon domestic politics; and their attempts to secure peace settlements that reflected their objectives. This course will combine secondary readings with some work in primary sources to allow students to become familiar with the atmosphere of these two periods.

Format: lecture. Requirements: midterm exam, two short papers, and a final exam.

No prerequisites. *Enrollment limit: 35 (expected: 25-35). Preference given to Leadership Studies concentrators, Political Science and History majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 8:30-9:45 TR

KAISER

**PSCI 262 America and the Cold War (Not offered 2012-2013)**

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Format: lecture/discussion. Requirements: one medium length paper, an in-class midterm and final exam, and a series of short assignments.

No prerequisites. Political Science 202 is recommended but not required. *Enrollment limit: 19 (expected: 19). Preference given to Political Science majors and Leadership Studies concentrators.*

*International Relations Subfield*

MCALLISTER

**PSCI 263 (formerly 242) America and the Vietnam War (Same as LEAD 242) (Not offered 2012-2013) (W)**

Every American president from Franklin Roosevelt to John F. Kennedy sought to avoid a commitment of ground forces to Vietnam. Lyndon Johnson also feared the consequences of a massive American commitment, but he eventually sent over half a million men to Vietnam. Richard Nixon hoped to conclude a peace with honor when he assumed the presidency, but the war lasted for another four years with many additional casualties. This course examines the complex political processes that led successive American presidents to get involved in a conflict that all of them desperately wanted to avoid. We will examine both the

international and domestic context of the war, as well as pay close attention to both South and North Vietnamese perspectives on the war. In addition, we will examine the long-standing arguments among both historians and political scientists over how to explain and interpret the longest and most controversial war in American history.

Format: seminar. Requirements: two 7-page papers, one 8- to 10-page paper, and active class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to sophomore and junior Political Science majors and Leadership Studies concentrators.*

*International Relations Subfield*  
MCALLISTER and LAWRENCE

#### **PSCI 264 Politics of Global Tourism (Not offered 2012-2013)**

A decade ago, tourism passed oil to become the world's most valuable export. This arguably frivolous activity accounts for more than 10 percent of global GNP, and employs an enormous number of people. Tourism accounts for most of the revenue that the poorest countries receive; meanwhile, presidents and prime ministers of nuclear-capable countries beg on TV for visitors. Where are the politics in this vast, complicated industry and why is no one paying attention? This class explores various types of tourism, asking what happens in a tourist encounter; who benefits, who loses, and what changes. We will examine cases—Antigua vs. Auschwitz, Angkor Wat vs. Alaska—to help us understand the process from the points of view of the tourists, the toured-upon, and the governments and international organizations that oversee this industry. Our readings range from academic anthropology, economics, political science, and sociology (MacCannell, Veblen) to magazine accounts (Kincaid, Krakauer).

Format: lecture/discussion. Requirements: two essays, one major presentation with accompanying write-up, active and constructive class participation.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Political Science majors.*

*International Relations Subfield*  
SHANKS

#### **PSCI 265 The International Politics of East Asia (Not offered 2012-2013)**

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek for security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the Sun? Will Japan continue to live as a nation with enormous economic power but no military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? Will North Korea survive? What should be done to dissuade the totalitarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asia.

Format: lecture/discussion. Requirements: midterm exam, team debate, take-home final exam, class participation and other assignments.

No prerequisites. *Enrollment limit: 35 (expected: 30). Preference given to Political Science and Asian Studies majors.*

*International Relations Subfield*  
CRANE

#### **PSCI 266 (formerly 222) The United States and Latin America (Not offered 2012-2013)**

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of US-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about US foreign relations and about international relations generally. We also compare historical US foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the embargo on Cuba, economic integration, the war on drugs, immigration, and border security. At the end we reconsider current US policies, in view of the economic and political evolution of Latin America, in historical perspective.

Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second. Requirements: a map quiz; a 6-page midterm paper; one 4-page policy paper; and either a second policy paper and the regular final exam, or a medium-length (12-page) research paper and an abbreviated final exam.

No prerequisites. *Enrollment limit: 39 (expected: 35). Preference given to Political Science majors.*

*Comparative Politics Subfield*  
MAHON

#### **PSCI 273(F) (formerly 400) Politics Without Humans, Humans without Politics**

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Format: lecture/seminar. Requirements: class participation, three 6-8 page papers.

No prerequisites. *Enrollment limit: 35 (expected: 15).*

*Political Theory Subfield*  
Hour: 11:20-12:35 TR

EPHRAIM

#### **PSCI 283(F) Dirty Politics: Regulating Hazardous Chemicals and Wastes (Same as ENVI 283)**

(See under ENVI 283 for full description.)

*Research Course*

KOHLER

#### **PSCI 285(S) The Revolutionary Generation: Galaxy of Leaders (Same as HIST 354 and LEAD 285)**

(See under LEAD 285 for full description.)

DUNN

#### **PSCI 301 Environmental Policy (Same as ENVI 309, HSCI 309 and SCST 309) (Not offered 2012-2013)**

(See under ENVI 309 for full description.)

LYNN

#### **PSCI 307(F) Neoliberalism: A Key Concept for Our Times (Same as AMST 307)**

(See under AMST 307 for full description.)

CORNELL

#### **PSCI 308(S) In Search of the American State (W)**

"Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" defined American politics for nearly three decades. Skepticism of government has deep roots and strong resonance throughout American political history, yet in many ways the American state has grown steadily larger and stronger. This course explores this conundrum by examining the American state, and its growth, in various arenas. We will assess traditional theories about the weak American state in light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, insurer of security, and arbiter of the acceptable uses of violence and surveillance.

Format: seminar. Requirements: several short papers on class readings and a longer, 15- to 20-page paper with oral presentation.

Prerequisites: at least one class in American politics. *Enrollment limit: 19 (expected: 17). Preference given to Political Science majors.*

*American Politics Subfield*  
*Research Course*

Hour: 11:20-12:30 TR

MELLOW

#### **PSCI 309 Problems and Progress in American Democracy (Not offered 2012-2013)**

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his *Democracy in America*, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress."

What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates six central elements of political life—religion, education, civic engagement, difference, representation, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to

work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are the extent to which America is a religious nation, whether recent changes in higher education have affected the health of democratic politics, the effects of technology on civic engagement, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Format: discussion. Requirements: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation.

Prerequisites: a previous course in American politics or political theory or permission of the instructor. *Enrollment limit: 19 (expected: 19).*

*American Politics Subfield*  
CROWE

### **PSCI 310 Political Psychology (Same as Psychology 345) (Not offered 2012-2013)**

Political psychology studies human nature so as to understand politics. For example, many political philosophers begin their political programs by asserting some foundational claims about “human nature” which in turn led them to their justification for their vision of politics. For example, the enlightenment thinkers held that science and technology would strengthen rationality and thereby making democracy more viable. On the other hand, those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of rationality and of self-rule and should therefore accept rule by their betters. Many of these arguments turn on how rational people are and on their capacity for and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and as leaders. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics. Central to politics is the general issue of judgment, and its more important variants, moral and political judgment. If we are to trust ourselves to rule ourselves, how well will we secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). The issue of citizen competence for self and collective rule, then as now, was at the center of their attention. So, it shall be in this course.

Format: lecture/discussion. Requirements: a midterm, a term paper, and a final exam.

Prerequisites: a Political Science elective at the 200 or 300 level OR Psychology 101, 212, 221, 232, 242, 251, or 300-level course. *Enrollment limit: 25 (expected 13).*

*American Politics Subfield*  
MARCUS

### **PSCI 311 Congress (Same as LEAD 311) (Not offered 2012-2013) (W)**

They soar high and fall hard. Some members of Congress establish political legacies, while others serve and are forgotten. Some lead without holding leadership positions. Others occupy leadership positions but never lead. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? And how does this institution promote, or hinder, the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Format: seminar. Requirements: class participation, several short papers, research paper.

Prerequisites: Political Science 201 or permission of instructor; not open to first-year students. *Enrollment limit: 14 (expected: 14). Preference given to political science majors, political economy majors, and leadership studies concentrators.*

*American Politics Subfield*  
*Research Course*  
C. JOHNSON

### **PSCI 314T Leadership in American Political Development (Same as LEAD 314T) (Not offered 2012-2013) (W)**

From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible?

Finally, what are the costs of change (and of continuity)—and who pays them?

The goal of this tutorial is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individual agency and leadership has mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, and social conservatism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been “exceptional”—or, unlike other countries—as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Format: tutorial. Requirements: five lead essays, five critiques, one revision, and one final paper.

Prerequisites: previous course in American politics or American history. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors.*

*American Politics Subfield*  
MELLOW

### **PSCI 315 Parties in American Politics (Not offered 2012-2013) (W)**

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In

one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which

power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized by some for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a

choice between “tweedledee and tweedledum.” This course will investigate this debate over parties by examining their nature and role in American political life,

both past and present. Throughout the course, we will explore such questions as: What constitutes a party? How have the parties changed over time? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? We will seek answers to these questions both in seminar discussion and through substantial independent research projects.

Format: seminar. Requirements: weekly writing assignments, two 5-page papers, one 15- to 20-page paper, class presentation, and class participation.

Prerequisites: Political Science course at the 200 or 300 level or permission of instructor. *Enrollment limit: 14 (expected: 14). Preference given to Political Science majors.*

*American Politics Subfield*  
*Research Course*  
MELLOW

### **PSCI 316 Policy Making Process (Not offered 2012-2013) (W)**

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making, or improve on it somehow? What would “politics as unusual” look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

Format: seminar. Requirements: several short papers, research paper, class participation.

Prerequisites: one course in political science or permission of instructor. *Enrollment limit: 14 (expected 11). Preference given to students majoring in political science, political economy, and to students with an interest in public policy.*

*American politics*  
*Research Course*  
C. JOHNSON

### **PSCI 317(F) Environmental Law (Same as ENVI 307)**

(See under ENVI 307 for full description.)

CASSUTO

**PSCI 319(F,S) Marine Policy (Same as ENVI 351 and MAST 351) (Offered only at Mystic Seaport.)**  
(See under MAST 351 for full description.)

HALL

**PSCI 321(S) Theories of U.S. Power (Same as AMST 321)**  
(See under AMST 321 for full description.)

CORNELL

**PSCI 323T Henry Kissinger and the American Century (Not offered 2012-2013) (W)**

Perhaps no single individual has influenced the course of American foreign policy over the last fifty years more than Henry Kissinger. A refugee from Nazi Germany, Kissinger emerged during the 1950's as one of America's most important scholars of international relations and nuclear strategy. During the 1960's and 1970's, as National Security Advisor and later secretary of State, Kissinger was at the center of some of the important events of the Cold War. This tutorial will examine Kissinger's thoughts on American policy and international relations as well as record in the Nixon and Ford administrations. In addition, we will also look at how other scholars have assessed Kissinger's scholarship and his stewardship of American foreign policy at crucial moments in the history of the Cold War.

Format: tutorial. Requirements: five 6-page papers and five 2-page responses for alternate sessions. In the tutorial session, essays will be read aloud or presented in outline form.

Prerequisites: any one of the following: Political Science 120, 202, or 261. *Enrollment limit: 10 (expected: 10) Preference given to students with a strong background in political science, history, and/or prior coursework in the area of American foreign relations. The course is not open to first year students.*

*International Relations Subfield*  
MCALLISTER

**PSCI 324(S) Global Cyberpolitics**

This course offers students an introduction to global cyberpolitics. The overarching focus is how internetworking, new media, and communications technologies alter norms, institutions, and global interactions among individuals, states, and non-state actors. Particular attention will be given to information and security, information technology and power, as well as technological dependence and freedom. Throughout the course we will grapple with whether or not the advent and exponential growth in global usage of information and communications technologies (ICTs) by individuals, states, and non-state actors is a panacea for what ails the global body politic. That is, are we witnessing the dawn of a global public square where democratic dialogue, deliberation, and cultural understanding, enabled by ICTs, foster conditions for global peace or are we subtly slipping towards political despotism, social control, and conflict enabled by the same technologies?

Format: seminar/discussion. Requirements: a few short essays, participation, and a research paper.

No Prerequisites. *Enrollment limit: 15. Preference to PSCI majors.*

*International Relations Subfield*  
*Research Course*  
Hour: 1:10-3:50 W

KIGGINS

**PSCI 325T Grand Strategy (Not offered 2012-2013) (W)**

What goals should states seek in international politics? What instruments should they use? How best can military force be employed? Does economic wealth always translate to power and influence? These questions are central to grand strategy, the policy a state adopts to link the means it possesses with the ends it seeks. This course examines the theory and practice of grand strategy through a careful examination of classic strategic theorists, including Sun Tzu, Thucydides, Clausewitz, Jomini, Bismarck, Mahan and Mao.

It aims to identify common elements of grand strategy throughout history, while also highlighting the myriad ways in which the practice of grand strategy has evolved over time.

Format: tutorial. Requirements: five 5-page tutorial papers and five 1- to 2-page responses.

Prerequisites: any one of the following: PSCI 201, 202, 203, 204, 223, 225, 229, 242 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors. Not available for the Gaudino option.*

*International Relations Subfield*  
P. MACDONALD

**PSCI 326 Empire and Imperialism (Not offered 2012-2013) (W)**

This course provides a critical overview of empire and imperialism in international politics from the eighteenth century to the present day. Key questions include: why do states establish empires? Do empires provide political or economic gains? How are empires governed? What role does technology play in driving and sustaining empires? How do empires end? What are the legacies of empire? The first section of the course examines these questions by consulting the classic theoretical works on empire by Smith, Marx, Lenin, Seeley, Mackinder, Hobson, and Schumpeter. The second section explores these theories through a structured historical comparison of imperial expansion and contraction in North America, Latin America, Asia and Africa. The final section explores the contemporary relevance of the concept of empire for understanding American post-war foreign policy, including issues such as overseas basing, humanitarian intervention, nation building and military occupation.

Format: discussion. Requirements: short response memos, midterm paper, final research paper, and class participation.

Prerequisites: one course in political science or permission of instructor. *Enrollment limit: 14 (expected: 14). Preference given to Political Science and Political Economy majors.*

*International Relations Subfield*  
*Research Course*  
P. MACDONALD

**PSCI 327 The Global Politics of Development and Underdevelopment (Same as ENVI 329) (Not offered 2012-2013)**

Consider a photograph taken from space of the Earth at night. What will you see? Great agglomerations of light in some parts of the world (North America, Western Europe, parts of East Asia) contrasted with vast expanses of darkness in others (much of Central and South America, Southeast Asia and nearly all of Africa). This pattern of light and darkness depicts a vastly unequal global distribution of technology, urban infrastructure, capital accumulation—in short, the global patterns of development and underdevelopment. What makes some areas 'light' and some areas 'dark'? More importantly, how are these areas connected—both within and across national boundaries—through trade and capital flows, political authority, violence and the natural environment? What are the relations between development and underdevelopment?

This course is an investigation of political, economic and societal growth (or lack thereof) and change in the Global North and Global South through the lenses of Political Economy and Political Ecology. We will focus in particular on the global factors influencing development and underdevelopment, political-economic connections across national borders, and the intersections of power, production and nature. During our course of study we will cover: global patterns of inequality and their history; development strategies; the politics of population control; the intersections of power, violence, and nature; and finally, the prospects of development for all.

Format: discussion. Requirements: two medium-length papers, one research paper, daily discussion questions, class participation.

Prerequisites: one course in international relations or development economics. *Enrollment limit: 18 (expected: 18). Preference given to juniors and seniors.*

*International Relations Subfield*  
*Research Course*  
PAUL

**PSCI 328(S) Global Environmental Politics (Same as ENVI 328)**

(See under ENVI 328 for full description.)  
*Research Course*

KOHLER

**PSCI 330(S) Existentialism and Politics**

If the classical imperative was to "know thyself," then the modern one is simply to "be yourself." The call to authenticity can be heard not only in popular culture, but also in many of the new social movements such as feminism, ethnic consciousness movements, and anti-colonial movements. Is there an essential way of being that underpins distinct ethnic, national, or gender identities? And what exactly constitutes this "self" that one is asked, quite simply, to be? Course readings critically examine the idea of authenticity, casting it in light of philosophical debates on existence, the nature of being, the idea of the self, and the role of individual experience in generating identities and subjectivities. We will begin with Kierkegaard's account of the singularity of one's own existence and the dimensions of individuality that cannot be captured by traditional ethics and philosophical categories. We will then move on to discuss other conceptions of being-with-oneself and with others, reading such thinkers as Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Frantz Fanon, Albert Memmi and Simone de Beauvoir. These thinkers prompt us to think not only about our existence, but also about the political, social, and economic relations that condition our being and becoming.

Format: discussion. Requirements: regular class participation, several short (1 page) response memos, one paper (6 pages) and one longer final essay (12-15

pages).

Prerequisites: at least one course in political theory or philosophy or permission of instructor. *Enrollment limit: 19 (expected: 10). Preference given to Political Science majors and concentrators in Political Theory.*

Hour: 9:55-11:10 TR

NJOYA

**PSCI 332 Rethinking the Political (Not offered 2012-2013) (W)**

What is politics? The question, an important part of political theory at least since Socrates, has taken on renewed significance in recent years, as theorists have sought to rethink the political in response to the most disastrous of twentieth century political developments, to assorted identity-based struggles that have challenged prevailing political terms and arrangements, and to the transformations wrought by "globalization." This seminar engages some of the major attempts at rethinking produced in the 20th and 21st centuries, particularly at those that challenge, rework, or seek to move beyond liberalism. We will pay particular attention to the work of Carl Schmitt, probably the most probing and significant authoritarian thinker of the twentieth century, and to such figures as Sheldon Wolin, Jacques Derrida, Jacques Rancière and, especially, Hannah Arendt. Among our questions: Can liberal pluralism be transcended or supplemented without producing something akin to the fascism embraced by Schmitt? Does the tradition of radical democracy offer a distinctive and credible conception of politics, or is it parasitic upon a liberalism it won't avow? Is there some essence, or sphere, or mode of being or acting that we can usefully call, "the political"—and why is there such a preoccupation with the political now? Does this preoccupation help us better to engage the forces and circumstances that structure politics in the contemporary world, or does it lead us to obscure them?

Format: discussion. Requirements: regular, engaged class participation and three 7- to 8-page papers.

Prerequisites: at least one prior course in political theory or philosophy, or permission of the instructor; not open to first-year students. *Enrollment limit: 19 (expected 14). Preference given to juniors and seniors concentrating in political theory.*

*Political Theory Subfield*

REINHARDT

**PSCI 333(S) The Sublime in Politics and Political Thought**

This course examines discourses on terror, wonder and awe from the Enlightenment to the present, using the idea of the sublime to rethink important events like the French Revolution and the recent War on Terror. The sublime has meant different things to a great number of thinkers in the Western philosophical tradition, going back to a treatise attributed to Longinus, a 1st century Greek rhetorician. Longinus was concerned with the power of great poets to "elevate" their audiences, transporting them beyond the limits of their comprehension through mixtures of terror, wonder and awe. How did this old text focusing on experiences beyond the rational come to hold such fascination for philosophers and political thinkers during the Age of Enlightenment? What is the relationship between current events in politics and public culture and the recent revival of scholarly interest in the sublime? Beyond revolution and war, course readings will explore the limits of human comprehension and apprehension in environmental politics, debates over fetal rights, and the fear of confronting people different from ourselves. Though we will regularly take up examples drawn from the worlds of art, literature, politics, and the mass media, our central focus will be on the careful reading of philosophical and critical texts, including Kant's *Critique of Judgment* and writings from among the following authors: Edmund Burke, Friedrich Schiller, G.F.W. Hegel, Slavoj Žižek, Hannah Arendt, Bonnie Mann, Christine Battersby, and Jean-François Lyotard.

Format: seminar. Requirements: regular class participation, three papers (3 pages, 7 pages and 8-10 pages).

Prerequisites: at least one course in political theory or philosophy or permission of the instructor. *Enrollment limit: 19 (expected: 10). Preference given to Political Science majors and concentrators in Political Theory.*

Hour: 2:35-3:50 MR

NJOYA

**PSCI 335 Public Sphere/Public Space (Same as AMST 302) (Not offered 2012-2013) (W)**

(See under AMST 302 for full description.)

REINHARDT

**PSCI 338 Garveyism (Same as AFR 338) (Not offered 2012-2013) (W)**

(See under AFR 338 for full description.)

ROBERTS

**PSCI 339 Politics and Aesthetics (Not offered 2012-2013) (W)**

In recent years, political theorists have grown increasingly preoccupied with questions of what since the Romantic era has been called "aesthetics." In a moment of global economic crisis, amidst continuing problems of war, violence, poverty, and injustice, this concern may seem puzzling, even fundamentally misplaced. Yet just as Plato, for instance, famously connected questions of the good and the true to those of the beautiful (so that it is anachronistic to impute to him a separation between political and aesthetic domains), some notable recent theorists claim that investigating aesthetic matters can enable us to gain a better understanding of political perceptions, ideals, aspirations, struggles, and possibilities. Among the main questions we will ask in this seminar is whether or not that claim is persuasive. Along the way, we will pay sustained attention to such matters as the role of emotion, affect, and the senses in political life, the nature of aesthetic judgment, its relationship to both political judgment and structures of power, and the similarities and differences between making art and acting politically. We will also, of course, examine what it means to call something "aesthetic," and we will think about the limits of the aesthetic as a category of analysis. Though we will regularly take up examples drawn from the worlds of art, politics, and the mass media, our central focus will be on the careful reading of philosophical and critical texts, including Kant's *Critique of Judgment* and writings from among the following authors: Adorno, Arendt, Bal, Benjamin, Bourdieu, Burke, Cavell, Danto, Deleuze, Dickie, Felski, Freud, Hegel, Heidegger, Hume, Mill, Nietzsche, Ramachandran, Rancière, Schiller.

Format: seminar. Requirements: regular class participation, several very short (1 page) response memos, one short paper (6 pages) and one longer final essay (12-15 pages).

Prerequisites: open to juniors and seniors with at least one course in political theory or philosophy, or permission of the instructor. *Enrollment limit: 14 (expected: 14). Preference given to Political Science majors.*

*Political Theory Subfield*

*Research Course*

REINHARDT

**PSCI 340(S) (formerly 353) Why States Fail: Political Violence at the End of the 20th Century**

This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural-resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case studies of state failure in parts of Eastern Europe, Africa and the Middle East.

Format: seminar/discussion. Requirements: seminar participation, two oral presentations and a research paper.

Prerequisites: one of the following: Political Science 201, 202, 203, 204, 229, 243, 250, 254 or the permission of the instructor. *Enrollment limit: 14 (expected: 14). Preference given to Political Science majors.*

*Comparative Politics Subfield*

*Research Course*

Hour: 2:35-3:50 MR

MUNEMO

**PSCI 342 Intolerance and Justice (Not offered 2012-2013)**

Intolerance and justice are linked in that each defines what can and should be done to others, and what we expect in return. One of the goals of the Enlightenment was to find a solution to the problem of intolerance and the violence that was and is its frequent companion. One core expectation was that progress would result from expanding knowledge. Progress would enable reason to replace dogmatism and faith (especially fighting faiths), progress in understanding the new economics of trade and the politics of liberality would produce commonwealths, producing more cosmopolitan societies marked by justice, enduring peace and prosperity. Moreover, democracy would spread thereby integrating more nations into the democratic camp. And, the lives of the many would improve. That vision has lost its promise. The 20th century, for all its economic and technological improvements, was also witness to terrible intolerance, attacks on civilians in war, ethnic purging has continued even after the holocaust. Intolerance led to wars between states, to violence within states (such as Darfur, Sri Lanka, Bosnia to name but three). Hence, the three questions posed by this course: 1) What are the most important factors that continue to produce intolerance; 2) Are the factors that produce and strengthen justice and tolerance; and 3) What can be done to increase a society's tolerance and justice, both in the United States and abroad? This course makes use of historical, political, and literary sources.

Format: seminar. Requirements: midterm examination, medium length research paper, and final examination.

No prerequisites. *Enrollment limit: 16 (expected: 10). If overenrolled, preference given to Political Science majors.*

*Comparative Politics Subfield; American Politics Subfield*

MARCUS

**PSCI 344T(S) The Political Theory of Liberal Economics (W)**

This course deals with the economic and political writings of four important economists—Adam Smith, John Maynard Keynes, Friedrich Hayek, and Milton Friedman. Although all are remembered primarily as economists, they also engaged in writing political theory. This course will examine the political assumptions and implications of their economic thought and where they agree and disagree, particularly the role they assign to the state in constructing and sustaining markets. How do they conceive of the origin of markets? What role does the state play in making, supervising, and maintaining markets? Do the economists conceive of

the state in similar terms and, especially, do the more libertarian economists really proceed as if markets are self-generated and spontaneous? What is it that economic theorists have the state doing? What is their implicit theory of the state?

Format: tutorial. Requirements: grades are based on five to six papers and participation

Prerequisites: ?. Enrollment limit: 10 (expected: 10). Preference given to ?.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Hour: 2:35-3:50 TF

MACDONALD

### **PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)**

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *The Analects*, *Mencius*, *the Daodejing*, *Zhuangzi*, and *Han Feizi*.

Format: discussion/lecture. Requirements: two five page papers and one fifteen page paper.

No prerequisites. Enrollment limit: 15 (expected: 15).

Comparative Politics Subfield; Political Theory Subfield

Hour: 11:20-12:35 TR

CRANE

### **PSCI 350 (formerly 352T) Comparative Political Economy (Not offered 2012-2013)**

This tutorial provides an introduction to comparative political economy by focusing on an enduring puzzle: the spread of capitalism led to both transitions to democracy and dictatorship/authoritarianism. How is it that the expansion of markets led to the birth of democracy in some countries, but dictatorships in others? What, if any, is the relationship between economic development and the organization of power (regime type)? Does economic development lead to the spread of democracy? Or is economic crisis the key to understanding the conditions under which dictatorships fall? To answer these questions we read works by Moore, Lipset, Schumpeter, Przeworski, Rueschmeyer et al., Haggard & Kaufman, among others.

Format: tutorial. Requirements: five 5-6 page lead essays, five 1-2 page response papers, one 10-12 page revised lead essay.

Prerequisites: one of the following: Political Science 201, 202, 203, 204, 229, 250, 254, 256, 333 or the permission of the instructor. Enrollment limit: 10 (expected: 10). Preference will be given to Political Science and Political Economy majors.

Comparative Politics subfield

MUNEMO

### **PSCI 351 The New Left and Neoliberalism in Latin America (Not offered 2012-2013) (W)**

Recent years have seen a resurgence of the political left in Latin America. This course examines major political figures, parties, and movements of the contemporary left as well as the neoliberal positions and policies they largely oppose. We first read major polemics from both sides, before moving on to consider the historical evolution of these ideas from the colonial period to the present, and then competing explanations for the recent rise of the left. After break, we look more closely at particular countries and leaders, the latter including Hugo Chávez and Evo Morales, before turning to the most important contemporary policy debates as well as discussions about what it might mean to be on the political left in Latin America today.

Format: lecture and discussion, plus one or two debates and two seminar classes. Requirements: three two-page reaction papers, one-page reflection essay, and a 12-page proposal.

Prerequisites: a course on Latin America and a course in Economics, or permission of the instructor. Enrollment limit: 14 (expected: 14). Preference given to Political Science majors.

Comparative Politics Subfield

Research Course

MAHON

### **PSCI 354 Nationalism in East Asia (Same as ASST 245 and HIST 318) (Not offered 2012-2013)**

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Format: lecture/discussion. Requirements: two 5-page papers, class participation, final exam.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to Political Science and Asian Studies majors.

Comparative Politics Subfield

CRANE

### **PSCI 360 (formerly 382) The Art of Political and Historical Inquiry: American Foreign Relations (Not offered 2012-2013)**

How do political scientists, historians, and international relations theorists effectively carry out original and productive research projects? This course seeks to introduce students to the practical methods of political and historical inquiry. Working almost exclusively with primary sources and recently declassified documents, this class will examine selected aspects of American foreign relations. Rather than simply reading existing scholarly literature in this area, the goal of this class is to enable students to produce original scholarship based on an examination of primary documents instead of through a reliance on secondary sources. In consultation with the professor, students will have the option of pursuing either individual or engaging in collective research projects.

Format: research seminar. Evaluation will be based on weekly research assignments, class participation, and a final research paper of 25-30 pages.

Prerequisites: any of the following courses: Political Science 262, Political Science 242, History 262, History 263, History 358 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to upper-level Political Science and History majors, as well as students with a demonstrated interest in American foreign policy and international studies.

International Relations Subfield

Research Course

MCALLISTER

### **PSCI 362T(S) The Wilsonian Tradition in American Foreign Policy (Same as LEAD 362) (W)**

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Format: tutorial. Requirements: four papers of 7-8 pages and response papers.

Prerequisites: PSCI 120, 202, or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Political Science majors and Leadership Studies concentrators (Kaplan track).

May not be taken on a pass/fail basis; not available for the Gaudino option.

Tutorial meetings to be arranged.

MCALLISTER

### **PSCI 365(S) U.S. Grand Strategy (Same as LEAD 365) (W)**

This course examines how U.S. leaders have conceived of their nation's place in the world and sought to use power to achieve national objectives. We will consider military affairs, economics, and diplomacy, but the class is mostly concerned with ideas. How have leaders from James Madison to George W. Bush thought about U.S. vulnerabilities, resources, and goals, and how have those ideas influenced foreign policy decisions? How did key leaders balance competing objectives and navigate difficult international circumstances? Which leaders were successful in managing U.S. statecraft, and which were not? Which leaders developed coherent grand strategies? What lessons might we derive for our own times from studying this history? The course will sweep across American history but will not attempt to be exhaustive in any way. Rather, it will focus on certain moments that highlight changing grand strategic thought. We will carefully consider, for example, the drafting of the U.S. Constitution, continental expansion in the Manifest Destiny period, the Civil War, overseas expansion in the late nineteenth century, the presidency of Woodrow Wilson, the Second World War, the Cold War, and the "War on Terror."

Possible texts include Hamilton, Madison, and Jay, *The Federalist Papers*; Alfred Thayer Mahan, *The Influence of Sea Power Upon History*; George Kennan, *American Diplomacy*; Richard Immerman, *Empire for Liberty*; Henry Kissinger, *Diplomacy*; James McPherson, *Tried by War: Abraham Lincoln as Commander in Chief*; and a collection of primary sources.

Format: seminar. Requirements: attendance and active participation in class; two short essays and one longer research paper (approximately 15 pages).

Prerequisites: PSCI 120 or PSCI 202 or permission of instructor. Enrollment limit: 14 (expected: 14). Preference given to PSCI majors and Leadership Studies concentrators.

Hour: 7:00-9:40 p.m. M

MCALLISTER



**PSCI 370(S) The Political Thought of Frantz Fanon (Same as AFR 360 and PHIL 360)**  
(See under AFR 360 for full description.)

ROBERTS

**PSCI 371 Women Activists and Social Movements (Same as AFR 371, INTR 371, and WGSS 370) (Not offered 2011-2012)**  
(See under INTR 371 for full description.)

JAMES

**PSCI 372 (formerly 234) Rastafari: Dread, Politics, Agency (Same as AFR 302 and REL 261) (Not offered 2012-2013)**  
(See under AFR 302 for full description.)

ROBERTS

**PSCI 397(F), 398(S) Independent Study**

Open to junior majors with permission of the department chair.

## SENIOR COURSES

**PSCI 410(S) Senior Seminar in American Politics: Civic Education in America**

Despite the fact that, according to a recent poll by the National Constitution Center, 8 in 10 Americans believe that democratic government requires an informed and active citizenry, fewer than 4 in 10 can name the three branches of the federal government. Whether or not we regard this particular encyclopedic fact as especially important, few disagree with the idea that, when it comes to politics and citizenship, Americans are an ill-informed people. But what exactly would we want Americans to know more about? And how exactly might we get them to learn it? Taking these questions as its starting points, this senior seminar will tackle the state of civic education in America—its promise and its pitfalls, its past iterations and its practice in contemporary times. In the first half of the semester, we will look closely at a series of debates about the goals, substance, and effect of civic education, including whether (and why) we should want it, what exactly it can and should look like (perhaps looking to civic education in other nations for meaningful points of comparison), and what sorts of effects it may have on citizens individually and the polity at large. In the second half of the semester, we will seek to put what we have learned into action, with students selecting a particular subject (an institution, a value, a process) and developing a civic education curriculum around it for introduction at several distinct grade levels in local schools. Embodying the idea that you never know something as thoroughly and meaningfully as you might until you have taught it, this seminar will seek simultaneously to deepen our own civic knowledge and practices and to cultivate more meaningful knowledge and practices in others.

Format: seminar. Requirements: one or two short essays, class participation, and a multi-part experiential project culminating in a class presentation and a 15- to 20-page paper.

Prerequisites: senior standing in Political Science or permission of the instructor. *Enrollment limit: 15 (expected: 13). Preference given to senior (and then junior)*

*Political Science majors concentrating in American Politics.*

*American Politics Subfield*

Hour: 8:30-9:45 TR

CROWE

**PSCI 410(F) Senior Seminar in American Politics: Interpretations of American Politics**

Current assessments of the state of American politics vary widely. Though recent polls show that as many as 60 percent of Americans think that the country is headed down the wrong-track, it is not clear what that means. Critics on the left worry that the United States is on an imperial quest, extorting resources from the global many for the advantage of an elite few. Critics on the right worry that the U.S. has abandoned the traditions that made it strong and has entered a period of moral decay. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates it.

Format: seminar. Requirements: brief weekly writing assignments; two short essays; a 15-page research paper; and oral presentation.

Prerequisites: at least one class in American politics. *Enrollment limit: 15 (expected 12). Preference given to senior political science majors.*

*American Politics Subfield*

Hour: 2:35-3:50 MR

MELLOW

**PSCI 420(F) (formerly 369) Senior Seminar: Human Rights in International Politics and Law (Same as JLST 401) (W)**

The idea that all humans have rights simply because they are human—independent of anything they might do or achieve—has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Format: seminar. Requirements: two essays on common topics, a turn as class discussion leader, an independent research paper; active and constructive participation in class.

Prerequisites: Political Science 202, senior status, permission of instructor. *Enrollment limit: 18 (expected 18). Preference given to Political Science majors; seniors.*

*International Relations Subfield*

*Research Course*

Hour: 2:35-3:50 MR

SHANKS

**PSCI 420(S) Senior Seminar in International Relations: Trials and Transitions (Same as JLST 401) (W)**

Before the 1990s, the world saw only occasional, discrete war crimes trials after major-power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. At the same time, worries about residual impunity or the effect that punishment might have on societies' futures has led to the development of national and social courts to complement those at the international level. Models of transitional justice abound. This capstone seminar examines the intent, process, meaning and consequence of these new institutions, particularly in terms of national constitutions, international law, and principles of justice.

Format: seminar. Requirements: eight short papers, longer final paper, class participation.

Prerequisites: senior standing or permission of instructor. *Enrollment limit: 18 (expected: 18). Preference given to Political Science majors concentrating in International Relations; Just and Law seniors.*

Hour: 11:00-12:15 MWF

SHANKS

**PSCI 420(S) Senior Seminar: The Vietnam War and the Vietnam Era, 1961-75 (Same as LEAD 458)**

This upper-level course has three major objectives. First, it will familiarize students with the basic political, military and diplomatic facts of the Vietnam War. Second, it will acquaint them more generally with broader aspects of the years 1954-75, especially the great political and cultural changes that took place within the United States beginning around 1965. Lastly, each student will have the opportunity to research and write about some aspect of one of these two topics in some detail. In so doing, students will learn some new research techniques that use up-to-date software, and may take advantage of the enormous opportunities now available for on-line research.

Format: seminar. Requirements: class participation and a 20- to 25-page research paper.

No prerequisites. *Enrollment limit: 14 (expected: 14). Preference given to senior Political Science majors and Leadership Studies concentrators.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-3:50 W

KAISER

**PSCI 420 Senior Seminar: Ending the Vietnam War (Not offered 2012-2013)**

By the end of 1968, there was a broad consensus within the American government and the wider public that the Vietnam War was unwinnable. Nevertheless, it took four more years to bring the war to a close. Whether the war could have ended earlier, or whether the peace settlement represented a betrayal of our South Vietnamese allies, are questions that continue to be fiercely debated by historians and political scientists. This course will examine the diplomacy of war termination and the strategy for ending the war pursued by Richard Nixon and Henry Kissinger. Working primarily with the *Foreign Relations of the United States* series and other primary sources, students in this capstone will collaborate with the instructor to collectively produce an original work of scholarship on the final years of the Vietnam War.

Format: seminar. Requirements: class participation, two short papers and a final research paper.

Prerequisites: PSCI 202. *Enrollment limit: 14 (expected: 10). Preference given to senior Political Science majors and Leadership Studies concentrators.*

*International Relations Subfield*

*Research Course*

MCCALLISTER

**PSCI 430 Senior Seminar in Political Theory: Visual Politics (Same as ARTH 329) (Not offered 2012-2013)**

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are *at best* peripheral topics in contemporary political theory. This new course explores both why that is and how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a variety of visual media, genres, and examples, we will also take up fundamental theoretical questions about the place of affect and the senses in political life. Readings will include relevant excerpts from ancient and modern theorists but our primary focus will be contemporary and will bring political theory into conversation with such fields as art history and criticism, communications, film theory, psychoanalysis, and cognitive science. Possible authors include Allen, Arendt, Azoulay, Bal, Barthes, Benjamin, Buck-Morss, Butler, Connolly, Crimp, Damasio, Deleuze, Dewey, Elkins, Fried, Hobbes, Machiavelli, Merleau-Ponty, Mitchell, Mulvey, Noe, Plato, Rancière, Rogin, Rose, Rousseau, Scott, Sontag, Spinoza, Zizek.

Format: seminar. Requirements: class participation, regular short response papers and exercises, and a 15-page final essay.

Prerequisites: junior or senior standing and prior coursework in political theory, cultural theory, or visual studies; or permission of instructor. *Enrollment limit: 16 (expected: 15). Preference given to senior Political Science majors with concentration in Political Theory, then other Political Science and Art History majors.*

M. REINHARDT

**PSCI 440(F) Senior Seminar in Comparative Politics: Political Development**

The role of the United States in the wars in Iraq and Afghanistan, and its adventures and misadventures in reconstituting order in those countries, have directed attention back to the dynamics, approaches, and debates in political development. This senior seminar in comparative politics critically examines the theories and problems of political development by focusing on three major topics in the sub-discipline: state formation, nationalism, and democratization. Drawing on both historical and contemporary cases, we consider the conditions that lead to strong and weak states, inclusive and exclusive nationalist mobilization, and democratic and autocratic government.

Format: seminar. Requirements: class participation; three short papers; ten weekly responses; and an oral exam covering two of the three topics.

Prerequisites: PSCI 204 or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to senior Political Science majors concentrating in Comparative Politics.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 2:35-3:50 TF

MUNEMO

**PSCI 440 Senior Seminar in Comparative Politics: The War in Iraq (Not offered 2012-2013)**

This senior seminar will consider rival explanations for why the United States went to war in Iraq and why the venture did not go as planned. Why did the U.S. government opt for war in Iraq: was it fear of weapons of mass destruction and ties to al-Qaeda or the appeal of oil or the pursuit of geopolitical advantage or the influence of domestic lobbies, moral appeals, or imperialist impulses? And are the problems with the invasion the result of American mismanagement or the predictable effect of the invasion itself?

Format: seminar. Requirements: readings, class presentation, and research paper.

Prerequisites: PSCI 204 or PSCI 250. *Enrollment limited: 15 (expected 15). Preference given to senior Political Science majors with concentration in Comparative Politics.*

*Comparative Politics Subfield*

*Research Course*

M. MACDONALD

**PSCI 411(F)-W33-412(S) Advanced Study in American Politics**

A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The *Sentinels Scholar* may submit her/his essay for consideration for honors in Political Science.

Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

**PSCI 493(F)-W31-494(S) Senior Thesis**

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

*Research Skills Course*

Hour: 2:35-3:50 TF

2:35-3:50 TF

First Semester: CRANE

Second Semester: CRANE

**PSCI 495(F)-W32, W32-496(S) Individual Project**

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Prerequisites: two elective courses in the major's subfield specialization.

**PSCI 497(F), 498(S) Independent Study**

Open to senior Political Science majors with permission of the department chair.

**PSYCHOLOGY**

**(Div. II, with some exceptions as noted in course descriptions)**

Chair, Professor BETTY ZIMMERBERG

Professors: FEIN\*\*, HEATHERINGTON, KASSIN, KAVANAUGH, KIRBY\*\*, M. SANDSTROM, SAVITSKY, P. SOLOMON, ZAKI. ZIMMERBERG. Associate Professors: HANE, N. SANDSTROM. Assistant Professors: CROSBY, KORNEILL\*, STROUD. Senior Lecturer: ENGEL. Visiting Assistant Professors: CONE, HARRINGTON, HOFELICH.

**MAJOR**

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

- 1) PSYC 101 Introductory Psychology
- 2) PSYC 201 Experimentation and Statistics
- 3) Three 200-level courses, with at least one from each of the following groups.
 

Group A	COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science NSCI 201/BIOL 212/PSYC 212 Neuroscience PSYC 221 Cognitive Psychology
Group B	PSYC 232 Developmental Psychology PSYC 242 Social Psychology PSYC 252 Psychological Disorders PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

- 4) Three 300-level courses from at least two of the areas listed below:

- Area 1: Behavioral Neuroscience (courses with middle digit 1)
- Area 2: Cognitive Psychology (courses with middle digit 2)
- Area 3: Developmental Psychology (courses with middle digit 3)
- Area 4: Social Psychology (courses with middle digit 4)
- Area 5: Clinical Psychology (courses with middle digit 5)
- Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
- Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation *Empirical Lab Course*.

#### 5) PSYC 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

### THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

### STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

- 1) meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad
- 2) take Psychology 201 (Experimentation and Statistics) in the sophomore year
- 3) think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students' opportunities to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that he/she is not able to do both, or is restricted in the choice of study-abroad programs.

### COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

#### PSYC 101(F,S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 160).*

Hour: 10:00-10:50 MWF

Members of the Department

#### PSYC 201(F,S) Experimentation and Statistics (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of research studies in different areas of psychology (e.g., social, personality, cognitive) that illustrate basic designs and methods of analysis.

Format: lecture/lab. Requirements: papers, exams, and problem sets.

Prerequisites: Psychology 101. *Enrollment limit: 22 per section. Not open to first-year students except with permission of instructor. Preference given to Psychology majors.* Two sections each semester—students must register for the lab and lecture with the same instructor.

*Not available for the Gaudino option.*

Hour: 11:20-12:35 TR Lab: 1:10-3:50 M,W  
1:10-2:25 MR, 8:30-9:45 TR Lab: 1:10-3:50 W

First Semester: HANE, SAVITSKY  
Second Semester: FEIN, M. SANDSTROM

#### PSYC 212(F) Neuroscience (Same as BIOL 212 and NSCI 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 a lab practical, lab reports, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 72 (expected: 72). Preference given to sophomores and to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Not available for the Gaudino option.*

Hour: 8:30-9:45 TR Lab: 1-4 M,T,W

N. SANDSTROM and H. WILLIAMS (lecture) MARVIN (labs)

#### PSYC 221(F,S) Cognitive Psychology

This course will survey the properties and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

Format: lecture. Requirements: two in-class midterms, a final exam, and short writing assignments.

Prerequisites: Psychology 101 or permission of instructor. *Enrollment limit: 50 (expected: 50).*

Hour: 2:35-3:50 MR

First Semester: HOFELICH

11:00-12:15 MWF

Second Semester: ZAKI

#### PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as COGS 222 and PHIL 222)

(See under COGS 222 for full description.)

*Satisfies one semester of the Division II requirement.*

CRUZ

#### PSYC 232(S) Developmental Psychology

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal development, perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including early experience, social learning, psychoanalytic, cognitive-developmental, and ethological models.

Format: lecture/discussion. Requirements: participation in on-line discussion, one short paper on children's television, two midterm exams and a cumulative final exam.

Prerequisites: Psychology 101. *Enrollment limit: 50 (expected: 50). Preference given to sophomores and junior Psychology majors. Open to first-year students.*

Hour: 11:20-12:35 TR

HANE

#### PSYC 242(F,S) Social Psychology

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 50 (expected: 50). Open to first-year students.*

Hour: 9:55-11:10 TR

First Semester: CROSBY

11:00-12:15 MWF, 1:10-2:25 TF

Second Semester: CONE

**PSYC 252(F/S) Psychological Disorders**

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101; open to first-year students. *Enrollment limit: 50 (expected: 50). Preference given to Psychology majors, then sophomores, then by seniority.*

Hour: 1:10-2:25 TF  
2:35-3:50 MR

First Semester: STROUD  
Second Semester: HEATHERINGTON

**PSYC 272(S) Psychology of Education**

This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Format: lecture/discussion. Requirements: two exams and a final project.

Prerequisites: Psychology 101. *Enrollment limit: 50 (expected: 50). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 9:55-11:10 TR

ENGEL

**PSYC 315 Hormones and Behavior (Same as NSCI 315) (Not offered 2012-2013)**

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project. Format: Empirical Lab Course. Requirements: presentations and participation in discussions, short papers, midterm and final exams, written and oral presentation of the research project.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfies one semester of the Division III requirement.*

N. SANDSTROM

**PSYC 316(S) Clinical Neuroscience (Same as NSCI 316)**

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.

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: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfies one semester of the Division III requirement.*

Hour: 8:30-9:45 MWF

Lab: 1:10-3:50 M

P. SOLOMON

**PSYC 317(T/S) Nature via Nurture: The Psychobiology of Danger**

This course examines the relative contributions of nature (genetics) and nurture (the environment) to the neurobiology of aggression and fear, leading to individual differences in behavior in dangerous situations. We will evaluate the neuroscience literature to arrive at an understanding of the neuroanatomy and neurochemistry underlying behaviors that create danger (e.g. violence, child abuse, antisocial behavior, alcohol abuse) and behaviors that respond to danger (e.g. inhibition, risk-taking, stress responses, empathy). Modern neuroscience techniques, such as brain imaging, selective trait breeding and gene mapping, have discovered new relationships between genes and behavior. However, recent studies on the effects of social and cognitive factors suggest critical environmental influences on the expression of these genetic determinants. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes in dangerous situations.

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; weekly lab meetings will be held and empirical projects will be presented in a poster session at the final meeting.

Prerequisites: Psychology 212 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfied one semester of the Division III requirement. May not be taken on a pass/fail basis. This course is part of the Gaudino Danger initiative.*

Tutorial meetings to be arranged. Lab: 1:10-3:50 R

ZIMMERBERG

**PSYC 318 Image, Imaging and Imagining: The Brain and Visual Arts (Same as INTR 223 and NSCI 318) (Not offered 2012-2013)**

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will create their own artwork in response to the course material, culminating in a class exhibit. The class will include field trips to local museums.

Format: seminar. Evaluation will be based on a midterm, several presentations, and a final project.

Prerequisites: PSYC 101, ArtH 101-102 or permission of the instructor. *Enrollment limit: 12 (expected: 12). Preference: for registration under INTR, Studio Art majors; for registration under PSYC or NSCI, Psychology majors and Neuroscience concentrators.*

*Satisfies one semester of the Division III requirement.*

ZIMMERBERG

**PSYC 319(T/F) Neurofiction**

Increasingly, neuroscience is not only a topic of interest to academics and clinicians, but also to the general public. Cover stories in the major news magazines over the past year include Alzheimer's disease, autism, depression, memory, traumatic brain injury in athletes, and schizophrenia. Television news and newspapers cover studies related to neuroscience on a daily basis. Increasingly, novels and movies focus on neuroscience topics. This tutorial will use movies and popular press fiction as a starting point for analysis and discussion of contemporary topics in neuroscience. We will use these movies and novels as "case histories" to provide a foundation for discussing contemporary and controversial topics in neuroscience. Students will begin each topic by viewing a film or reading a book that portrays a topic in neuroscience. Each film/book will serve as a launching point for in depth discussion and debate of the neuroscientific issues raised in the film/book. For example, the film *A Beautiful Mind* raises issues regarding the neurobiological basis and treatment of schizophrenia and the film *Memento* raises many controversial issues surrounding the neurobiology of memory.

Format: tutorial. Requirements: students will meet in pairs with the instructor for one hour each week; during each meeting, students will either present a 6- to 8-page position paper (5 papers in total) based on research papers from the weeks reading list or respond to their partner's position paper.

Prerequisites: Psychology 212 (Neuroscience 201) or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Tutorial meetings to be arranged.

P. SOLOMON

**PSYC 322(F) Concepts: Mind, Brain, and Culture**

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do

children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

Format: Empirical Lab Course. Requirements: short papers, class presentation, and research paper.

Prerequisites: Psychology 221 or 222 or permission of instructor. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Cognitive Science concentrators.*

Hour: 1:10-2:25 TF

Lab: 1:10-3:50 W

ZAKI

### **PSYC 324T Great Debates in Cognition (Not offered 2012-2013)**

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for an hour each week. Evaluation will be based on weekly papers and oral arguments.

Prerequisites: Psychology 221 or 222 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Cognitive Science concentrators.*

ZAKI

### **PSYC 326(S) Choice and Decision Making**

One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

Format: seminar. Requirements: essay papers and class participation.

Prerequisites: Psychology 221 or 222 or permission of instructor. Permission is typically given to students who have successfully completed Economics 110. *Enrollment limit: 16 (expected: 16). Preference given to senior Psychology majors who need the course to fulfill the major.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

KIRBY

### **PSYC 327 Human Learning and Memory (Not offered 2012-2013)**

This course covers the principles underlying human learning and memory. One of the major themes will be what people can do to make their learning more efficient and long-lasting. In addition to "what works," we will also examine what people think works. Memory is complex and often unintuitive, and we will examine people's misconceptions, particularly about how to study. We will approach these issues from a theoretical perspective and a practical perspective (e.g., by discussing the implications of cognitive psychology for education). Consistent with what is known about learning and memory, students will be expected to be active participants in their own learning.

Format: Empirical Lab Course; seminar with scheduled lab. Requirements: seminar and lab attendance, an original empirical research project (conducted in small groups), a written report of the research project (written individually), shorter written assignments, an in-class presentation of the research project, mid-term and final exams, and class participation.

Prerequisites: Psychology 201 and Psychology 221 or 222, or permission of instructor. *Enrollment limit: 16 (expected: 14). Preference given to Psychology majors.*

KORNELL

### **PSYC 331T Risk and Resilience in Early Development (Not offered 2012-2013)**

Children are often viewed as vulnerable members of our society, worthy of great care and protection. Paradoxically, equally commonplace is the perception that children are hearty and resilient individuals who more readily adapt to change than adults. This contradiction is most evident during early development, when the remarkable plasticity of the rapidly developing brain offers infants and young children an exquisite sensitivity to contextual forces, both positive and negative. This tutorial explores the risk and protective factors, both within and outside of the young child, that give rise to continuity and change in early development and focuses on the challenges of translating risk and resilience research into programs that optimize development. Evidence drawn from theories of early experience and developmental psychopathology will frame our review of the literature on prenatal risk factors, including teratogens and maternal stress; genetic influences, including gene-by-environment interactions; infant risk factors, including medical fragility and temperament; caregiving risk factors, including maternal and paternal factors and childcare settings; socioeconomic risk factors, including poverty; and child abuse and neglect. Tutorial assignments will focus heavily on critical evaluation of the quality of the research and to the translation of the research to applied programs.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week. Each week, students will either compose a position paper based on the week's readings, or respond to the position paper of their partner.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

HANE

### **PSYC 332 Cognitive Development (Not offered 2012-2013)**

In this course we consider how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and then move on to examine the development of language, memory, reasoning, and imagination. Throughout these discussions, we consider the impact of biology (e.g. changes in the brain) and culture on cognition, as well as the similarities and differences in the cognitive abilities of normally developing children and children with developmental problems (e.g., autism).

Format: seminar. Requirements: two hour exams, thought papers, and a final 10- to 15-page paper.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. *Enrollment limit: 16 (expected: 16). Preference to Psychology majors.*

KAVANAUGH

### **PSYC 334T(F) Magic, Superstition, and Belief (W)**

In the 2008 presidential campaign, Barack Obama played a ritual game of basketball that he hoped would ensure good results while his opponent, John McCain kept a lucky penny in his pocket throughout the election season. These are but two striking examples of the millions of people who regularly engage in ritualistic or superstitious behavior. But why? How did the mind evolve to support both logical reasoning and magical thinking? In this tutorial, we explore that question by examining how beliefs, emotions, and imagination have interlocked in the course of human development. We will discuss and debate how the capacity to imagine facilitates problem solving, why magical thinking continues in to adulthood, and how our beliefs in both natural and supernatural phenomena are related to the evolutionary forces that shaped the human mind.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week and be fully prepared to discuss the material. Each week, one member of each pair will either write a 5- to 7-page paper (five papers in total), or respond in writing (one page) to the partner's paper. Emphasis will be placed on constructing critical written and oral arguments.

Prerequisites: Psychology 221 or 232 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

Tutorial meetings to be arranged.

KAVANAUGH

### **PSYC 335 Early Experience and the Developing Infant (Not offered 2012-2013) (W)**

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

Format: empirical lab course. Requirements: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent research project.

Prerequisites: Psychology 201, Psychology 212, and Psychology 232 or permission of instructor. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience Concentrators.*

HANE

### **PSYC 336 Adolescence (Not offered 2012-2013) (W)**

Why do we define adolescence as a distinct stage of development? What are its perils and accomplishments? What internal and external forces make adolescence such a volatile and formative stage of life? The course considers a range of empirical and theoretical material, as well as fiction and film, in order to identify and understand the behavior and experience of adolescents. Topics include: identity, sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures.

Format: seminar. There will be a midterm paper and a group project that will involve several pieces of writing.

Prerequisites: Psychology 232 or permission of instructor. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and those who plan to become teachers.*

ENGEL

### **PSYC 337(S) Temperament and Biobehavioral Development (W)**

This class will explore individual differences in reactivity and self-regulation in infancy and childhood. Developmental, ethological, and neuroscience models will serve as the foundation for the exploration of the construct of temperament. Topics will include biobehavioral models of reactivity to stress and novelty, including research examining individual differences in neuroendocrine, electrophysiological, and emotional responding. Individual differences in self-regulation will be explored, and will focus heavily on the literature examining the development of attention and other executive control processes in infancy and early childhood. Longitudinal research that examines continuity and change in temperament from infancy through adulthood will be examined. The contributions of genetics and the contextual influences on temperament trajectories will be explored, including research demonstrating the influence of caregivers and gene-by-environment interactions.

Format: seminar. Requirements: weekly thought papers and one final 7- to 10-page paper.

Prerequisites: Psychology 201 and 232 or Psychology 212 or permission of instructor. *Enrollment limit: 19 (expected: 16). Preference given to Psychology majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-3:50 W

HANE

### **PSYC 338(F) Childhood in Context**

The psychological lives of children are shaped not only by internal changes, but also by the ways in which adults in their community view and treat them, as well as by other situational forces (for instance poverty and social unrest). In this course students will consider how various external forces affect children's daily experience. Students will compare several psychological models of young children- some emanating from folk culture, and some from scientific paradigms. We will look at how parenting and educational practices reflect the implicit models of childhood held by members of a community, and then examine whether those practices have a substantive or lasting effect on children. We will also weigh the impact of certain non-parental features of the environment: poverty, wealth, social unrest, violence, societal well-being, and technological advances. Specific questions we will consider in the course include (but are not limited to): What are the short and long term effects of growing up in a society with a formal model of teaching and learning? In what ways is the psychological experience of poor children different than that of the middle class? Are children who grow up in rural areas different from those who grow up in cities? What is the long term impact of growing up in a culture that does or does not value play?

We will draw on observational and experimental data, narrative non-fiction, and film, as well as the work of anthropologists and historians.

Format: seminar. Requirements: three 5- to 7-page papers.

Prerequisites: Psychology 232 or 272. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

*May not be taken on a pass/fail basis.*

Hour: 8:30-9:45 TR

ENGEL

### **PSYC 340T Interdisciplinary Approaches to Social Psychology (Not offered 2012-2013) (W)**

This tutorial will examine new and emerging interdisciplinary approaches to the study of important social psychological issues. Its focus will be on the connections between social psychology and disciplines such as neuroscience, biology, cognitive psychology, political science, organizational behavior, educational psychology, and cross-cultural and multi-cultural psychology. Examples of topics to be examined include: Neuroscience and prejudice; culture and the self; education and diversity; biology and altruism; politics and attitude change. We will explore the benefits and challenges of taking interdisciplinary approaches to studying these issues.

Format: tutorial. Requirements: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions.

Prerequisites: Psychology 242. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

FEIN

### **PSYC 341 Stereotypes, Prejudice, and Discrimination (Same as WGSS 339) (Not offered 2012-2013) (D) (W)**

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Format: Empirical Lab Course. Requirements: weekly brief papers, oral reports, two longer papers.

Prerequisites: Psychology 201 and 242. *Enrollment limit: 16 (expected: 16). Preference given to senior, then junior Psychology majors.*

FEIN

### **PSYC 342(F) Social Judgment**

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people's judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Format: Empirical Lab Course. Requirements: a series of short papers; two essay exams; written and oral reports of research.

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor. *Enrollment limit: 16 (expected: 12). Preference given to Psychology majors.*

Hour: 2:35-3:50 MR

Lab: 1:10-3:50 W

CONE

### **PSYC 344 Advanced Research in Social Psychology (Not offered 2012-2013)**

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.*

FEIN

### **PSYC 345 Political Psychology (Same as PSCI 310) (Not offered 2012-2013)**

(See under PSCI 310 for full description.)

MARCUS

### **PSYC 346(S) Environmental Psychology (Same as ENVI 346)**

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding pro-environmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Format: empirical lab course. Requirements: a series of papers, two essay exams, written and oral reports of research.

Prerequisites: Psychology 242 recommended, Psychology 201, or a comparable course in statistics and research methodology, is also recommended. *Enrollment limit: 16 (expected: 16). Preference to Psychology major and Environmental Studies concentrators.*

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 M

SAVITSKY

### **PSYC 347(F) Psychology and 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.

erations.

Format: seminar. Requirements: two hour exams and class participation.

Prerequisites: Psychology 242. *Enrollment limit: 30 (expected: 30).*

Hour: 7:00-9:40 p.m. M

KASSIN

### **PSYC 349(S) Progress and Problems in Intergroup Interaction (D)**

This course will examine literature on intergroup interaction, ranging from classic work on "the contact hypothesis" to recent work that traces the physiological correlates of intergroup interaction. We will discuss the current challenges of intergroup interaction, and the ways in which good intentions can sometimes backfire in these situations. We will focus on interactions across specific group-based differences, such as race/ethnicity, sexuality, social class, and gender, and in specific settings, such as schools and workplaces. All students will design and conduct an empirical research project. The course fulfills the Exploring Diversity Initiative by focusing on how group membership, individual differences, and social power affect the experiences of both majority and minority group members in these interactions.

Format: seminar/Empirical Lab Course. Requirements: twice weekly reaction papers, periodic oral presentations, research papers.

Prerequisites: Psychology 201 and 242 or consent of instructor. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 TF

Lab: 1:10-3:50 M

CROSBY

### **PSYC 350(F) Child Psychopathology**

This course explores the rapidly evolving field of psychological disorders in childhood and adolescence. We will examine the intertwined effects of individual characteristics (e.g., genetics, neurobiological factors), relationship processes (e.g., parenting, family functioning, peers), community settings (e.g., schools, neighborhoods), and the broader cultural context (e.g., poverty, stigma, media). Using a developmental framework, we will examine the emergence and maintenance of specific psychological disorders, as well as variations in how children cope with cataclysmic stressors (chronic illness, physical and sexual abuse). The goals of this course include (1) appreciation of the dynamic interplay between biology and experience in the unfolding of psychopathology, (2) exploration of diagnostic criteria and phenomenology of specific disorders, and (3) exposure to a wide range of research-based strategies for prevention and intervention.

Format: seminar. Requirements: classroom participation, response papers, midterm, final paper.

Prerequisites: Psychology 232 or 252. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 1:10-2:25 MR

M. SANDSTROM

### **PSYC 351 Childhood Peer Relations and Clinical Issues (Not offered 2012-2013)**

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.

Format: Empirical Lab Course. Requirements: weekly response papers, midterm exam and a written/oral report of research.

Prerequisites: Psychology 201 and either Psychology 232 or 252. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors.*

M. SANDSTROM

### **PSYC 352(F) Clinical and Community Psychology**

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised fieldwork placement arranged by the instructor in a local mental health or social service agency.

Format: seminar. Requirements: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper.

Prerequisites: Psychology 201 and either Psychology 232 or 252. *Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course.*

Hour: 2:35-3:50 MR

HEATHERINGTON

### **PSYC 357(S) Depression**

This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. All students will design and conduct an empirical research project based on the readings and concepts discussed. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

Format: Empirical Lab Course. Requirements: class participation, in-class short written responses, weekly response papers, midterm exam, an original empirical research project, a written report of the research project, and an oral presentation of the research project.

Prerequisites: Psychology 201 and Psychology 252. *Enrollment limit: 16 (expected: 16). Preference will be given to Psychology majors.*

Hour: 11:20-12:35 TR

Lab: 1:10-3:50 W

STROUD

### **PSYC 359(S) Anxiety Disorders: Responses to Danger, Both Real and Imagined**

This is an advanced course on anxiety disorders that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and concentration camp survival. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field. This course is part of the "Gaudino Danger Initiative."

Format: seminar. Requirements: active class participation, frequent response papers, midterm examination and final term paper.

Prerequisites: Psychology 252. *Enrollment limit: 19 (expected: 16). Preference given to Psychology majors.*

Hour: 8:30-9:45 MW

HARRINGTON

### **PSYC 361(S) Psychology of Nonviolence**

Nonviolence refers to choice behavior in interpersonal interactions in which physical and psychological injury to others is rejected as an option. In this course we will study theories of nonviolence, and evaluate the empirical support for their central empirical claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include anger and self-control, aggression, evil, conflict resolution, empathy, and forgiveness.

Format: discussion/seminar. Requirements: class attendance and participation, discussion leadership, short essays, and a final paper.

Prerequisites: any 200-level course in Psychology or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 2:35-3:50 MR

KIRBY

### **PSYC 363(S) Mimicry and Mind-Reading: The Social Neuroscience of Understanding Others**

Whether it is a returned smile from a passerby or a friend's commiserating frown, imitated facial expressions are ubiquitous in social interactions. Through an upturned lip corner or furrowed brow, we are able to rapidly decode what another person is feeling. In this course, we will examine the neural mechanisms that give rise to our ability to identify and empathize with the emotions we perceive in others. We will discuss the role of mirror neurons, perception-action mechanisms, mimicry, embodiment, and facial feedback in understanding the emotions of others. Finally, we will examine individual differences in this ability, including what happens when these mechanisms are impaired as a result of illness, paralysis, brain lesions, or in certain disorders, such as psychopathy, social conduct disorder, and autism.

Format: Empirical Lab Course. Requirements: seminar/lab attendance, short response papers, discussion leadership, empirical research project, research paper, and in-class presentation of research project.

Prerequisites: Psychology 221 or 212 or 242 or permission of instructor. *Enrollment limit: 16 (Expected 16). Preference given to Psychology majors and Neuroscience concentrators.*

Hour: 8:30-9:45 TR

Lab: T 1:10-3:50

HOFELICH

### **PSYC 372(F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?



Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal.  
 Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and those who plan to become teachers.*  
 Hour: 1:10-3:50 W

ENGEL

### **PSYC 397(F), 398(S) Independent Study**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

### **PSYC 401(F) Perspectives on Psychological Issues**

This course—the psychology department's senior seminar—considers several important contemporary topics from diverse psychological perspectives. These topics will be introduced via popular books or films, and we will analyze them more deeply with original research articles from across multiple perspectives and subdisciplines of psychology. The course will primarily be discussion-based, and the students will be leading these discussions.

Format: seminar. Requirements: participation in class discussions, choosing relevant research articles, and three position papers.

*Prerequisites: only open to seniors. No enrollment limit (expected: 15 per section). This course is required of all senior Psychology majors.*

Hour: 11:20-12:35 TR

Members of the Department

### **PSYC 493(F)-W31-494(S) Senior Thesis**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.

Prerequisites: permission of the thesis advisor.

## **PUBLIC HEALTH**

*Coordinator:* Associate Professor LOIS BANTA

*Advisory Committee:* Professors: DARROW, D. GOLLIN\*\*\*, C. JOHNSON, SHANKS, SHORE-SHEPPARD, B. ZIMMERBERG. Associate Professors: BANTA, GEHRING, HANE, KLINGENBERG, WATSON\*. Assistant Professors: KOHLER, MUNEMO, WILSON. Adjunct Associate Professor: HONDERICH. Visiting Professor: K. EDWARDS. Visiting Assistant Professor: J. PEDRONI. Lecturer: GUTSCHOW\*\*\*.

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Public health draws on theory and applied research in the social sciences, natural sciences and humanities. Specialized subjects within public health include epidemiology, population history, environmental health, disease prevention, aging, biostatistics, reproductive and family health, health policy, health education, and the politics of health-related research. A good foundation in the study of public health would include at least one course devoted to the field as a whole and one course in statistics, supplemented by courses that provide grounding in demographic history and processes, decision-making, science and health, and humanistic and ethical dimensions of the field. It also would include field experience. The advisory committee on public health suggests that the following categories of courses serve as a distributive guide for students interested in acquiring a foundation in the field.

### **Core Course**

ANTH/INTR 105 Introduction to Public and Global Health

### **Courses in Statistics**

POEC 253 Empirical Methods in Political Economy  
 PSYC 201 Experimentation and Statistics  
 STAT 101 Elementary Statistics and Data Analysis  
 STAT 201 Statistics and Data Analysis  
 STAT 231 Statistical Design of Experiments  
 STAT 440 Categorical Data Analysis

### **Global Health**

INST 210 Violence and Public Health  
 INST 211 Epidemiology and Global Health  
 WGSS 230 Gender, Sexuality and Global HIV/AIDS

### **Demography: Population Processes**

ECON 380 Population Economics  
 INST 210 Violence and Public Health

### **Decision-Making by Institutions and Individuals**

ECON 205 Public Economics  
 ECON 230 Economics of Health and Health Care  
 ECON 468 Your Money or Your Life: Health Disparities in the United States  
 [ECON 469 Economics of Global Health and Population - last offered Spring 2009]  
 ECON 504 Public Economics  
 PSCI/WGSS 209 Poverty in America  
 PSCI 228 International Organizations  
 PSYC 242 Social Psychology  
 PSYC 326 Choice and Decision Making  
 PSYC 341 Stereotypes, Prejudice and Discrimination  
 PSYC 349 Progress and Problems in Intergroup Interaction

### **Science and Medicine**

ANTH 105/INTR 150 Introduction to Public and Global Health  
 ANTH 272/WGSS 272 Sex and the Reproduction of Society  
 BIOL 132 The Human Genome  
 BIOL 133 The Biology of Exercise and Nutrition  
 BIOL/ENVI 134 The Tropics: Biology and Social Issues  
 BIOL 136 Studying Human Genetic Diversity: Individuals, Populations and 'Races'  
 BIOL 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease  
 BIOL 313 Immunology  
 BIOL 315 Microbiology  
 [CHEM 112 Chemistry of Tropical Diseases: Charting the Course from Traditional to Modern Medicines - last offered Spring 2011]  
 CHEM 115 AIDS: The Disease and Search for a Cure  
 CHEM/ENVI 341 Toxicology and Cancer  
 CHEM 343 Medicinal Chemistry  
 HIST 374 American Medical History  
 HIST/WGSS 378 The History of Sexuality in America  
 HSCI 320/HIST 293 History of Medicine  
 INST 211 Epidemiology and Global Health

PSYC 317 Nature via Nurture: The Psychobiology of Danger  
 PSYC 331 Risk and Resilience in Early Development  
 PSYC 335 Early Experience and the Developing Infant  
 WGSS 230 Gender, Sexuality, and Global HIV/AIDS

#### **Maternal and Child Health**

ANTH/WGSS 272 Sex and the Reproduction of Society  
 PSYC 317T Nature via Nurture  
 PSYC 331T Risk and Resilience in Early Development  
 PSYC 335 Early Experience and the Developing Infant  
 PSYC 337 Temperament and Biobehavioral Development  
 PSYC 338 Childhood in Context  
 PSYC 350 Child Psychopathology  
 PSYC 352 Clinical and Community Psychology  
 REL/ANTH/ASST248/WGSS 249 Body Politics in South Asia: Gender, Sex, Religion, and Nation

#### **Bioethics and Interpretations of Health**

[HIST 336 Victorian Psychology - last offered Spring 2008]  
 PHIL 213 Biomedical Ethics  
 PHIL 227 Death and Dying  
 PHIL/WGSS 228 Feminist Bioethics  
 PHIL 274T Ethics of Human Experimentation  
 PHIL 337 Justice in Health Care  
 REL/ANTH/ASST/WGSS 249 Body Politics, Gender, and Religion in South Asia  
 RLSP 301 Cervantes's Don Quixote  
 WGSS/PHIL 212 Ethics and Reproductive Technologies

#### **Winter Study Classes (\*Indicates Field Experience)**

ANSO 13 Epidemiology, Public Health and Leadership in the Health Professions  
 BIOL 11 Global Health: Why We Should Care  
 BIOL 12 Pathophysiology of Diseases of the Heart  
 AFR 25 Gender and Social Activism in Senegal\*  
 PHIL 12 Bioethics According to the Simpsons  
 PSCI 15 Infectious Diseases, Public Health Crisis and Human Development  
 PSCI 21 Fieldwork in Public and Private Nonprofits\*  
 SPEC 14 Emergency Medical Technician  
 SPEC 19 Medical Apprenticeship\*  
 SPEC 24 Eye Care and Culture in Nicaragua\*

## **RELIGION (Div. II)**

*Chair, Professor DENISE K. BUELL*

Professors: BUELL, DARROW, DREYFUS\*. Associate Professor: HAMMERSCHLAG, Assistant Professors: HIDALGO, JOSEPH-SON, SHUCK. Lecturer: GUTSCHOW\*\*\*. Bolin Fellow: NINH.

#### **MAJOR**

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion his/her own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

#### **Required sequence courses**

Religion 200 Theories and Methods in the Study of Religion  
 One 300-level seminar or tutorial  
 Religion 401 Senior seminar

#### **Elective courses**

Six electives at the 100, 200 or 300 level (with a maximum of one 100-level class to count towards major)

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College's co-ordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

The department will work with students in the classes of 2014-2015 to adapt these new guidelines for the major. Beginning in spring 2012, students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

Through the class of 2013, the requirements for the major in religion will continue to be:

#### **Required sequence courses**

Religion 101 Introduction to Religion  
 Two seminars, one that explores a central topic of contemporary critical inquiry in the study of religion (courses numbered 270-299) and one that explores a body of theory in the study of religion (courses numbered 300-310)  
 Religion 401 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–W31 or Religion W31–494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

## STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

### REL 101 Introduction to Religion (*Not offered 2012–2013*)

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.

Format: lecture/discussion. Assessment will be based on brief essays, a more substantial midterm paper and final essay-based exercise.

Enrollment limit: 25 (expected: 15–25).

### REL 102(F) Sin, Danger, Darkness and Disease: Conceptualizing Evil and Misfortune in the Abrahamic Traditions

How do religious traditions cope with the problem of evil when they conceptualize their God as beneficent, omniscient and omnipotent? This classic question haunts every monotheism. This course will focus on this problem in Judaism and Christianity, with some attention to Islam as well, and will also consider post-religious variations on the theme. We will consider both philosophical accounts beginning in the Hebrew Bible with Job and Ecclesiastes and move forward through rabbinic texts and Saint Augustine; taking stock of the medievals in all three traditions, moving into early modernity with Leibniz and will treat as well modern transformations of this question in thinkers such as Kant, Hegel, Kafka, Blanchot and Susan Sontag. This course is a part of the 2012–13 Gaudino Initiative on Danger and will be co-taught by Ryan Coyne and Sarah Hammerschlag.

Format: lecture. Requirements: several short response papers and a take-home exam.

No prerequisites. No enrollment limit (expected: 40). Preference given to first-year students.

Hour: 11:00–11:50 MWF

HAMMERSCHLAG and COYNE

### REL 103(S) The Way of Power: A History of Occult Knowledge and Practices

Description: Since antiquity, certain individuals and groups have claimed privileged access to hidden sources of knowledge, which they maintained could only be revealed to the initiated or enlightened. What is more, it was also often asserted that this knowledge conveyed various powers—from summoning good and evil spirits, transforming base metals into gold, predicting the future, achieving bodily immortality, directly witnessing the face of God or even becoming a God. How does examining these claims alter our understanding of established religions? This course will trace the historical development of these practices and beliefs—known to scholars as “esotericism”—from antiquity to the present. It will cover such topics as magic, alchemy, kabbalah, Gnosticism, hermeticism, Theosophy, tantrism, occultism, vodou, and spiritualism. Emphasizing close reading of the primary sources, we will explore the boundaries between religion, magic and science. We will discuss esotericism as the site for the European appropriation of the “Orient,” the construction of discipline of religious studies, and even the origins of modern science.

Format: lecture/discussion. Requirements: two short writing assignments, a midterm, and a final exam.

No prerequisites. No enrollment limit (expected: 40).

May not be taken on a pass/fail basis.

Hour: 11:00–12:15 MWF

BUELL and JOSEPHSON

### REL 200(S) Theories and Methods in the Study of Religion

As recently at the 1960s, the most influential theorists of modernity were predicting that religion would eventually vanish, while theologians lamented what they called the “Death of God.” But one has only to glance at today’s headlines to see that accounts of religion’s demise were premature. Indeed a basic knowledge of religion is indispensable to understanding the current global moment as well as a range of fields from political science to English literature and history. To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. It will familiarize students with the discipline’s most significant theorists (both foundational and contemporary) and trace their multidisciplinary—philosophical, sociological, anthropological, and psychological—modes of inquiry. At stake are questions such as: How does one go about studying religion? Is “religion” even a cultural universal? Or is it merely the byproduct of the European Enlightenment? What is religion’s relationship to God? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

Format: seminar. Requirements: class participation, short weekly writing assignments, a 5-page midterm paper, and a 10– to 15-page final paper.

No prerequisites, although a previous course on religion is recommended. Enrollment limit: 15 (expected: 15). Preference given to Religion majors.

May not be taken on a pass/fail basis.

Hour: 2:35–3:50 MR

JOSEPHSON

## THE JEWISH TRADITION

### REL 201 The Hebrew Bible (Same as COMP 201 and JWST 201) (*Not offered 2012–2013*)

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Format: lecture/discussion. Evaluation will be based on class participation, short written assignments, and two to three longer papers.

No prerequisites. Enrollment limit: 40 (expected: 40). Preference given to Jewish Studies concentrators, Religion and Comparative Literature majors.

DEKEL

### REL 202 Moses: Stranger in a Strange Land (Same as COMP 214 and JWST 202) (*Not offered 2012–2013*)

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God’s chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described “stranger in a strange land.” We will also

examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Format: seminar. Requirements: class participation, short written assignments, and two or three longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students who have already taken a course in biblical literature.*

DEKEL

### REL 203(F) Judaism: Innovation and Tradition (Same as JWST 101) (D)

What is the relationship between modern notions of Jewish identity, thought and practice and the Hebrew Bible? How does the modern Reform movement link itself to the laws of the rabbinic sages? Are there consistent values and ideals that mark Jewish moral thought throughout its history? What elements of the Jewish tradition have enabled its elasticity and historic persistence? By providing an introduction to the traditions of Jewish thought and practice through the ages, this course will take up these questions. Though the course's method of progression will be primarily chronological, commencing with myths of Israel's beginnings and culminating with contemporary debates over Jewish identity, we will additionally emphasize the strong ties between methods of Jewish thought and practices and the surrounding cultural environments in which they developed. We will approach the tradition not only with historical concerns, but with literary and philosophical aims as well. We will analyze the interpretive strategies, theological presuppositions, and political aims that accompany the tradition both in its continuities and its ruptures. Finally, we will consider the extent to which we can speak of Judaism under the category of religion, considering as well the other categories that have been proposed for Judaism, Jews and Jewishness, such as nation, people, race and ethnicity, and the motivations behind such designations. Texts will include the Hebrew Bible, Holz (ed), *Back to the Sources*; Halbertal, *People of the Book*; Mendelssohn, *Jerusalem*; Hertzberg (ed), *The Zionist Idea*; Levi, *Survival in Auschwitz* as well as excerpts and articles available in a course packet.

Format: lecture/discussion. Assignments will include participation in class discussion, three short papers (5–7 pages) and a take-home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to Religion majors and Jewish Studies concentrators.*

Hour: 2:35–3:50 MR

HAMMERSCHLAG

### REL 205 Ancient Wisdom Literature (Same as CLAS 205, COMP 217 and JWST 205) (Not offered 2012–2013)

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. All readings are in translation.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, short written assignments, and two longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to students who have already taken a course in ancient literature.*

DEKEL

### REL 206(S) The Book of Job and Joban Literature (Same as COMP 206 and JWST 206) (W)

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

Format: discussion. Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 19).*

Hour: 9:55–11:10 TR

DEKEL

### REL 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as CLAS 207, COMP 250 and JWST 207) (Not offered 2012–2013)

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient non-canonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

Format: discussion. Evaluation will be based on class participation and several writing assignments.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to students who have already taken a course in Biblical literature.*

DEKEL

### REL 208(F) Ancient Greek Religion (Same as CLAS 208)

(See under CLAS 208 for full description.)

LOVELL

### THE CHRISTIAN TRADITION

#### REL 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as CLAS 210 and COMP 213) (W)

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their various readings of early Christian history? In the first half of this course, we shall address these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. In the second half of the course, we shall examine the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course.

Format: lecture/discussions. Requirements: one class presentation; three 3–page papers, one 5– to 7–page paper, and a final paper (15 pages).

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference given to sophomores but is open to all classes.*

Hour: 9:55–11:10 TR

BUELL

#### REL 212 The Development of Christianity: 30–600 C.E. (Same as HIST 324) (Not offered 2012–2013) (W)

This class will introduce you to the history, writings, practices, and structures of early Christians between 30–600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? While this class addresses the basic flow of events and major figures in early Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early Christian thought and practice. Format: lecture/discussion. Requirements: evaluation based on attendance, active participation in class, regular brief writing exercises; two textual analysis papers (3 pages each); one historical analysis paper (5 pages); essay-based take-home final exam.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to sophomores considering a major in Religion or History, then senior and junior majors in these departments.*

BUELL

#### REL 213 Divine Kingship in the Ancient Mediterranean (Same as ANTH 258, CLAS 258, and HIST 394) (Not offered 2012–2013)

(See under CLAS 394 for full description.)

RUBIN

**REL 214(F) History of Christian Thought: Late Antiquity and the Early Middle Ages (W)**

This class will familiarize students with the history of Christian theology, its major trends, figures, and debates, roughly from the fifth century C.E. to the mid-thirteenth century C.E. We will focus on the transition from Roman antiquity to the medieval period, paying particular attention to the rise of scholasticism and monastic theology, the role of Biblical interpretation in theology, shifting notions of authority, and the institutional context of theology in the Roman Church. Course readings will focus on primary source materials. Authors/texts include: Augustine, Pseudo-Dionysius, Boethius, Gregory the Great, John Scottus Erigena, Anselm of Canterbury, Abelard, Hildegard of Bingen, Bernard of Clairvaux, the Victorines, and Bonaventure.

Format: lecture. Requirements: regular class attendance and participation; three short papers (5–7 pages) and a take-home examination (essay format).

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors and prospective majors in Religion, Philosophy, and/or History.*

Hour: 1:10–2:25 TF

COYNE

**REL 215(S) History of Christian Thought: High Middle Ages and Early Modernity (W)**

This class will familiarize students with major trends in Western European Christian thought during the late medieval and early modern periods, from the middle of the thirteenth century to the beginning of the sixteenth century. We will focus on: (1) trends in high scholasticism, including the impact of Greek philosophy on theological method; (2) the increasing diversity of theological expression in vernacular and in professional contexts; (3) shifting views on liturgy, human freedom, and divine power; (4) the meaning of history and tradition. Authors include: Albert the Great; Thomas Aquinas, Duns Scotus, Marguerite Porete, Hadewijch, Angela of Foligno, Meister Eckhart, William of Ockham, and Nicholas of Cusa.

Format: lecture. Requirements: regular class attendance and participation; three short papers (5–7 pages) and a take-home examination (essay format).

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors and prospective majors in Religion, Philosophy, and/or History.*

Hour: 1:10–2:25 TF

COYNE

**REL 216(S) Greek Art and the Gods (Same as CLAS 248 and ARTH 238)**

(See under ARTH 238 for full description.)

HEDREEN

**REL 218 Gnosis, Gnostics, Gnosticism (Same as CLAS 218, COMP 218 and HIST 331) (Not offered 2012–2013) (W)**

What is gnosis and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to later religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, *Against All Heresies*; David Brakke, *The Gnostics*; Elaine Pagels, *The Gnostic Gospels*; Karen King, *What is Gnosticism?* and *The Secret Revelation of John*.

Format: lecture/discussion. Requirements: periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students with prior coursework in biblical or other ancient literature or history.*

BUELL

**REL 220 The Reformations in Early Modern Europe (Same as HIST 330) (Not offered 2012–2013)**

This course tracks the major developments in Christian thought from the Reformations to the nineteenth century. We will begin by examining the background to the Reformations across Europe and across denominations of Christianity, showing how the Reformations along with their precursors indirectly helped to usher in a world that placed greater emphasis on the value of selfhood and moral autonomy, encouraged the emergence of the Enlightenment and scientific rationality, and helped to lead to the cultural and political re-alignment of nation-states.

Format: lecture/discussion. Evaluation will consist of several short papers (1500 words), a final paper (3000–3500 words), and thoughtful interaction.

No prerequisites; open to all. *Enrollment limit: 20 (expected: 20).*

SHUCK

**REL 221(S) Modern Christian Thought**

Christianity in the Western world has undergone numerous challenges since the early eighteenth century. Many thinkers have turned inward, developing pietistic theologies compatible with the modern world, while others have searched for an adequate expression of Christianity after the “Death of God.” Another, remarkably resilient strand has actively turned against the Enlightenment in ironic ways, appropriating modern technologies, for example, while repudiating scientific discoveries that undermine their belief. This course will examine these issues, along with a careful consideration of the way gender, identity, and community have come to play a powerful role in contemporary expressions of Christian belief.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a midterm, and a 10–page final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15).*

Hour: 2:35–3:50 MR

SHUCK

**REL 222 Europe From Reformation to Revolution: 1500–1815 (Same as HIST 226) (Not offered 2012–2013)**

(See under HIST 226 for full description.)

WOOD

**NORTH AMERICAN RELIGIONS****REL 223(S) Religious Roots and Trajectories of Asian Americans (Same as AMST 223)**

The objective of this course is to broadly examine the meanings and significance of different forms of religious practices and beliefs among Asian Americans. It treads across many layers of diversity - from religious traditions to ethnicity, place, and time - and we will draw upon theoretically-based historical, anthropological and sociological perspectives to understand their complexities, convergences, and (dis)continuities. Thus, although the course is focused on the religious life of Asians in the U.S., it also grounds and connects this topic to Asia, societal phenomenon that shaped this society and its people, and contemporary global manifestations such as migration and diasporization. Books will include: Tony Carnes and Fenggang Yang, *Asian American Religions*; Michael Emerson and Christian Smith, *Divided by Faith: Evangelical Religion and the Problem of Race in America*; Anne Fadiman, *The Spirit Catches You and You Fall Down*; Kenneth J. Guest, *God in Chinatown*; Yvonne Yazbeck Haddad, *Becoming American? The Forging of Arab and Muslim Identity in Pluralist America*; Khyati Y. Joshi, *New Roots in America's Sacred Ground: Religion, Race, and Ethnicity in Indian America*.

Evaluation to be based on: attendance and active participation, 3 response papers, group presentation, midterm and final exams.

Class format: lecture and discussion

No prerequisites. *Enrollment limit: 25 (expected: 15). Preference given to first- and second-year students, then to Religion and American Studies majors*

Hour: 11:20–12:35 TR

NINH

**REL 224 U.S. Latina/o Religions (Same as AMST 224 and LATS 224) (Not offered 2012–2013) (D)**

(See under LATS 224 for full description.)

HIDALGO

**REL 225 Religions of North America (Same as AMST 225) (Not offered 2012–2013)**

Scholars have written much about the history of religion in North America, but the effort has been fraught with many oversights. Recent scholarship has begun to take account of the fact that most religions in North America either did not emerge from European sources, or have existed long before the arrival of Europeans. Indeed, many religions have grown out of the American soil during the past several centuries—what some would call the product of religious “cross-fertilization,” and what others would deem as religious and cultural thievery, i.e. colonialism. This course follows a modified historical trajectory, one that strives to allow the voices of forgotten “others” to speak, bringing questions of colonialism, identity, and the importance of religious community to the forefront.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a midterm, and a 10–page final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15). Open to all.*

SHUCK

**REL 226 New Religions in North America (Same as AMST 226) (Not offered 2012–2013)**

This course explores contemporary North America religions from a historical, sociological, and philosophical perspective. We will examine the historical and contemporary experiences of America's ever-expanding religious diversity, prominently featuring the voices of those traditionally excluded from older, Protestant-informed accounts of American religion. The focus of the course will be the exploration of the ever-expanding variety of new religions in North America, challenging students to engage the numerous cultural, philosophical, and methodological issues involved with the study of marginal religions. New religions often highlight cultural anxieties, e.g. loss of identity in contemporary secular societies, responses to new technologies, changing gender roles, globalization, etc. The study of new religions becomes, then, a closer, reflexive examination of contemporary American culture and its underlying tensions. For example, the Raëlian Movement claims to have cloned the first human. Wicca, on the other hand, offers critiques of environmental depredation and traditional gender roles. In sum, we will explore the historical roots of the current boom in new religions, detail contemporary issues, and outline the possible forms new and emerging religions may assume in the coming years. This course will also have a website dedicated to the exploration of new religions, providing links to interesting sites, basic resources, and student essays/projects.

Format: lecture/discussion. Students will be evaluated on the basis of their writing and presentation projects, three 5– to 7–page essays, along with their thoughtful discussion of the key issues raised in the course.

Open to all classes without prerequisite. *Enrollment limit: 30 (expected: 15).*

SHUCK

**REL 227 Utopias and Americas (Same as AMST 227, ENVI 227 and LATS 227) (Not offered 2012–2013)**

Where does the term “new world” come from? What do we mean by “utopia,” “utopian,” and “utopianism?” What relationships exist between the people who imagine utopias and the lands they inhabit? How do the dynamics of utopia and utopianism impact different peoples as they have created, participated in, been excluded from, and lived under the governments and cultures of the Western hemisphere and the United States of America in particular? This course considers the relationship between the utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto-utopias, and utopias in Latin America, though our main focus will be particular examples of utopianism in the U.S.A. While the U.S.A. is the main focus of the class, students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.

Format: seminar. Evaluation will be based on class participation, short weekly writing assignments, a 5–page midterm paper, and a 10– to 15–page final research paper examining an American utopia.

No prerequisites. *Enrollment: 19 (expected: 12).*

HIDALGO

**REL 228T(F) North American Apocalyptic Thought (Same as AMST 228T) (W)**

Apocalyptic thought pervades much of contemporary American culture, whether among Protestant evangelicals, new religions, novelists and filmmakers, or even scientists and environmentalists who warn of ecological catastrophe and the deadly consequences of nuclear proliferation. This course will introduce, using historical, sociological, and philosophical accounts, how North Americans have thought about and continue to think about questions of the End, both in a cultural and in a personal sense.

Format: tutorial. Evaluation will be based upon written work, critiques, and thoughtful participation. Requirements: each student will write and present orally, five 1,000–word essays every other week on the readings for the week and a final 2,000– to 2,500–word essay. Students not presenting will be expected to critique their colleague’s work.

No prerequisites; *open to all. Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

SHUCK

**REL 229(F) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (Same as AMST 229) (W)**

In this course we examine some of the myriad ways that Christian biblical narratives have appeared in certain movies. What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture? How does an awareness of this scriptural dimension in a work of “popular culture” affect our interpretation of both the film and the scriptural text’s meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze how movies may interpret certain biblical texts in order to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures. Attention to the biblical imagination of U.S. cinema and the cinematic imagination of biblical texts will necessitate interdisciplinary study of text and representation and a concern with the implications of ways in which we read texts and films. While this course will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, our foci will be on the way that movies (and the people who make them and watch them) seek to make meaning out of and with reference to these biblical texts.

Format: lecture/discussion. Evaluation to be based upon participation, short writing exercises (including three 1–page film analyses and three 1–page text analyses), one 3–page analytical essay that will also be revised, a 6–page synthetic midterm essay, and a final 10–page review essay.

No prerequisites. *Enrollment: 19 (expected: 12).*

Hour: 1:10–2:25 MR

HIDALGO

**THE ISLAMIC TRADITION**

**REL 230(F) Reading Reading: An Introduction to the Qur’an and Islam (Same as COMP 260) (W)**

One of the two most consequential texts in human history, the Qur’an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God’s most important sign (and also because it is relatively short) millions have memorized it and the art of Qur’anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily as a text that the Qur’an exists in itself and in the minds of Muslims. The text of the Qur’an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur’an’s understanding of itself in relation to other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur’anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.

Format: lecture/discussion. Requirements: three essays (6–8 pages) based on class materials (at least one will have a revision process). Students able to read the Arabic text may substitute work in a collateral reading group of the Qur’an in Arabic for one of the essays.

No prerequisites. *Enrollment limit: 19 (expected: 10). Open to all.*

Hour: 11:00–12:15 MWF

DARROW

**REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as ARAB 231 and HIST 209) (Not offered 2012–2013)**

Both Muslim and non-Muslim historians usually see the rise of Islam in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250–700 C.E.). The first portion of the course will examine the impact of Judeo-Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeism. We shall examine the conversation of these traditions with classical paganism and philosophy, the internal struggle within traditions to define rules of interpretation, the impact of ascetic, iconoclastic and apocalyptic ideas and, finally, polemics among the traditions. We will then examine the career of Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds.

the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the end of the Abbasid Caliphate in 1258.

Requirements: one 5–page paper, self-scheduled final, and a final research project. Each class will use a case study approach focusing on one textual, artistic, or architectural artifact.

No prerequisites. *Enrollment limit: 30 (expected: 20). Open to all.*

DARROW

**REL 232(S) The Texting of the Divine: Language and Imagination in Islamic Thought (Same as ARAB 232) (W)**

This course will be an introduction to Islamic intellectual history with a focus on the themes of God’s speech, the relation of reason and revelation, and the vision of a good and just society. The course will begin with a survey of the legacy of Neoplatonic thought in the early Islamic period and the interreligious polemic of Christians, Jews, Zoroastrians, philosophers and Muslims. Out of this arose two separated movements in Islam: theology (*kalam*) and philosophy. In the first portion of the course we will trace the rise of the Mu’tazila movement, their views on ‘divine speech’ and the Asharite and Maturidi response. We will then turn to the key figures of the classical Islamic tradition, al-Farabi, Ibn Sina (Avicenna), Ibn Rushd (Averroes) and Ibn ‘ufayl. In the final portion we will examine the rise of Islamic mystical thought (Sufism) and the complicated interrelations of that rich movement with theology and philosophy in the figures of al-Ghazali, Suhrawardi, Ibn ‘Arabi, Mulla Sadra and finally Muhammad Iqbal, “the father of Pakistan.”

Format: seminar. Requirements: three 6– to 8–page papers.

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference given to ?.*

Hour: 11:20–12:35 TR

DARROW

**REL 233 Islamic Mysticism: The Sufis (Not offered 2012–2013) (W)**

Studying Sufism, the mystical tradition of Islam, is an excellent introduction to the Muslim world. The Sufis represent a delightful and many-faceted spiritual tradition that both enriches and criticizes orthodox Islam. This course will explore the origins of Sufism in the ascetic and revolutionary piety of the early Islamic community; the systematization of the Sufi path to God; Sufi themes in art and poetry; the development of the Sufi orders and techniques of ecstasy, both at high and popular levels. We will read in the classics of Sufi poetry and thought, including Rumi, Attar, Suhrawardi, and Ghazali; we will also explore the Sufi

theosophy of Ibn Arabi. We will conclude with an examination of contemporary Sufi life in Pakistan, Egypt and Turkey.  
 Format: lecture/discussion. Requirements: four 5- to 7-page papers based on the readings and revised in editing workshops.  
 No prerequisites; open to all. *Enrollment limit: 19 (expected: 19).*  
 DARROW

**REL 234 Shi'ism Ascendant? (Same as ARAB 234) (Not offered 2012–2013)**

This course will be a survey of Islamic history from the Shi'ite perspective or better perspectives. The purpose is to provide a survey of issues in Islamic social and intellectual history from the Shi'ite margin. On that margin, Shi'ism has always been an alliance of the dispossessed and the intellectuals (assuming the latter are not among the former) and functioned in Islam to provide a vocabulary of revolution, a highly developed philosophy of religion, and a pietistic fervor in contrast to which Sunnism emerged. One consequence, intended or not, of recent U.S. actions in the Middle East has been to inflame the Sunni/Shi'ite conflicts and raise fears of Shi'ite ascendancy. But sectarian conflict is, in fact, the exception rather than the rule in Islamic history because Sunnis and Shi'a have in most places been separated or lived relatively peacefully together where they intermixed. This is the fourth time in Islamic history when the specter of an ascendant Shi'ism has occupied the Muslim community. This course will compare the three earlier putative episodes of Shi'ite ascendancy in the eighth (in Iraq), tenth (in Egypt) and sixteenth centuries C.E. (in Iran) and set these in conversation with contemporary developments. We will focus on the role of early Shi'ism as the vocabulary of an alternative vision of the legitimacy of the Islamic state, the ideas of the imamate and martyrdom, the emergence of Isma'ili and Twelver versions of Shi'ism, the conversion of Safavid Iran to Shi'ism, ecumenical efforts in the mid twentieth century, the Iranian revolution of 1979 and after.  
 Format: lecture/discussion. Evaluation based upon class participation and two short (4–6 page) essays and a final research paper (12–15 pages).  
 No prerequisites; open to all classes. *Enrollment limit: 30 (expected: 15).*  
 DARROW

**REL 235 Muhammad and the Rise of Islam (ARAB 206 and HIST 206) (Not offered 2012–2013) (D)**

(See under HIST 206 for full description.)

BERNHARDSSON

**REL 236(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as ASST 236, HIST 216 and INST 101)**

The collapse of the Soviet Union, the recognition of untapped mineral wealth, and Islamic resurgence have all led to an increased focus on Central Asia and its neighbors, Russia, China, the Middle East. This course will be an introduction to the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a lecture course that will introduce the salient themes and issues that are necessary for understanding these areas. The course will inevitably be deeply comparative focusing on themes of "the clash of civilizations," the construction of national identities, notions of ethnicity and the treatment of ethnic minorities, resurgent religious movements, and the relation of state and civil society. This course will also function as an introduction to doing social scientific research on these areas and special attention will be devoted to the preparation of a research paper.  
 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: 9:55–11:10 TR

DARROW

**REL 239(F) The Modern Middle East (Same as ARAB 207, HIST 207, INST 101 and JWST 217) (D)**

(See under HIST 207 for full description.)

BERNHARDSSON

**SOUTH ASIAN TRADITIONS**

**REL 244 Mind and Persons in Indian Thought (Same as ASST 244) (Not offered 2012–2013)**

In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.  
 Format: lecture/discussion. Requirements: full attendance and participation, three short essays (6 pp.).  
 Prerequisite: prior exposure to Buddhism or philosophy, or permission of the instructor. *Enrollment: 18 (selection on the basis of relevant background) (expected: 18).*  
 DREYFUS

**REL 245 Tibetan Civilization (Same as ASST 247) (Not offered 2012–2013) (D)**

Often depicted as Shangrila, a mythical and ideal country, Tibet has had the dubious privilege of being a focus of Western fantasies. One cannot but wonder about the motives and sources of this mythology. Although this course examines these representations, its main focus is an immersion in the cultural and historical aspects of Tibetan civilization, which give students the tools with which to understand Tibetan culture from the inside. As such this course is part of the Exploring Diversity Initiative. We first consider the early history of Tibet, the introduction of Buddhism, the relations between Buddhism and the indigenous religion, and some of the stages in the development of Tibetan Buddhism. We also examine the historical developments that led to the development of the institutions (such as the Dalai-Lama) unique to Tibet and some of the aspects of the culture that these institutions helped to create (such as gender roles, family structure and social stratification). Finally, we consider the more recent tragic events and examine the profound transformations that they have brought. Throughout the course, we consider the central role of the complex interaction between Buddhism and politics in Tibetan history, both in the pre-modern period and in more recent times, when the Tibetan people have faced the challenge of how to use their institutions and culture to resist oppression. In this way, we get a footing in the Tibetan world, and the indispensable assessment of Western representations of Tibet becomes not just an exercise in self-reflection but also a gate to a better understanding of a remarkable but tragically threatened civilization. This course, which explores in depth the Tibetan cultural and the tragic cross-cultural misunderstanding that threaten its integrity, is part of the Exploring Diversity Initiative.  
 Format lecture/discussion. Requirements: full attendance and participation, three 6-page essays.  
 No prerequisites; open to all. *Enrollment limit: 30 (expected: 30).*  
 DREYFUS

**REL 246 India's Identities: Religion, Caste, and Gender (Same as ANTH 246 and WGSS 246) (Not offered 2012–2013) (D)**

India is a nation based on difference whose multiple and fragmenting identities are often framed as unified oppositions: Hindu/Muslim, Rich/Poor, Secular/Religious, Male/Female. This course will deconstruct the media's popular representations of these and other identities in order to complicate the notion of a diverse Indian nation. It will highlight the range of identities and social practices among India's booming population that have produced critical axes of differentiation such as gender, caste, ethnicity, and religious sect. It begins by considering how the colonial principle of "divide and rule" provides an object lesson in the ways that difference can be used to sustain both social hierarchy and political rule. It describes how this logic of difference produced the tragedy of Partition and its legacy for the operation of gender and religion on the subcontinent. We critically examine the class and religious divisions that led to the birth of three nations—India, Pakistan, and subsequently Bangladesh—and the particular logic of communalism and religious violence in modern India. Throughout, the course attends to the subjective experience of being Hindu, Muslim, or Sikh, untouchable or upper caste, as well as male or female as a way of understanding the way that difference shapes individual agency and lives across India. It seeks to empathize or at least understand the perspective of both victims and perpetrators of communal and gendered forms of violence in India today. This course fulfills the Exploring Diversity Initiative by theorizing the ways in which difference has been used to effect profound historical, social, and individual changes in the Indian subcontinent.  
 Format: seminar. Requirements: participation in bi-weekly class blog, class discussion, oral presentation, final paper.  
 No prerequisites. *Enrollment limit: 20 (expected: 20.) Preference given to seniors, as well as majors in Religion, Anthropology, and Women's, Gender and Sexuality Studies.*  
 GUTSCHOW

**REL 248(F) Body Politics, Gender and Religion in South Asia (Same as ANTH 248, ASST 248 and WGSS 249) (D)**

This course examines the relationship between body, gender, and religion or community in South Asia, using three countries—India, Sri Lanka, and Bangladesh—and three major religions—Hinduism, Buddhism, and Islam—as its focus. It begins by unpacking the critical theories in which the human body serves as map for society and vice versa. It then examines the South Asian discourses linking body with nation, population, or purity. It explores a South Asian sociology of the body that occasions solidarity as well as social suffering and structural violence. Along the way, it looks at a diverse set of practices that count or control bodies to produce social cohesion including yoga, sex selection, family planning, monasticism, and fundamentalism. The body emerges as a lens through which to view the production of a politics of identity as much as fragmentation or social hierarchy.  
 Format: seminar. Requirements: writing on class blog, final paper, participation in class discussion and presentations.  
 No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology.*  
 Hour: 11:20–12:35 TR

GUTSCHOW



## EAST ASIAN TRADITIONS

### **REL 250 Scholars, Saints and Immortals: The Religious Life in East Asia (Same as ASST 250) (Not offered 2012–2013) (D)**

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of “secular saints” as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar–bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of “Virtue Ethics.” This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro–American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang–tzu, Confucius, Shantideva and others. This course fulfills the Exploring Diversity Initiative by providing students with tools for cross–cultural analysis of ethics and moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.

Format: lecture/discussion. Requirements: active participation, short writing assignments, midterm, and a take–home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20). Preference given to Religious Studies and Asian Studies majors.*

JOSEPHSON

### **REL 251(F) Zen Buddhism: History and Historiography (Same as ASST 251)**

Because mystifying references to Zen are strewn throughout American popular culture—from episodes of the Simpsons to names of perfumes and snack foods—most Americans have an image of Zen Buddhism that is disconnected from anything actually practiced in East Asia. This course offers a corrective to this image by familiarizing students with both the history of Zen and the historiographical roots of these popular perceptions. This course will examine the origins of Zen (Ch’an) in China, trace its transmission to Japan, and cover its development in both cultural contexts. It will conclude with an examination of Zen’s unique role in American popular culture. The course will enrich the conventional image of Zen by addressing its involvement with power and governance, gods and demons, mummies and sacred sites, sex and violence, nationalism and scholarship. Texts will include selections from primary works in translation (*The Platform Sutra of the Sixth Patriarch, The Gateless Barrier, The Lancet of Seated Meditation*) as well as selections from secondary literature including Suzuki, *Zen and Japanese Culture*, Victoria, *Zen at War*, and Faure, *The Rhetoric of Immediacy*.

Format: lecture/discussion. Assignments will include participation in class discussion, short response papers (2–3 pages), a mid term exam, and a take–home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Religion and Asian Studies majors.*

Hour: 11:00–12:15 MWF

JOSEPHSON

### **REL 252(S) The Path to Enlightenment: Zen and Zen Art In China and Japan (Same as ARTH 376 and ASST 376) (W)**

(See under ARTH 376 for full description.)

JANG

### **REL 255 Buddhism in Society (Same as ASST 255) (Not offered 2012–2013)**

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After surveying the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to ritual of exorcism involving magical and shamanistic elements. We also consider the complex relation that Buddhism has entertained with the political realm, focusing more particularly on the place of statecraft in the Buddhist ethical universe and the problematic place of violence therein. We then consider the transformations that Buddhism is undergoing in contemporary Thai society, examining the changing role of monks and laity, the complexities of gender dynamic, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to modernity? What are the transformations involved in this process? What is the role of Buddhism in the new consumerist culture, which is taking over East Asia? Should Buddhist traditions take advantage of the opportunities of this new culture or should they adopt a critical stance toward its values? And if so, how can it contribute to the transformative movements that are changing our world? We conclude by raising some of the same questions in the United States.

Format: lecture/discussion. Requirements: full attendance and active participation; three 6–page papers.

No prerequisites. *Enrollment: 25 (expected: 25).*

DREYFUS

### **REL 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as ANTH 256, ASST 256 and WGSS 256) (Not offered 2012–2013) (W) (D)**

This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far–flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.

Format: seminar. Requirements: two midterm papers, weekly Blackboard participation, final research papers, and class participation.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Religion majors, Women’s, Gender and Sexuality Studies concentrators, and seniors.*

GUTSCHOW

## TRADITIONS OF AFRICA AND THE AFRICAN DIASPORA (See also courses listed REL 311–315)

### **REL 261 Rastafari: Dread, Politics, Agency (Same as AFR 302 and PSCI 372) (Not offered 2012–2013)**

(See under AFR 302 for full description.)

ROBERTS

### **REL 265 Sacred Cinema: Black Religion and the Movies (Same as AFR 316) (Not offered 2012–2013)**

(See under AFR 316 for full description.)

R. MANIGAULT–BRYANT

## COMPARATIVE INQUIRY

### **REL 270T Father Abraham: The First Patriarch (Same as JWST 270) (Not offered 2012–2013) (W)**

The figure of Abraham in the Hebrew scriptures is interesting for at least two reasons: he comes first and seems more universal rather than particular. He first received the covenant and the promise of the land of Israel, but before the full revelation of the Torah to Moses. He fathers both the Jewish people and the Arabs and the significance of that wider identity was later captured both by Christianity in the work of Paul and in the Qur’an where Muhammad identified with Abraham as the prototypical and non–sectarian monotheist prophet. This course will trace the figure of Abraham by a close and multidisciplinary reading of the Jewish, Pagan, Christian and Muslim sources on Abraham. Our task is not to decide on the historicity of Abraham, but rather to explore the history of the figure and his continuing relevance for today in understanding Jewish/Christian/Muslim conflict and cooperation. We will begin with an intensive reading of the Genesis material on Abraham (12–25), where the issues of idolatry and monotheism, the covenant and circumcision, relations of the patriarch to his women and sons, and primal model of faith all are articulated. We will then turn to later Jewish developments in the figure of Abraham in midrash and apocalypse. We will then explore the view of Abraham in the classical world, the uses made of Abraham by Christianity as it broke from an emerging Rabbinic Judaism and the development of Abraham’s specific connection with the view of the afterlife. We will then treat the figure of Abraham in the Qur’an and later Islamic traditions. We will conclude with an examination of the cult surrounding Abraham in the city of Hebron, a currently contested site on the West Bank where we will consider the current religious practice regarding Abraham by both Jews and Muslims. The purpose of this tutorial is to read closely a variety of primary religious texts and to explore the variety of tools available for the reading of those texts.

Format: tutorial. Requirements: each student in the tutorial will write and present orally five 5– to 7–page essays every other week on the readings for the week and a final 7– to 10–page essay. Students not presenting an essay will be responsible for offering an oral critique of the work of their colleague. Evaluation will be based on written work and critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all.*

DARROW

### **REL 273 Charisma and Celebrity (Same as ANTH 222) (Not offered 2012–2013) (W)**

(See under SOC 320 for full description.)

VALIANI

### **REL 274 Ritual, Power and Transgression (Same as ANTH 299) (Not offered 2012–2013) (W)**

(See under ANTH 299 for full description.)

D. EDWARDS

# CONTEMPORARY CRITICAL INQUIRY

## REL 284(S) What's At Work? (W)

Curse for sin, opposite of fun, or curiously peripheral, as in the now conventional career advice, "Do what you love and the money will follow," work has generally gotten short shrift, at least by the male authors with soft hands one usually reads in college. This course will examine shifting attitudes and approaches to human labor in the history of western thought. We will begin with a multifaceted consideration of why we work and the ways in which approaches to human labor intertwined with reflections on human inequality, especially slavery and its justification, and the identification between poverty and the resistance to hard work. With the abolition of slavery and consequent arrival of modernity, two trends are strikingly added to the traditional discourses on work: the workplace as the public site for the achievement of justice, e.g., a living wage, workplace safety and equality of opportunity; and the articulation of individual identity and worth in the context of work, e.g., notions of profession, career and status.

The legacy of both those trends is still very much with us, but the twentieth century dislodged the focus on humans as laborers in favor of a view of them as consumers. That is in part a consequence of the continuing shift from a production to a service economy, but also is intimately connected with the fortunately incomplete licensing of desire and leisure that are becoming the hallmark of both our current consumer economy and workplace. These competing issues leave us with the central split in American society between the slightly larger portion of Americans who say they 'get a sense of identity from their jobs' and the remaining significant minority who describe their jobs as 'just what they do for a living.' This course will explore some of the reasons for this fundamental cleavage. In addition to readings in the classics of Western thought including the Bible, Hesiod, Plato, Aristotle, St. Augustine, Hobbes, Rousseau, Adam Smith, Kant, Hegel, Marx, Nietzsche, Freud and Weber, we shall explore contemporary portrayals of work and workplaces in literature and film and conclude with contemporary authors including Svendsen, Muirhead, Florida, Gini, Lindsay, Sennett.

Format: lecture/discussion. Requirements: 4 essays (4–6 pages) in different genres: philosophical, ethnographic, ethical case study, personal reflection.

No prerequisites. Enrollment limit: 25 (expected: 15).

Hour: 1:10–2:25 MR

DARROW

## REL 285T (formerly 305) Haunted: Ghosts in the Study of Religion (Not offered 2012–2013) (W)

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves—or their opposite, our immobility—approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi–xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present two 1–page papers, five 5–page papers, and five oral critiques (based on written notes) of their partner's paper. Students will revise two papers. No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to Religion majors.

BUELL

## REL 286 (formerly 308) Shopping: Desire, Compulsion and Consumption (Not offered 2012–2013)

If the workplace was the essential site of modernity, then the shopping mall is the quintessential site of postmodernity; the place where consumption trumps production and, it has been argued, our only remaining public space. This course will focus on the experience of shopping, focusing on three themes. First we will explore the manufacturing of desire on which consumption must depend. We will critique the tired critiques of advertising and explore in more depth the neurotic and erotic dimensions of the creation of desire for objects. We will then turn to some comparative and historical analysis contrasting the experience of shopping in traditional bazaars and contemporary malls, as well as exploring the history of consumerism from the eighteenth century through the current phenomena of globalization. Finally, we will explore the place of shopping in our collective imaginations, attending especially to the relation between the gendering of the shopping experience and expressions of contempt and outrage toward consumerism, with a special focus on the discourse on Christmas in American society.

Format: lecture/discussion. Requirements: three essays (4–6 pages) and one ethnographic account (4–6 pages).

No prerequisites. Enrollment limit: 40 (expected: 20). Open to all.

DARROW

## REL 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as ENVI 287) (Not offered 2012–2013) (D)

This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of culture in general and religion in particular, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the atomization of individuals in an ever more inter-connected world. In this way, we come to understand some of the dominant features of the global age, the role of cultural differences and the growing concern for questions of meaning and personal identity. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamicism. Reading list: Harvey, *The Condition of Postmodernity*; Castells, *The Rise of the Network Society*; Bauman, *Globalization*; Kivisto, *Multiculturalism in a Global Society*; Casanova, *Public Religions in the Modern World*; Orner, *Life and Death on Mt. Everest*. Matthews, *Global Culture/ Individual Identity*. Shuck, *Mark of the Beast*. Roy, *Globalized Islam*.

Requirements: a class presentation and a research paper (15 pages).

No prerequisites. Enrollment limit: 22 (expected: 22). Preference given to Religion majors and Environmental Studies concentrators.

DREYFUS

## REL 288 The Embodied Mind: A Cross-Cultural Exploration (Same as PHIL 288) (Not offered 2012–2013)

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Format: seminar. Requirements: regular practice of meditation, a class presentation, a short essay (6p) and a long final research paper (15 p.).

Prerequisites: some background in either psychology, cognitive sciences, philosophy or permission of the instructor. Enrollment limit: 18 (expected: 12). Selection on the basis of relevant background.

DREYFUS and CRUZ

## REL 289T(S) (formerly 309) Exile, Homecoming and the Promised Land (Same as COMP 309T and JWST 491T(W) (D)

In terms of vocabulary and metaphor, the Jewish experience of exile pervades modern, western discourse on the experience of being alienated, severed, and separated from one's national and natural homeland. Thus in this course we will take the Jewish experience of exile (*galut*) as our point of departure for a broader discussion of these themes as they relate to other diasporic communities. As a consequence of increased mobility, political instabilities, economic insecurity and the proliferation of means of communication, the state of Diaspora increasingly characterizes populations across the globe, from Africa, Asia, South America, and Europe. While we will not focus specifically on these communities, one of our tasks will be to discover how the Jewish experience shapes the discourse on exile and Diaspora that pervades modern discussions of displacement and emigration. We must further consider what is at stake politically and philosophically in privileging the Jewish experience, especially given the post-1948 community of Palestinian refugees. To illuminate this discussion we will draw on the literature of the Jewish tradition from the Hebrew Bible and rabbis to Twentieth Century accounts and reflections of Franz Kafka, Walter Benjamin and Emmanuel Levinas, as well as materials that reflect the voices of other refugee communities. We will then move to examine the relationship of the notion of the homeland to that of the promised land. We will consider the ambivalence in the nineteenth and twentieth century concerning discourse of blood and soil, and the consequent possibility that exile and rootlessness could signal positively.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present a 5-page paper on alternating weeks. On the weeks in which the student is not presenting, she will be expected to write a 1- to 2-page critique/response to her classmate's paper. The final assignment will be an 8- to 10-page paper that expands on an issue or question raised in class.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religion majors. This course will also serve as the capstone course for senior Jewish Studies Concentrators.*

Tutorial meetings to be arranged.

HAMMERSCHLAG

**REL 290T Explorations of the Afterlife (Not offered 2012–2013) (W)**

From Heaven to Hell, Valhalla to Hades, the Fields of Aaru to the Land of Yellow Springs, all cultures have generated images of other worlds that lie beyond death. By considering examples from a range of different cultures, this tutorial will guide students on an exploration of the topographies of these shadow-lands. In an effort to map the continuities and discontinuities between these visions of the hereafter, we will consider them as reflections of existing social hierarchies, examining their underlying assumptions about punishment and redemption, family, and ethics. Along the way, we will discuss culturally specific notions of death and mourning, attitudes towards the bodies of the dead, and controversies about the nature of the soul. Texts will include selections from primary works in translation, such as Virgil's *Aeneid*, Dante's *Inferno*, and *The Tibetan Book of the Dead*, as well as selections from secondary literature, including Teiser's *The Scripture on the Ten Kings*, Gauchet's *The Disenchantment of the World*, and Bremmer's *The Rise and Fall of the Afterlife*.

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religious Studies and Asian Studies majors.*

JOSEPHSON

**REL 291(S) Religion and the American Environmental Imagination (Same as ENVI 291 and SOC 291) (W)**

(See under ENVI 291 for full description.)

HOWE

**REL 292(F) Sirens in the Synagogue: Real and Imaginary Encounters in Jewish Narratives from Antiquity to the Present (Same as COMP 291 and JWST 291)**

(See under JWST 291 for full description.)

HASAN-ROKEM

**REL 296 The History of the Holocaust (Same as HIST 338 and JWST 338) (Not offered 2012–2013)**

(See under HIST 338 for full description.)

GARBARINI

**REL 300 Dialectics and the Archaeology of Knowledge (Not offered 2012–2013)**

How might one perform a philosophical study of history? How do ideas (including philosophical, artistic and religious movements) advance over time? What makes something "thinkable" in one era, but inconceivable in another? What contemporary intellectual foundations rest on false universals?

This course will address these questions and provide students with methods for exploring the historical dimension of religion. It will focus on two approaches to the philosophy of history inspired by Kant. One school (Hegel, Marx) has focused on tracing dialectical formations as the background against which all history unfolds. Another school (Foucault, Agamben) performs "philosophical archeology," which Foucault described as "the history of that which renders necessary a certain form of thought."

This course will introduce students to these intertwined bodies of theory, which promise to do nothing less than expose bare the very foundations of knowledge and transform the study of history from the stringing together of events into a philosophical enterprise. Thinkers to be considered may include: Kant, Hegel, Marx, Engels, Nietzsche, Foucault, Agamben, and Jameson.

Format: seminar. Requirements: regular participation and attendance, short writing assignments, class presentations, 10- to 15-page final paper.

Prerequisites: ?. *Enrollment limit: 15 (expected: 15). Preference given to Religion, Philosophy and Comparative Literature majors.*

JOSEPHSON

**REL 302T Philosophy of Religion (Same as PHIL 281) (Not offered 2012–2013) (W)**

(See under PHIL 281 for full description.)

BARRY

**REL 303 (formerly 280) The Turn to Religion in Post-Modern Thought (Same as JWST 280 and PHIL 282) (Not offered 2012–2013) (W)**

As thinkers of the 20th century came to question the Enlightenment ideal of human self-sovereignty, both for its intellectual and political consequences, many turned back to religious imagery and concepts in pursuit of alternate modes of conceptualizing the human being. This course will examine some such endeavors in the fields of philosophy, psychoanalysis and literature. While none of the texts we examine will be explicitly theological, all will, in some form or another, make use of theological notions such as revelation, redemption, or sacrifice. In examining these texts we will be asking some fundamental questions: What meaning do religious concepts have when emptied of dogmatic content? How effective are these concepts when employed in the service of cultural critique? How might such efforts reflect back on the theorizing and practice of religions in contemporary society? We will, furthermore, analyze the very category of the post-modern by considering its relationship to the Enlightenment, debating whether this relationship is one of continuity, rupture or both, and dissecting the critique that post-modern philosophy's concern for religion is a sign of its nostalgic or reactionary nature. Readings will include Immanuel Kant's *Religion within the Limits of Reason alone*, Friedrich Nietzsche's *Twilight of the Idols*, Jacques Lacan's *Feminine Sexuality*, as well as essays by Luce Irigaray, Georges Bataille, Emmanuel Levinas, Jean-François Lyotard and Jacques Derrida.

Format: discussion. Requirements will include regular participation and four writing assignments: three shorter papers of 3–5 pages on a question assigned by the instructor and a longer essay of 12–15 pages on an approved topic of the student's choice.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion and Philosophy majors and Jewish Studies concentrators.*

HAMMERSCHLAG

**REL 304 From Hermeneutics to Post-Coloniality and Beyond (Same as COMP 344 and ENGL 386) (Not offered 2012–2013) (D)**

This course explores and critiques some of the resources offered by "Theory" for making sense of our contemporary situation, focusing on the nature of interpretation and its role in the construction of the self in a global world. We start with Gadamer's hermeneutics, which offers a classical formulation of the philosophy of liberal arts education, stressing the importance of questioning one's prejudices. Although this approach offers important resources for understanding ourselves in a world of cultural differences, it also has limitations, which we explore through the works of Derrida, Foucault and Said. In this way, we question some of the notions central to understanding ourselves such as identity and difference, suggesting some of the difficulties in the ever more important yet problematic project of knowing oneself. We also suggest that representation is not innocent but always implicated in the world of power and its complexities, particularly within the colonial and postcolonial contexts explored by Said. We conclude with a critique of the constructivist paradigm central to this course done from the point of view of cognitive sciences and suggest that the future of "Theory" may well be in a dialogue with the emerging mind sciences. This course, which theorizes the possibilities of cross-cultural understanding, is part of the Exploring Diversity Initiative.

Reading list: H.G. Gadamer, *Truth and Method*. F. Saussure, *Course in General Linguistics*. J. Derrida, *Of Grammatology*. P. Rabinow, *Foucault Reader*. E. Said, *Orientalism*. Agamben, *Homo Sacer*.

Format: seminar. Requirements: full attendance and participation, three essays (6 pages).

Prerequisite: some familiarity with philosophy and/or theory is recommended. *Enrollment limit: 18 (expected: 18). Selection based on the basis of relevant background.*

DREYFUS

**REL 305(S) (formerly 284) Foucault (W)**

Michel Foucault was first and foremost a scholar of power. His ironic "genealogies" of how the Enlightenment promised freedom but instead delivered intricate and perilous technologies of control have inspired philosophers, intellectual historians, and even novelists. Yet for all of this Foucault is often thought of as having posited a helpless subject trapped in an inescapable web. Worse, scholars such as Rosie Braidotti have seen this subject as a uniquely masculine maneuver—ignoring women's struggles. This course will consider Foucault and his own "mentors," Heidegger, Nietzsche, and Kant, among others, as well as exploring such central questions as Foucault's views on gender and sexuality. We will also examine whether Foucault was able—as he intended—to move beyond "resistance" in his later writings and help post-Enlightenment individuals engender a more empowered sense of subjectivity.

Format: seminar. Evaluation will be based upon: active classroom engagement (students are expected to take a major role in class discussions as this is a seminar course), two response papers of 1500 words, a take-home midterm exam, and a final, 15-page (~3,750 word) paper.

No prerequisites, although some work in Continental Philosophy will be helpful. *Enrollment limit: 19 (expected: 10). Preference given to Religion majors.*

Hour: 2:35–3:50 TF

SHUCK

**REL 306 Feminist Approaches to Religion (Same as WGSS 307) (Not offered 2012–2013) (W) (D)**

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion(s) have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist and queer theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, gender, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced.

Format: seminar. Requirements: evaluation based on attendance, active participation in class, 3-page "position" paper for seminar discussion; 5-7 page analytical essay; peer-review of analytical essay draft; presentation of final paper-in-progress; 15 page final research paper or equivalent project.  
Prerequisites: either WGST 101 or REL 101, or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to majors and prospective majors in Religion and/or Women's, Gender and Sexuality Studies.*  
BUELL

**REL 307 Thinking Gods: Cognitive Theories of Religion (Not offered 2012-2013)**

Although it is still in its infancy, the so-called "cognitive turn" has already become one of the most exciting contemporary developments in the study of religion. During the past twenty years, scholars influenced by cognitive science have begun to formulate new models and challenge old assumptions about human religiosity and its relationship to the mind. In so doing, they have articulated theories about the evolutionary origins of religious concepts, reassessed the role of memory and of counterintuitive explanations in the perpetuation of religious ideas, and developed new concepts such as "theological incorrectness" and "systematic anthropomorphism." By examining the cutting-edge work produced by members of this movement on both sides of the Atlantic, this seminar for advanced students will trace the historical roots of the cognitive turn and introduce some of its most important recent products. Authors to be considered include Sigmund Freud, Ludwig Feuerbach, Jean-Pierre Dupuy, D. Jason Slone, Pascal Boyer, Veikko Anttonen, Scott Atran, Richard Dawkins, Dan Sperber, and Ilkka Pyysiäinen.

Format: seminar. Requirements: active participation, class presentations, short writing assignments, and a take-home final exam.

Prerequisites: Religion 101 or permission of instructor. *Enrollment limit 19 (expected: 15). Preference given to Religion majors and Cognitive Science concentrators.*

JOSEPHSON

**REL 308(F) Nietzsche and Religion**

Few thinkers have been as controversial or as outspoken about religion as the nineteenth century German theorist/philologist Friedrich Nietzsche. His work was not understood during his lifetime, or so he thought, and there are definitely controversies surrounding the way the writings of Nietzsche ought to be applied in the early twenty-first century. We will see Nietzsche as a lonely curmudgeon who hated his rigid, Lutheran upbringing, as well as his sister, Elisabeth Förster-Nietzsche. But we will also see the many fruitful dialogues created by his fractured personality and vitriolic books which, perhaps despite his intentions, speak to religion in both a destructive and constructive way, as well as to later thinkers.

Format: seminar. Evaluation will consist of two 5- to 6-page response papers, a midterm exam, and a 10- to 15-page final paper, and thoughtful participation.

No prerequisites; open to all. *Enrollment limit: 19 (expected: 15). Preference given to Religion majors.*

Hour: 2:35-3:50 TF

SHUCK

**REL 309 (formerly 273) Scriptures and Race (Same as AFR 309 and LATS 309) (Not offered 2012-2013)**

What are "scriptures," and what is "race"? How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how peoples imagine themselves and others? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that "scriptures" have been employed in order to understand and develop notions of "race," and we will examine how ideas about "race" have informed the concept of "scriptures" as well as practices of scriptural interpretation. While this course will focus on the relationships between constructions of "race" in the post-1492 American world and "Christian scriptures," we will also consider a few other historical moments and places where "race" is engaged, as well as other texts and practices identified with "scriptures."

Format: lecture/discussion. Evaluation based upon participation, short writing exercises, a 3-page review essay, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final comparative review essay.

No prerequisites. *Enrollment limit: 20 (expected: 15)*

HIDALGO

**REL 310 Womanist/Black Feminist Thought (Same as AFR 310, AMST 309 and WGSS 310) (Not offered 2012-2013) (D)**

(See under AFR 310 for full description.)

R. MANIGAULT-BRYANT

*This course will fulfill the body of theory seminar requirement for Religion majors.*

**REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros (Same as AFR 311) (Not offered 2012-2013)**

(See under AFR 311 for full description.)

J. MANIGAULT-BRYANT

*This course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion.*

**REL 315 The Sociology of Black Religious Experience (Same as AFR 305, AMST 304 and SOC 305) (Not offered 2012-2013)**

(See under AFR 305 for full description.)

J. MANIGAULT-BRYANT

*This course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion.*

**REL 318(S) California: Myths, Peoples, Places (Same as AMST 318, COMP 328, ENVI 318 and LATS 318) (W)**

(See under LATS 318 for full description.)

HIDALGO

**REL 324T(S) Religion, Identity, and Place (Same as SOC 304T) (W)**

(See under SOC 304 for full description.)

MANGLOS

**REL 325(S) Memory, Repetition, Forgetting (W)**

Plato famously argues that all learning is recollection; during the period of Roman antiquity, a robust training in memory practices was an essential aspect of formal education. This course will examine ancient, medieval, and modern discourses on memory, forgetting, and repetition. Starting with Greek sources we will consider the philosophical relevance of memory and forgetting. We will then consider the role of memory and forgetting in medieval Christian sources, examining the place of memory in the search for God and the role of memory and repetition in religious practice. We will then ask the following questions: how do modern accounts of memory and forgetting differ from ancient and medieval accounts? And how do we construe memory and forgetting differently today, when so much information is archived or at least potentially archivable, and when the availability/suppression of information is such a charged political topic? Authors include: Plato, Aristotle, Plotinus, Augustine, Peter Damian, Hugh of St. Victor, Pascal, Hegel, Kierkegaard, Heidegger, Freud and Derrida.

Format: seminar. Requirements: regular class attendance and participation; three short papers (5-7 pages) and a take-home examination (essay format).

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to majors and prospective majors in Religion and Philosophy.*

Hour: 7:00-9:40 p.m. M

COYNE

**REL 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T, and WGSS 326T) (W)**

How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and ritually mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? Especially for individuals and peoples who have been denied certain self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time. On the one hand, we will consider theorists who specifically question and challenge what José Esteban Muñoz dubs the "linearity of straight time," and we will turn to a set of issues with regard to family and sexuality, especially critiques of normative lifecycle events and rituals that have reconfigured experiences and representations of time and place. On the other hand, we will also work with queer theory as it explores alternatives to normative conceptualizations of time and place that have already existed in the past. Hence we will look not only to queer theory as it reads more contemporary negotiations of sexuality, identity, time, and space-time; we will also consider how some contemporary theorists have read previous historical examples.

Students will meet with the instructor in pairs for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, and students will revise two of their 5-page analytical papers: one from the first half of the semester, and one from the second half due at the end of the semester.

Format: tutorial. Requirements: evaluation will be based on class attendance, analytical essays, responses, and revised essays.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs.*

*May not be taken on a pass/fail basis.*

Tutorial meetings to be arranged.

HIDALGO

**REL 385(S) Ethics after the Shoah (Same as JWST 385) (W)**

The Destruction of European Jewry during World War II has had an enduring impact on philosophical and literary work in Europe and elsewhere. Can any meaning be gleaned from it? How can it be represented? In so far as it changed our conception of what it is to be human, does it also change how we participate in the humanities? In this class we will consider these questions, by focusing on the surge of ethical inquiry that followed from the disaster. We will treat post-World

War II works by authors who consider the impact of the Shoah on notions of the other, election, representation, forgiveness, and universalism, with particular attention given to the French context. Emmanuel Levinas will be a central figure along with Primo Levi, Emil Fackenheim, Hannah Arendt, Giorgio Agamben, Maurice Blanchot and Jacques Derrida.

Format: seminar. Requirements: regular response papers and a 10- to 15-page final essay.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion majors.*

Hour: 1:10-3:50 W

HAMMERSCHLAG

### REL 397(F), 398(S) Independent Study

### REL 401(F) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Requirements: class reports, papers, and substantial research projects. Topic for 2012-13L: Genealogies of Religion.

Prerequisites: senior Religion major status or permission of instructor. *Enrollment limit: 15 (expected: 15).*

Hour: 1:10-3:50 W

JOSEPHSON

### REL 405 Kings, Heroes, Gods, and Monsters: Historical Texts and Modern Identities in the Middle East (Same as ARAB 410, HIST 410 and JWST 410) (Not offered 2012-2013) (D) (W)

(See under HIST 410 for full description.)

*This course will fulfill an elective towards the major in Religion.*

BERNHARDSSON

### REL 493(F)-W31; W31-494(S) Senior Thesis

### REL 497(F), 498(S) Independent Study

**See French, Italian, Spanish for searchable course listings!**

## ROMANCE LANGUAGES (Div. I)

Chair, Associate Professor SOLEDAD FOX

Professors: BELL-VILLADA, ROUHI. Associate Professors: S. FOX, FRENCH\*\*, MARTIN\*, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Associate Professor: PITCHER. Assistant Professor of French Literature and Language: CURULLA. Visiting Assistant Professors: BROSSIL-LON, COLBERT, DESSEIN. Lecturers: DESROSIERS. Teaching Associates: DEGIOVANNI, DE LOS ANGELES ALVAREZ, NDARI, THOMA.

## FRENCH

### MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses above the 102 level. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

### MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- 1) at least three courses in French language and/or literature above the French 102 level;
- 2) the senior seminar during the student's final year at the College;
- 3) *Electives*: The remaining courses needed to complete the major must be drawn from at least *three* different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

History 331 The French and Haitian Revolutions

Religion 301 Psychology of Religion

All courses in French literature and language above the 103 level.

- 4) at least two literature courses that are taught in French.

### THE DEGREE WITH HONORS IN FRENCH

Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

### THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103, five additional courses must be taken, including at least three French courses at the 200-level or higher. For all students starting at the French 103 level or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science).

See French Studies Major description above for list of possible electives in other departments.

## PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

## STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study-in-France programs require applicants to have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French-speaking environment. Credit for up to four courses towards the major can be granted at the discretion of the Department: up to 4 major credits for a semester or full year abroad. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

## LANGUAGE AND CIVILIZATION COURSES

### RLFR 101(F)-W088-102(S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams. Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. Credit granted only if both semesters are taken. For students who have taken less than two years of high school French. *Conducted in French.*

No prerequisites. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 9:00-9:50 MTWRF

9:00-9:50 MTWRF

First Semester: DESSEIN

Second Semester: PIEPRZAK

### RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing communication skills necessary to function in daily life; learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. *Conducted in French.*

Format: class meets five hours a week. *Conducted in French.* Requirements: active class participation, workbook exercises and compositions, short papers, chapter tests, midterm, and final exam.

Prerequisites: French 101-102 or examination placement. NOTE: Students should seriously consider taking French 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.* Requirements/Evaluation: active class participation, workbook exercises and compositions, short papers, chapter tests, midterm, and final exam

Hour: 9:00-9:50 MTWRF, 10:00-10:50 MTWRF

BROSSILLON

### RLFR 104(S) Intermediate French II: Studies in French Language and Francophone Culture

As a continuation of French 103, this course explores the diverse cultural and political identities in the Francophone world through short literary texts and films from France, Africa, the Caribbean and the Middle East while building on linguistic skills in French. The course will provide an in-depth advanced review of grammar structures, but will emphasize the application of those structures in activities of composition, reading, oral presentation and discussion. After successfully completing French 104, students may register for French 201. *Conducted in French.*

Format: class meets three hours a week plus a fourth conference hour with French teaching associates. Requirements: class participation, short papers, oral class presentations, quizzes and exams.

Prerequisites: French 103. This course is primarily for continuing French 103 students. Students who have placed at the advanced intermediate level on the placement exam should register for French 105. *Enrollment Limit: 20 (expected: 20). If overenrolled, preference will be given to continuing 103 students and potential French majors.*

Hour: 9:00-9:50 TWRF, 10:00-10:50 TWRF

DESSEIN

### RLFR 105(F) Advanced French: Advanced Studies in French Language and Francophone Culture

In this course, we will concentrate on expanding your vocabulary and polishing your written and oral skills while focusing on the analysis and discussion of French and Francophone cultures and the concepts that define them. We will explore key myths and practices linked to national identity in France and seek to understand the history of contemporary national identity debates. Topics of discussion will include: What is a nation? What is the Republic? How is a national identity constructed? What does it mean to be French today? Which are contemporary topics in the Francophone world? How are they represented in the Francophone press? (Print, television, radio, internet) How are these events and controversies situated in a larger historical and philosophical context?

Format: seminar. Requirements: class participation, short papers, presentations, quizzes and final exam.

Prerequisites: RLFR 103, or examination placement. *Enrollment limit: 20 (expected: 20). Preference given to students continuing their French studies at Williams and first- and second-year students.*

Hour: 11:00-12:15 MW, 9:55-11:10 TR

Conferences: W 2:10-3, 1:10-2 W

DESSEIN

### RLFR 106(S) French Food Cultures

Two years ago, the French gastronomic meal won a place on UNESCO's representative list of "intangible cultural heritage." Yet, as current political and cultural tensions in France suggest, French food has never been more controversial. This course combines an intensive grammar review with a critical and experiential study of French food cultures. Modules focus on gastronomy and the art of *dégustation*, the role of food in debates on religious, national, and regional identities, public health policy, and the war on *malbouffe*. In addition to analyzing a broad range of texts, film, and other media, students will engage and strengthen their grammar and vocabulary when conducting field interviews, visiting local producers, and experimenting in our class kitchen. *Conducted in French.*

Format: lecture/seminar. Requirements: active class participation, weekly online postings, three short papers, an oral presentation or cooking demonstration, final examination.

Prerequisites: French 105, or by French placement exam, or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference: given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

CURULLA

### RLFR 107(F) Advanced Conversation in French: French and Francophone Identities in the Media

This course in Advanced Conversation in French is designed to develop students' skills in spoken French while learning about French and Francophone cultures. Students will increase vocabulary and fluency through interactive discussions, and will improve their pronunciation and both oral and written comprehension through different media: the press, television, movies, plays, and songs. We will discuss questions of French and Francophone identities, the Second World War, immigration, and current events. Conversation will improve students' ability to communicate effectively and to analyze culture through different media. Class activities will include listening to recordings, reading newspapers, conversation, and debates. *Conducted in French.*

Format: seminar. Evaluation based on class participation, quizzes, midterm, and a final oral presentation.

Prerequisites: RLFR 104 or RLFR 105 or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 11:20-12:35 TR

BROSSILLON

## LITERATURE COURSES

### RLFR 201(F) The Voice and the Book: Studies in Premodern France

We are a society of silent readers. Our eyes move back and forth over words on a screen or page, and the act feels private, interior. In earlier times, however, people interacted differently with texts. Besides silent reading, texts were transmitted through recitation and improvisation for groups of listeners. This course offers an introduction to the key periods, artistic movements, and genres of premodern France as they come to bear on the relationship between literature and orality. How

did literary forms circulate and develop before and after the invention of the printing press? When did people who write become “writers?” Who read, heard, and performed texts? Who didn’t? Over the course of the semester, students will complete regular creative and analytical exercises, visit the Chapin Library and Special Collections, meet with guest speakers, and practice declamation and performance. Readings to include anonymous authors as well as Marie de France, Villon, Labé, Ronsard, Molière, La Fontaine, Lafayette, Voltaire, Rousseau. *Conducted in French.*

Format: lecture/seminar. Requirements: active class participation, weekly online postings, three short papers, recitation, micro-performance, and final examination.

Prerequisites: French 105, or by French placement exam, or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

CURULLA

**RLFR 202 (formerly 110) War and Resistance: Two Centuries of War Literature in France, 1804-2004 (Same as WGSS 201) (Not offered 2012-2013)**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars against Caesar (during the first century BC) to France’s controversial role in the “War on Terror” (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the “War on Terror.” Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or 106; 201 or 203; or by placement test, or by permission of instructor.

*Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Women’s, Gender and Sexuality Studies majors; and those with compelling justification for admission.*

MARTIN

**RLFR 203 Introduction to Francophone Studies (Same as AFR 204) (Not offered 2012-2013) (D)**

The Francophone world, stretching across Europe, Africa, the Middle East, Asia, the Caribbean and the Americas, has often been described as a family joined by a shared language and condition born of colonial history. Through fiction and film, this course will examine what it means to be Francophone, and how writers and filmmakers from the Francophone world have approached the idea of family both literally and metaphorically in order to explore questions of identity, origins, colonialism, resistance, nationhood and interconnectedness in a global community. This course invites students to enter into critical engagement with cultural constructions of difference, colonial and post-colonial constructions of subjectivity, culturally contested imaginations and treatment of gender and race, and the very idea of the Francophone itself. Authors we will read include: Driss Chraïbi (Morocco), Dany Laferrière (Haiti), Maryse Condé (Guadeloupe), Aimé Césaire (Martinique), Linda Lê (Vietnam) and Fatou Diome (Senegal). Films studied include *Moolaadé* (Ousmane Sembène), *La vie sur terre* (Abderrahman Sissoko) and *Abouna* (Mahamet-Saleh Haroun). *Conducted in French.*

Format: seminar. Requirements: active class participation, informal response papers, two short papers, and final paper.

Prerequisites: RLFR 105 or above, or results of College Placement Examination, or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to French majors or certificate candidates, and Africana Studies concentrators.*

PIEPZAK

**RLFR 208 Love and Death in Seventeenth, Eighteenth, and Nineteenth-Century France (Not offered 2012-2013)**

Reflecting on loneliness and a life without anyone to love and be loved by, Maupassant declared in 1884: “It is better to love, but terrible.” This introductory course in French literature will focus on this “terrible” aspect of love. The themes of instincts and passions, desires and fears, death and sexuality, death and love have been exploited in art - literature, painting, music - for centuries. Why do so many authors create an erotic bond between love and death? In this course, we will examine how passion sometimes leaves no other alternative but the death of its “slaves,” how some characters find sexual gratification in killing the objects of their love, or eroticize and resurrect the dead in a fascinating, macabre, erotic encounter. Suicide, murder, and necrophilia will be studied in their close relationship with sexuality and love. Readings to include novels, short stories, and poems by Corneille, Racine, Rousseau, Sade, Musset, Hugo, Zola, Baudelaire, and Maupassant, as well as paintings and films representing seventeenth, eighteenth, and nineteenth-century France. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or 106; 201, 202, or 203; or by placement test; or permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to French majors and certificate students, and those with compelling justification for admission.*

BROSSILLON

**RLFR 220(S) Le mal-du-siècle: Disenchantment and Determination in the French Novel (1801-1893)**

The nineteenth-century was a century of evolution, technological advances, and improvement in both working conditions and the quality of life. However, the century’s many revolutions and political crises, and the crushing defeat of the Franco-Prussian War (1870) contributed to a personal sense of failure and a national sense of disenchantment. French literature reflected a persistent state of melancholy and a strong feeling of social decline. Romantic, decadent, and naturalist movements responded to this national feeling of moral decay by producing texts that focused on pathology, perversion, and morbidity. In this seminar, we will read novels and stories by Constant, Chateaubriand, Balzac, Huysmans, Maupassant, Flaubert and Zola. We will discuss topics such as boredom, adultery, failed marriages, bachelorhood, family, and suicide. *Conducted in French.*

Format: seminar. Requirements: active class participation, a mid-term paper, reaction papers, an oral presentation, and a final paper.

Hour: 11:20-12:35 TR

BROSSILLON

**RLFR 224 (formerly 310) Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as WGSS 224) (Not offered 2012-2013) (D)**

In 1857, both Flaubert’s *Madame Bovary* and Baudelaire’s *Les Fleurs du mal* were put on trial for sexual indecency and “crimes against public morality.” In 1868, *Le Figaro* attacked Zola’s novel *Thérèse Raquin* as “putrid literature” for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, inter-generational lovers, and bi-racial relationships. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth- and twentieth-century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d’Aurevilly, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or 106; 201 or 203; or by placement test, or by permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Women’s, Gender and Sexuality Studies majors; and those with compelling justification for admission.*

MARTIN

**RLFR 240(S) Molière in Performance**

Like Shakespeare, the work of France’s greatest playwright is less a timeless monument than a living body, perpetually in motion, yet constantly changing. This course offers a dual approach to the theater of Molière. The first half of the semester will focus on readings and analysis of printed plays: *Le Dépit amoureux*, *L’Ecole des femmes*, *Tartuffe*, *Le Misanthrope*, *L’Avaro*, *Le Bourgeois gentilhomme*, *Les Fourberies de Scapin*, and *Le Malade imaginaire*, among others. We will consider the broader socio-political, intellectual, and aesthetic forces at work in the Age of Louis XIV, as well as the formal and thematic features of each play. Turning from the seventeenth century to the twentieth, the second half of the semester will examine modern interpretations of Molière, especially those of major theater directors including Juvet, Planchon, Vitez, and Mnouchkine. Discussions will be informed by viewings as well as interviews, reviews, and critical essays. Throughout the semester, we will explore the dynamic relationships between tradition and innovation, elite and popular culture, actors and audience, past and present. The semester culminates in student-led micro-performances inspired by our readings, viewings, and discussions. *Conducted in French.*

Format: seminar. Requirements: active class participation, weekly online postings, a short midterm paper, final performance project and accompanying report. Prerequisites: French 201, 202, or 203, or by permission of the instructor. *Enrollment limit: 20 (expected: 20). Preference given to French, Comparative Literature, Theater, and Women’s, Gender and Sexuality Studies majors, and those with compelling justification for admission.*

Hour: 2:35-3:50 MR

CURULLA



**RLFR 300(S) Feminine Perversions in Nineteenth-Century French Literature**

In the nineteenth-century, women were often depicted as frail, fragile, and weak. Yet many texts (poems, short stories, plays, novels) express a fear of the feminine. Mothers are seen as freaks of nature, wives as adulterous man-eaters, women as seductresses and manipulators, or ghouls and vampires, leaving men as mere prey, victims of the feminine monster. This course will discuss women's roles in nineteenth-century France, mythical and historical representations of women, the institution and challenges of marriage, and the balance between male and female power in intimate relationships. Reading to include texts by Villiers de l'Île Adam, Gautier, Mérimée, Maupassant, Flaubert, Balzac, Zola, and Baudelaire. *Conducted in French.*

Format: seminar. Requirements: active class participation, quizzes, a mid-term paper, an oral presentation, and a final paper.

Hour: 1:10-3:50 W

BROSSILLON

**RLFR 308 The Libertine in Eighteenth and Nineteenth-Century French Novels (Not offered 2012-2013)**

This seminar proposes to examine the bachelor in French literature, from the libertines of the eighteenth century to the romantic and naturalist heroes of the nineteenth century. By studying their *modus vivendi* and *modus operandi*, we will try to trace the evolution of the figure of the "libertine" through novels and short stories by Crébillon-fils, Duclos, Laclos, Sade, Stendhal, Flaubert, Zola, and Maupassant. Discussions will lead us to look for answers to the following questions: what is the bachelor's approach to life, love, sex, and women? Is the bachelor always in control of his instincts and emotions? What perversions are associated with the image of the libertine? Is there a link between libertinage and folly? Is there such a thing as a female libertine? In what way does she differ from her male counterpart? How is the tension between love for oneself and love for the Other represented or reconciled? *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: open to students who have taken a literature course in French at Williams, or permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to French majors and certificate students, and those with compelling justification for admission.*

BROSSILLON

**RLFR 309(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Same as AFR 307)**

Today the countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell-phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues as well as analyze films, sociological texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maïssa Bey, Abdelfattah Kilto, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others. *Conducted in French.*

Requirements: active class participation, reading journal, two short papers, an oral presentation and a final paper.

Prerequisites: French 201, 202 or 203 or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to French majors and those with compelling justification for admission.*

Hour: 2:35-3:50 MR

PIEPZAK

**RLFR 312 Francographic Islands (Same as AFR 312 and COMP 312) (Not offered 2012-2013) (D)**

Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as a place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in French. What does the island symbolize in individual, community, national, and imperial imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Édouard Glissant. *Conducted in French.*

Format: seminar. Requirements: active class participation, weekly response papers, midterm essay and final essay.

Prerequisites: open to students who have taken a literature course in French at Williams, or permission of instructor. *Enrollment limit: 20 (expected: 15). Preference given to French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators.*

PIEPZAK

**RLFR 314 Between the Two World Wars (Not offered 2012-2013)**

The period from 1913 to 1939 was an adventurous time for the French novel. In this course, we will study novels by Gide, Proust, Colette, Camus, Martin du Gard, Mauriac, Malraux, and Sartre. Although there is great diversity among these authors, they were all reacting to the aftermath of the First World War and the breakdown of traditional French culture. Through the popular character of the rebellious adolescent, they experimented with revolt against the stifling social order of Church and family. The real challenge of the period, however, concerned not a break with the past or discoveries of new levels of consciousness and freedom, but rather the mature acceptance of responsibility for the future and the articulation of fresh spiritual and political visions. *Conducted in French.*

Requirements: several short papers and oral class presentations.

Prerequisites: any French literature course or permission of the instructor.

DUNN

**RLFR 316 (formerly 214) Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (Same as WGSS 315) (Not offered 2012-2013)**

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the recent riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? To answer this question, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201, 202, 203 or permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French, Comparative Literature, and Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission.*

MARTIN

**RLFR 318 Twentieth-Century Novel: From Adversity to Modernity (Same as COMP 318) (Not offered 2012-2013)**

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity, dignity, and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, and Begag. Lectures to include discussions of Gide and Proust, Sartre and Beauvoir, Cixous and Foucault, Jelloun and Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, and Charef.

Format: seminar. *Conducted in French.* Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201, 202, or 203, or by placement test, or by permission of the instructor. *Enrollment limit: 20 (expected: 20). Preference given to French, Comparative Literature, and Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission.*

MARTIN

**RLFR 320T(S) Slums and Housing Projects: Writing Urban Margins in French and Francophone Literature (W)**

In this course we will explore the politics and poetics of fiction that engages marginalized urban spaces in France and the francophone world. From the depiction of informal settlements in Martinique in Patrick Chamoiseau's epic novel *Texaco* to the shantytowns of Casablanca in Mahi Binebine's *Les étoiles de Sidi Moumen* to the Parisian housing projects in Gisèle Pineau's *Un papillon dans la cité* and Didier Mandin's *Banlieue Voltaire*, we will explore how literature represents neighborhoods that exist in the face of dominant discourses of urban redevelopment that seek to destroy them. What voices and histories emerge from these spaces under aggression? And how does literature claim to speak from and for these marginalized communities? Readings will include both literary works and theoretical readings from urban studies and geography. *Conducted in French.*

Format: tutorial. Requirements: six 5-page tutorial papers.

Prerequisites: any RLFR literature course. *Enrollment limit: 10 (expected: 10). Preference given to French and Comparative Literature majors.*

*May not be taken on a pass/fail basis.*

Tutorial meetings to be arranged

PIEPRZAK

**RLFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as AFR 370 and COMP 370) (Not offered 2012-2013)**

This course will explore relationships between culture and imperialism in France by exploring how the colonial "Other" has been conceived, displayed and collected in French museums, world's fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l'Homme, the role of Parisian World's Fairs in ordering the colonial world, French colonial photography and the creation of a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l'histoire de l'immigration. In addition to readings and discussion, the class will engage in a semester-long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. *This course will be conducted in English. For students seeking RLFR credit, research will be conducted primarily in French.*

Format: seminar. Requirements: active class participation, response papers, 2 short essays and a final group project.

Prerequisites: for students taking the course as RLFR: French 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to French and Comparative Literature majors, and concentrators in Africana Studies.*

PIEPRZAK

**RLFR 410 Senior Seminar: Landscapes of Movement and Migration in French (Not offered 2012-2013)**

How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Diome, Condé, Memissi, Poulain, Pineau, Sembene, and Binebine among others. *Conducted in French.*

Format: seminar. Requirements: weekly 1-page response papers, short mid-term paper and a final research paper.

Prerequisites: any course in French above 203, or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to seniors who are French majors or completing the Certificate in French, but open to advanced students of French.*

*Qualified students in first, second, or third years of their career at Williams can enroll in the Senior Seminar with the permission of the instructor. However, this will not replace the senior seminar requirement in the senior year of French majors.*

PIEPRZAK

**RLFR 412 Senior Seminar: Nineteenth-Century Novel: From Desperate Housewives to Extreme Makeovers (Same as WGSS 408) (Not offered 2012-2013)**

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the historical past and reverberate in the cultural present. Desperate housewives, sex in the city, queer eyes for straight guys, and extreme makeovers fill the pages of the nineteenth-century novel. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Maupassant and Zola, the novel became an extraordinary forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, the domestically-abused Gervaise, and the man-eating courtesan Nana became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these characters continue to haunt our twenty-first century present. Reinterpreted by such contemporary actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, and Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, and Chabrol. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: a 200-level or 300-level French literature course at Williams, or permission of instructor. *Enrollment limit: 15 (expected: 10). If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.*

MARTIN

**RLFR 415(F) Senior Seminar: Banned In France: Censorship in Eighteenth-Century France**

Censorship is probably as old as culture itself, but recent global debates over network neutrality, media regulation, and copyright reveal a growing sense of urgency over what role, if any, censorship should play in the digital age. This seminar will explore the role of censorship in eighteenth-century France, another complex period transformed in part by unprecedented access to knowledge. Students will critically assess a range of works that were, before or after publication, repressed or altered by various religious and civil authorities, editors, publishers, and, in some cases, audiences. Discussions will focus on the formal and thematic content of each work, as well as its broader place in Enlightenment and French Revolutionary literature and culture. Analysis of such historically-specific concepts as tolerance, obscenity, and public censorship will be supported by critical work and commentary from the eighteenth century and the present day. As a central feature of the course, students will conduct a semester-long research project that will draw on readings from Voltaire, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Charrière, Staël, and others. Key issues include copyright and the literary market, self-censorship, public opinion and public censure, gender and canon formation, blasphemy, pornography, and the politics of incitement. *Conducted in French.*

Format: seminar. Requirements: active class participation, weekly online postings, semester-long research project involving an abstract and annotated bibliography at mid-term, and final research paper.

Prerequisites: any 200-level RLFR course. *Enrollment limit: 15 (expected: 15). Preference given to senior French majors or students completing the Certificate in French, but open to advanced students of French.*

Hour: 1:10-2:25 MR

CURULLA

**RLFR W30 Honors Essay**

**RLFR 493(F)-W31-494(S) Senior Thesis**

**RLFR 497(F), 498(S) Independent Study**

**RLFR 511(F) Intensive French Grammar and Translation**

This course is designed to offer students a thorough and systematic review of sentence structures and grammar. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

Format: classes meet twice weekly and are conducted in English. Evaluation will be based on class participation, papers, a midterm, and a final examination.

Prerequisites: a strong interest and need to learn French.

*Enrollment: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor.*

Hour: 8:30-9:45 TR

DESROSIERS

**RLFR 512(S) Readings in French Art History and Criticism**

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum catalogues; the Gazette des Beaux-Arts and other publications; Salons by Diderot, Baudelaire, and Thoré; artists on their works; and critics such as Francastel, Ch. Sterling, M. Faré, Valéry, Focillon) will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

Format: seminar. Evaluation is based on class participation, papers, a midterm, and a final examination.

Prerequisite: French 511 or permission of instructor.

Hour: 8:30-9:45 TR

DESROSIERS

## ITALIAN

### **RLIT 101(F)-W88-102(S) Elementary Italian**

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class meets five hours a week with the instructor and is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

No prerequisites. *Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.*

Hour: 9:00-9:50 MTWRF

9:00-9:50 MTWRF

NICASTRO

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.

The class meets three hours a week with the instructor. Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 15 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

## SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 105, 106, any 200 level or above (excluding RLSP 205 and RLSP 303), and 403. At least one 200-level course must be completed at Williams. In addition, one course must be focused primarily on literature of the period prior to 1800 C.E. Other courses, taken at overseas programs, may be used to satisfy the requirements of the major, with approval of the department. The Spanish faculty strongly suggests that students take 201 and 200 at some point in their studies, and especially recommends that they do so before rather than after studying abroad.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics or Latina/o Studies.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

Courses numbered in the 100s are language courses, with 105 and 106 combining grammar and literature. RLSP 200 and RLSP 201 focus on civilization and culture, while other 200-level classes serve as gateway courses for literary study, in ascending order of difficulty; they are thus suitable for first-years and sophomores. Courses in the 300s require both serious grounding in the study of literature and an advanced command of the language. The 400-level course offered annually is the senior seminar, serving as "capstone course" to the Spanish major.

### **THE DEGREE WITH HONORS IN SPANISH**

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

### **THE CERTIFICATE IN SPANISH**

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

### **PLACEMENT**

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first-year students who wish to register for any Spanish courses above the 101 level must take this test.

### **STUDY ABROAD**

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to include study in Spain or Latin America as part of their program at Williams. Through its special ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in a Spanish-speaking environment, for periods either of a semester or a year. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

**RLSP 101(F)-W88-102(S) Elementary Spanish**

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method. Format: the class meets five hours a week. Requirements: students will complete workbook and lab exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam.

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken. Enrollment limit: 20. This course is for students who have studied less than two years of Spanish in secondary school.*

Hour: 9:00-9:50 MTWRF

9:00-9:50 MTWRF

First Semester: COLBERT

Second Semester: VAN DER STADT

**RLSP 103(F) Intermediate Spanish**

This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. *Conducted in Spanish.*

Format: class meets three hours each week with the professor, plus an additional fourth hour with a teaching assistant from Latin America or Spain. Requirements: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

Prerequisites: Spanish 101-102 or placement exam results. *Enrollment limit: 20 (expected: 20).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

Conference: 1:10-2 W, 2:10-3 W

PITCHER

**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: 1:10-2 W, 2:10-3 W

COLBERT, FRENCH

**RLSP 105(F) Advanced Composition and Conversation**

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on the study of our grammar book, as well as selected short stories by Latin American and Peninsular writers. In addition, they will write frequent compositions and perform regular, written grammar exercises. *Conducted in Spanish.*

Format: lecture/discussion. Evaluation will be based on homework, class participation, compositions, a midterm, and a final exam. This course requires students to have produced 15-20 or more pages of writing by the end of the semester.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20 (expected: 20). Preference is given to first-years, then sophomores, juniors and seniors.*

Hour: 10:00-10:50 MWF

Conference: 1:10-2 W

COLBERT

**RLSP 106(S) Advanced Composition and Conversation**

This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin-American writers. Weekly compositions, plus regular exercises in the language laboratory.

Requirements: a weekly essay based on the stories read in class, written laboratory exercises, participation in the grammatical and literary discussions, quizzes, a midterm, and a final exam.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20. Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 11:00-11:50 MWF

Conference: 3:10-4 W

BELL-VILLADA

**RLSP 200 (formerly 112) Latin-American Civilizations (Not offered 2012-2013)**

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).*

GOODBODY

**RLSP 201(F) (formerly 111) The Cultures of Spain**

Linguistically, culturally, and historically, Spain is a composite of the groups that have inhabited the peninsula from the past to the present. Our course examines Spain's pluricultural history and the literature, art, architecture, music, and film that result from its diversity. We begin our course with the cultural products of the period of convivencia between Islamic, Christian, and Jewish Civilizations, marked by waves of both tolerance and conflict, during which the first texts were written in Castilian Spanish. From there we will consider the development of national consciousness in Spain and its autonomous regions, including the Basque Country, Catalonia, and Galicia, and its implications on language use and artistic production. Finally, we examine the most recent thought on local identity in the context of globalization and the influx of immigrants into Spain from North Africa, Latin America, and elsewhere. Secondary texts will be provided for historical and socio-political background and reference. *Conducted in Spanish.*

Format: seminar. Requirements: active participation in class discussions, oral presentations, short writing assignments, a midterm and a final essay.

Prerequisites: Spanish 105 or permission of the instructor. *Enrollment limit: 20 (expected: 20). Preference given to Spanish majors and certificate candidates.*

Hour: 12:00-12:50 MWF

COLBERT

**RLSP 202T 1898: Spain's Fin de Siglo and the Crisis of Ideas (Not offered 2012-2013) (W)**

In this tutorial we will read the works of some of modern Spain's influential writers from the late part of the nineteenth century and the first three decades of the twentieth. Our aim is to understand how fiction and philosophy represented this significant time in Spain's history. The loss of the war with the U.S. in 1898, the turbulent shifts of power within the country, Spanish regional identities, and the cultural and intellectual movements that shaped Spain on the eve of the Civil War are among the key issues we will address. Our primary sources—largely fiction and poetry by artists such as Miguel de Unamuno, Azorín, Ramiro de Maeztú, Antonio Machado, Pío Baroja—will be complemented with a rigorous study of the cultural landscape of Spain at that time. Our principal engagement with philosophy will be through José Ortega y Gasset, in particular his output from the 1920s.

Format: tutorial. Requirements: Students will be teamed in groups of two, and alternate in writing essays and critiquing these each week. Essays will be 5-8 pages long. Evaluation is based on the essay and the critique of the essay, as well as punctuality with submission of weekly assignments.

Prerequisites: RLSP 105, or results of the Williams College Placement Exam, or permission of the instructor. *Enrollment limit: 10 (expected: 10).*

ROUHI

**RLSP 203 From Modernismo to El Boom de la Novela (Not offered 2012-2013) (W)**

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

Prerequisites: Spanish 105 or higher. *Enrollment limit: 22.*

BELL-VILLADA

**RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)**

This course provides an overview of Latin American culture and politics by focusing on some of the most recognizable names and faces from the continent's turbulent history: Christopher Columbus, Hernán Cortés and Malintzin, Simón Bolívar, José Martí, Pancho Villa, Eva Perón, Frida Kahlo, Che Guevara, Rigoberta Menchú and Hugo Chávez. In addition to exploring the controversies surrounding each figure and her or his influence within a specific historical context, we'll also unpack some of the overarching issues of Latin American culture and politics: How are nations and nationalism constructed through processes of representation, and what roles do specific iconic figures play in that process? How can popular culture challenge elite representations of the nation and its heroes/heroines, and how durable are the images it produces as expressions of collective will? What opportunities are available to women and sexual minorities in a political culture that has been historically dominated by macho military types? This course fulfills the EDI requirement by enabling students to appreciate the figures that have influenced generations of Latin American women and men and their sense of what is politically possible, while challenging the class to identify

the operations of power at work in the construction of the figures themselves.

Format: lecture/discussion. Assignments will include political and cultural essays, literature and films. Three 5-page papers. *Conducted in Spanish.*

Prerequisites: RLSP 105 or 106 or the equivalent. *Enrollment limit: 21 (expected: 20). Preference given to Spanish majors and qualified first-year students.*

Hour: 1:10-2:25 TF

FRENCH

**RLSP 205 The Latin-American Novel in Translation (Same as COMP 205) (Not offered 2012-2013)**

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; Lispector, *The Hour of the Star*; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*.

Format: seminar. Requirements: class participation, two brief papers, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 22 (expected: 22).*

*Does not carry credit for the Spanish major or the certificate.*

BELL-VILLADA

**RLSP 208 The Spanish Civil War in Literature and Film (Not offered 2012-2013)**

The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries—including Germany, Italy, the United States, and Russia—vis-a-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.*

Evaluations will be based on lively class participation, an oral report, short written assignments, and two papers.

Prerequisites: Spanish 111, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20.*

S. FOX

**RLSP 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as LATS 209)**

(See under LATS 209 for full description.)

CEPEDA

**RLSP 211 Survey of Medieval and Golden Age Spanish Literature (Not offered 2012-2013)**

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. *Conducted in Spanish.*

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisites: Spanish 105 or permission of instructor.

ROUHI

**RLSP 217 Love in the Spanish Golden Age (Not offered 2012-2013)**

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, Cervantes, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. *Conducted in Spanish.*

Evaluation will be based on meaningful participation and frequent short written assignments with one longer composition.

Prerequisites: Spanish 105 and above or permission of instructor. *Enrollment limit: 20. Preference given to students with a background in literature.*

ROUHI

**RLSP 220(S) Modern Spanish Women: Literature and Life (Same as WGSS 222)**

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Format: seminar.

Prerequisites: Spanish 201, permission of the instructor, or acceptable results of the Williams College Placement Exam. *Enrollment limit: 20 (expected: 20). Preference given to Spanish and Comparative Literature majors.*

Hour: 1:10-2:25 MR

COLBERT

**RLSP 230(F) Fantastic Fictions (Same as COMP 230)**

Jorge Luis Borges may be the least Latin American of all Latin American authors, or perhaps the most. In the wake of his own statement that "Every writer creates his own precursors" he has already provided the theoretical premise for so much subsequent work that this can only be a selective course. While our primary focus will be the fantastic in Borges' short stories, with initial forays into the work of Silvina Ocampo, Adolfo Bioy Casares, María Luisa Bombal, and Juan José Arreola, we will also study his influence on Julio Cortázar, Luisa Valenzuela, Cristina Peri Rossi, and Roberto Bolaño. The course will include at least some consideration of Borges' impact on the visual arts, and his abiding legacy beyond Latin America. *Conducted in Spanish.*

Format: seminar. Requirements: active discussion of ideas, one oral presentation, two short papers, and one final paper.

Prerequisites: Spanish 105, placement test results, or permission of the instructor. *Enrollment limit: 15 (expected: 15).*

Hour: 12:00-12:50 MWF

PITCHER

**RLSP 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as AMST 256, COMP 272 and LATS 272) (Not offered 2012-2013) (D) (W)**

(See under COMP 272 for full description.)

FRENCH

**RLSP 301 Cervantes' Don Quijote (Not offered 2012-2013) (W)(D)**

This course is an in-depth study of Miguel de Cervantes' masterpiece *Don Quijote* (1605, 1615). The linguistic, literary, and cultural richness of Cervantes' novel will allow us to explore the historical complexity of the society in which it was produced, circulated, and read. In order to complement and contextualize our close reading of Cervantes' text, we will rely on historical documentation, works of art, iconography, other literary works from the period, and contemporary critical studies. Issues to be dealt with include humor, carnival, and popular cultures, the representation of Mediterranean cultural encounters, the material world and the social fabric of early modern Iberia, and the narrative and rhetorical makeup of the novel. *Conducted in Spanish.*

Format: seminar. Requirements: active participation in class discussions, oral presentations, short writing assignments, and a final essay.

Prerequisites: any 200-level Spanish course. *Enrollment limit: 19 (expected: 19).*

MARTINEZ

**RLSP 303(S) Cervantes' Don Quixote in English Translation (Same as COMP 350 and ENGL 308)**

(See under COMP 350 for full description.)

ROUHI

*This course does not count towards the Spanish major.*

**RLSP 306T Latino Writing: Literature by U.S. Hispanics (Same as COMP 302T) (Not offered 2012-2013) (W)**

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomás Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz, and historical texts by Carey McWilliams and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of works per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate

both Spanish and English speaking students; for Spanish majors it is to be conducted in Spanish. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Format: tutorial. Requirements: five short oral presentations/papers (about 20-25 minutes) and a final longer one.

Prerequisites: some previous course work in any literature beyond the 100 level is helpful. Students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level Spanish course or seek permission of the tutor. *Enrollment limit: 10.*

BELL-VILLADA

### **RLSP 308(F) The Subject of Empire: Race, Gender and Power in the Colonial Era (D)**

This class studies Latin American literature of the colonial era (1492-1898) from the perspective of the constitution of the subject: the autobiographical 'yo' that is both the subject of discourse and the object of sovereign power. Our readings will include the most outstanding texts of the group collectively known as the Chronicles of the Conquest - the letters of Christopher Columbus and Hernán Cortés and Bernal Díaz del Castillo's *True History of the Conquest of New Spain*, among others - whose authors endeavor to establish their historical authority and legitimate their actions before the Spanish king. We will also read later works in which racially and sexually marginalized subjects struggle to contest the identities and the conditions imposed on them by a distant sovereign through far-reaching institutional networks: the mestizo historian known as El Inca Garcilaso de la Vega, the cross-dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz, and the slave Juan Francisco Manzano. This course fulfills the objectives of the Exploring Diversity Initiative by challenging students to examine the historical negotiation of individual and collective identities within the context of violent, exploitative and exclusionary structures of power.

Format: lecture/discussion. Requirements: one short (7-page) paper, one longer (15-20 page) paper, proposal, bibliography, discussion-leading.

Prerequisites: RLSP 200, 204, LATS/RLSP 209 or permission of instructor. *Enrollment limit: 19 (expected 12).*

Hour: 1:10-2:25 MR

FRENCH

### **RLSP 318(S) Three Spanish Medieval Masterpieces and the Myth of Co-existence (D)**

A common assumption about Spain is that in its medieval period members of the three religions co-existed in harmony, worked together, and influenced one another. This is an attractive myth for sure, but also a very simplistic one. It does not begin to take into account the complexity of Iberia, whose regional identities, crises of sovereignty and complicated allegiances were hardly ever constant in the medieval period. The very notions of "influence" and "co-existence," which have long governed general assumptions about medieval Spain, become problematic if considered in the context of the actual time and place in which they are supposed to have occurred. Centered on the thorough reading of three masterpieces of the medieval period—*El Cid*, *El libro de buen amor* and *La Celestina*—we will explore, specifically, Castilian culture across three different periods, with an attempt to make connections to key concepts that will give us a nuanced and fair understanding of medieval Spain's extraordinarily rich and multifaceted identities.

Format: seminar. Requirements: active class participation; three short papers; one research paper; one collaborative presentation.

Prerequisites: any RLSP 200-level class or permission of instructor. *Enrollment limit: 15 (expected: 12). Preference given to seniors and juniors in RLSP, Comparative Literature majors with Spanish focus.*

*May not be taken on a pass/fail basis.*

Hour: 11:00-11:50 MWF

ROUHI

### **RLSP 319 Latin American Travel Writing (Not offered 2012-2013)**

Beyond Columbus' errant journey into the abyss and the ensuing quest for El Dorado, or Darwin's *Voyage of the Beagle*, Latin America's interior has often enticed its own learned population. Their travels, in space, time and thought, do not merely present a physical confrontation with alterity, with the continent's supposed heart of darkness, but an intellectual clearing, an origin, from which a more equitable politics may begin. To name but one example, Alejo Carpentier's *Los pasos perdidos*, the tale of a New York composer's journey to the beginning of society and music, is often seen as the touchstone of Latin American identity. Through accounts of real and fictitious travels, from Carpentier to the crassest of guidebooks, we will study such quests for self. These domestic departures will frame debates on ethics, representation, and epistemology. Readings will include work by Gorriti, Mansilla, Vasconcelos, Borges, Sarmiento, Che Guevara, Allende, Sepúlveda, and Bioy Casares. For comparison's sake, there will be occasional primary and secondary texts in English. *Conducted in Spanish.*

Format: lecture/discussion. Requirements: two 5-page papers over the first half, and a 12- to 15-page research project over the second half, all of which will be defended in class..

Prerequisites: one 200-level course in Spanish or Latin American literature. *Enrollment limit: 15 (expected: 15).*

PITCHER

### **RLSP 352(F) Writing after the Disaster: The Literature of Exile (Same as COMP 352 and JWST 352)**

(See under COMP 352 for full description.)

S. FOX

### **RLSP 402 Senior Seminar: Writing Latin America's Environmental Crisis (Not offered 2012-2013)**

Disappearing rain forests, melting glacier ice, sprawling garbage dumps, toxic fields and water: the state of environmental crisis is as real in Latin America as it is elsewhere on the planet, and its impact on the region's poor, marginalized and indigenous communities is extremely severe. This seminar explores the socio-cultural context and ramifications of the current crisis by examining Latin America's environmental literature of the 20th and 21st centuries. Readings will range from literary classics by writers like José Eustacio Rivera, Octavio Paz and Giaconda Belli to the blogs of contemporary environmental activists. Keeping in mind the role of neocolonialism and globalization in accelerating environmental degradation, we'll explore the influence of Latin America's heterogeneous cultural traditions on the relationship between human groups and the natural world, the significance of race, gender, class and ethnicity for an individual or collective sense of place, the phenomenon of environmental trauma, and the representational challenges and strategies available to environmentally-engaged writers and artists.

*Conducted entirely in Spanish.* As the capstone experience for the Spanish major, class meetings will follow a seminar format. In addition to written assignments (one 5-7 page paper and one 15-20 page paper) students will also be evaluated on the basis of their regular participation and performance as discussion leaders.

Format: seminar. Requirements: regular, active participation in class discussion, discussion-leading, one 5- to 7-page paper and one 15- to 20-page paper.

Prerequisites: one 300-level Spanish course or permission of instructor. *Enrollment limit: 15 (expected: 12). Preference given to Senior Spanish majors.*

FRENCH

### **RLSP 402(S) Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel**

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound. *Conducted in Spanish.*

Requirements: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam.

Prerequisite: any 300-level course or two 200-level courses or permission of the instructor.

Hour: 2:35-3:50 MR

BELL-VILLADA

### **RLSP 403 Twentieth and Twenty-First Century Madrid (Not offered 2012-2013)**

It is difficult to reconcile the vastly different identities Madrid has assumed over the past several decades. Does the Madrid Ernest Hemingway once called "the capital of the world" have any connection to the isolated city of the post Civil War? What is the relationship between the provincial Madrid of the 1940s-1980s, and the booming, international urban center it has become today? In this course, we will compare and contrast Madrid in times of war and peace, freedom and censorship, and growth and poverty. Beginning with the newly democratic city during the Second Republic of the early 1930s, we will work our way through the city during the Civil War (1936-1939), the Franco regime (1939-1975), the ensuing transition to democracy, and the present day. In all its incarnations, Madrid has been represented, and in turn shaped by writers and filmmakers. Urban visions are crucial to this city dominated by street interactions and public life, as we will see in a number of literary works (poetry, theater, and fiction), articles, and films. The syllabus will include works by Antonio Buero Vallejo, Camilo José Cela, Paloma Pedrero, Almudena Grandes; and films by Luis García Berlanga, Carlos Saura, Juan Antonio Bardem, and Pedro Almodóvar, among others. *Conducted in Spanish.*

Format: seminar. Requirements: active participation in class discussions, oral presentations, short writing assignments, and one research paper.

Prerequisite: any 300-level course or permission of the instructor. *Enrollment limit: 12 (expected: 10).*

FOX

### **RLSP W30 Honors Essay**

### **RLSP 493(F)-W31-494(S) Senior Thesis**

### **RLSP 497(F), 498(S) Independent Study**



## RUSSIAN (Div. I)

Chair, Professor GAIL NEWMAN

Professors: CASSIDAY, GOLDSTEIN. Associate Professor: VAN DE STADT\*. Visiting Assistant Professor: SECKLER. Teaching Associate: KRIVCHENKOVA.

### LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W88-102 covers the basics of Russian grammar. Russian 151 through 252 offer additional instruction in grammar and provide extensive practice in reading and conversation.

### STUDY ABROAD

The department strongly encourages students desiring to attain fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 152 or the equivalent and junior standing are normally prerequisite for study abroad.

### LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature and culture in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with the major achievements in Russian literary and cultural history.

### THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand his or her knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

#### *Required Courses*

- 101
- 102
- 151
- 152
- one additional course conducted in Russian

#### *Electives*

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

### THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

Examples of appropriate courses in other departments are:

- History 140 Fin-de Siècle Russia: Cultural Splendor, Imperial Decay
- History 240 Muscovy and the Russian Empire
- History 241 The Rise of the Soviet Union
- History 440 Reform, Revolution, Terror: Russia, 1900-1939
- Sociology 332 Communism and its Aftermath

Students selecting the major must typically complete Russian 152 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

### THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

#### **RUSS 101(F)-W88-102(S) Elementary Russian**

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 252.

Format: the class meets five hours a week. Requirements: active class participation, completion of all assignments, quizzes, tests, and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 12). Credit granted only if both semesters are taken. Students electing this course are required to attend and pass the sustaining program in the winter study period.*

Hour: 10:00-10:50 MWF and 9:55-11:10 TR  
10:00-10:50 MWF and 9:55-11:10 TR

First Semester: CASSIDAY  
Second Semester: VAN DE STADT

#### **RUSS 151(F), 152(S) Continuing Russian**

This course develops all four skills—conversation, listening comprehension, reading, and composition—for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom designed to meet the needs of those students who enroll, so that both intermediate-level and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged). Requirements: active class participation, completion of all assignments, quizzes, and a final exam.

Prerequisites for 151: completion of at least one year of college-level Russian (RUSS 101-102) or permission of the instructor. Prerequisites for 152: Russian 151 or permission of the instructor. *No enrollment limit (expected: 6-10).*

Hour: 11:00-11:50 MWF  
11:00-11:50 MWF

First Semester: VAN DE STADT  
Second Semester: KLOTS

#### **RUSS 203 19th-Century Russian Literature in Translation (Same as COMP 203) (Not offered 2012-2013)**

Whereas 18th-century Russian literature was largely derivative and imitative, 19th-century Russian literature—literature of The Golden Age—developed into a distinct national literature. It acquired its own style, developed along its own trajectory, and engaged with local social and political topics. Organized more or less chronologically, this course is designed to present a survey of Russian literature by Karamzin, Pushkin, Lermontov, Turgenev, Gogol, Goncharov, Dostoevsky, Tolstoy, and Chekov that highlights each author's distinctive style as well as the development of dominant themes among the writers. Also, students will be introduced to the theory of the novel (i.e., Lukács, Bakhtin, Ortega y Gasset). Short introductory lectures will provide the dual contexts of Russian literary and political history in order to help students better understand the milieu in which this literature developed. The vast majority of in-class time, however, will be devoted to the students' analysis of stylistic idiosyncrasies and arguments with regard to style, genre, narration, and literary symbolism. *Knowledge of Russian is not required.*

Format: lecture/discussion. Requirements: active daily participation, one group presentation, three short papers, peer review of written work, one term paper, and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to students with a strong interest in 19th-century literature and/or Russian culture.* SECKLER



**RUSS 204(S) Twentieth-Century Russian Literature: From Revolution to Perestroika (Same as COMP 204)**

Whether despite or precisely because of the enormous historical and political turbulence in twentieth-century Russia, the intensity of its cultural life was equally unprecedented. Over the period of nearly seventy years, Russian literature went through a number of major stages that defined its poetics and ideology: the Silver Age and its decline; the Revolution, the Civil War and the rise of Socialist Realism as the official literary method; the exodus of Russian writers abroad in the 1920s; the birth of a new proletarian type, worshiped by Soviet authors and mocked by the anti-Soviet ones; the Second World War; the Thaw and de-Stalinization, when the Gulag seemed to have floated to the surface; another wave of tightening of the regime during the "stagnation period," the dissident movement and the Cold War; another mass emigration to Europe, Israel and the U.S.; and finally—the dissolution of the Soviet empire and the rise of Russian postmodernism. As we discuss these and other topics of twentieth-century Russian culture, we will find ourselves immersed into the mechanisms of literary humor and comicality (e.g., in Mikhail Zoshchenko's short stories and Ilf and Petrov's picaresque novel *The Twelve Chairs*), the elements of the supernatural (in Mikhail Bulgakov's *The Master and Margarita*), the ways of how Russian writers portray urban space (e.g., Moscow, in Venedikt Erofeev's *Moscow to the End of the Line*), and how Soviet history is reinvented when censorship is replaced with market economy (in Viktor Pelevin's *Generation P*). Literary texts will be supplemented with occasional film screenings. *All readings and discussions are in English.*

Format: Requirements: class attendance and participation, weekly reading responses (pre-circulated among class members), one class presentation (15-20 minutes), and a term paper.

No prerequisites. *No enrollment limit (expected: 20). Preference given to Russian majors.*

Hour: 12:00-12:50 MWF

KLOTS

**RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History (Not offered 2012-2013)**

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.

Format: lecture/discussion. Requirements: active class participation, weekly response papers, one 6-page paper, midterm and final exams, and participation in a communal feast.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students who can demonstrate an interest in Russian culture.*

GOLDSTEIN

**RUSS 208 Twentieth-Century Russian Art and the Birth of Abstraction (Same as ArtH 266) (Not offered 2012-2013)**

Such revolutionary artistic movements as Cubo-Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth-century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth-century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western-style portraiture, and the fin-de-siècle movements that united painting with music and ballet. However, the focus of the course will be 1910-1930, when radical innovation was the order of the day and revolutionary ideas sparked entirely new conceptions of art. We will then look at the Socialist Realist style of the Stalin era, Soviet dissident art and Moscow conceptualism, ending the semester with an exploration of current trends in post-Soviet Russian art.

Format: lecture/discussion. Requirements: active class participation, two 5- to 8-page papers, and a final 10-page paper or exam.

No prerequisites. *Enrollment limit: 19 (expected: 12-15). Preference given to students who can demonstrate an interest in Russian culture.*

GOLDSTEIN

**RUSS 210T Tolstoy: The Major Novels (Same as COMP 207T) (Not offered 2012-2013) (W)**

This tutorial will focus on Lev Tolstoy's four novelistic masterpiece—*War and Peace*, *Anna Karenina*, *Resurrection*, and *Hadji Murat*—placing them in their appropriate historical, social, and philosophical context. For each week of class, students will read a significant portion of a novel by Tolstoy, as well as a selection of secondary literature taken from those works that inspired the author, reactions that arose at the time of the novel's publication, and scholarship that seeks to explain the power and enduring significance of these novels. Students will meet with the professor in pairs, with one student writing a five-page paper for each class session and the other student providing a critique of the paper. *For those students without Russian language skills, all works will be read in English translation. For those students who have completed at least three years of college-level Russian, all primary readings, a significant portion of secondary readings, discussion, and writing assignments will be completed in Russian.*

Format: tutorial. Evaluation will be based on completion of weekly reading and writing assignments and active discussion during tutorial sessions.

Prerequisites: for students taking the tutorial in English: none; for students taking the tutorial in Russian: either Russian 252 or the permission of instructor.

*Enrollment limit: 10 (expected: 10). Preference given to Russian, Comparative Literature, and Literary Studies majors.*

CASSIDAY

**RUSS 235(F) Russian Literature Behind Bars: The Gulag and Its Cultural Legacy (Same as COMP 235)**

For as long as modern Russian literature has existed, incarceration has consistently been one of its central themes. In the nineteenth century, Dostoevsky described the prison world he got to know first-hand as "a world apart, unlike everything else, with laws of its own, its own dress, its own manners and customs" (*The House of the Dead*). However, it was not until the October Revolution and Stalin's purges of the 1930-1950s that political imprisonment became so firmly engraved onto these dark pages of Russian history that it formed a separate genre: Gulag memoirs. This course explores the representations of prison and hard-labor camp experience in Russian literature and culture across different artistic forms and media (folklore and songs, poetry, fiction, memoirs, diaries, personal correspondence, film, drawings, craftwork, and criminal tattoos). By looking at different aspects of life in the Soviet Gulag through the lens of a variety of first-hand accounts, students will be encouraged to compare the Gulag's legacy to other historical and geographical contexts from around the world (for example, to Holocaust memoirs or Latin American narratives of the "disappeared") and to think more broadly about prison as a semiotic space, and about imprisonment—as an existential experience. Throughout the seminar, we will address the function of art as a means of survival and analyze what permutations our life's key concepts and dichotomies undergo in a world behind bars. *All readings and discussions will be in English.*

Format: seminar. Requirements: class attendance and participation, weekly reading responses (pre-circulated among class members), one class presentation (15-20 minutes), and a term paper.

No prerequisites. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

KLOTS

**RUSS 251(F),252(S) Continuing Russian**

The same course as RUSS 151/152, but for students at the advanced level. See RUSS 151/152 for full course description.

Prerequisites for 251: Russian 152 or permission of the instructor.

Prerequisites for 252: Russian 251 or permission of the instructor.

Hour: 11:00-11:50 MWF

11:00-11:50 MWF

First Semester: VAN DE STADT

Second Semester: KLOTS

**RUSS 282(F) The Ultimate City: Immigrant New York (Same as COMP 282 and AMST 282)**

(See under COMP 282 for full description.)

KLOTS

**RUSS 305(F) Dostoevsky and His Age (Same as COMP 305)**

This course examines the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings include Dostoevsky's highly influential novella *Notes from Underground*, his first major novel *Crime and Punishment*, and his masterpiece *The Brother Karamazov*. Over the course of the semester, we will discuss Dostoevsky's age and society, examining the larger trends and problems reflected in his works: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; psychological, philosophical, and religious debate. *All readings will be in English.*

Format: lecture/discussion. Requirements: ability to complete lengthy reading assignments, class participation, three short papers, and a final synthetic assignment.

No prerequisites. *Enrollment limit: none (expected: 20).*

Hour: 1:10-2:25 MR

CASSIDAY

**RUSS 306 Tolstoy and His Age (Same as COMP 306) (Not offered 2012-2013)**

This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Cossacks* and *The Death of Ivan Ilych*. We will also examine some of Tolstoy's aesthetic and didactic works. *All readings will be in English.*

Format: lecture/discussion. Requirements: timely completion of all reading assignments, active class participation, three short papers, an oral presentation, and a final research project. No prerequisites. *No enrollment limit (expected: 20).*

VAN DE STADT

**RUSS 401(F) Senior Seminar: Petersburg**

St. Petersburg is said to be not only one of the “strangest” and most beautiful cities in the world, but also the “cradle” of Russian literature. In this seminar, we will explore a variety of works by classic Russian authors who wrote about this city in the nineteenth and twentieth centuries. Reading their texts, we will try to look at the city through the eyes of their protagonists: the poor madman Evgenii from Pushkin’s *The Bronze Horseman*, the ill-fated clerk Akaky Akakievich from Gogol’s *The Overcoat*, the anonymous dreamer from Dostoevsky’s *White Nights* and the “paradoxicalist” from his *Notes from Underground*; the poetry of Mandelstam and Akhmatova and the new proletarian types of Zoshchenko’s short stories will accompany us on our journey through Petersburg-Petrograd-Leningrad of the first half of the twentieth century, until we come across the autobiographical protagonists of Dovlatov, Brodsky and other non-conformist writers, who populated the city’s literary landscape in the sixties and seventies. “Walking” the routes of this beautiful and sometimes frightening city, we will attempt to trace the history of its literary representation and try to answer the question, why it was Petersburg that became Russia’s literary capital. The mythology of St. Petersburg and the notion of its “text” will remain central to our discussions throughout the course. Special attention in this seminar will be devoted to aspects of Russian phraseology, style and vocabulary. The class is conducted entirely in Russian, including both primary and secondary readings.

Format: seminar. Requirements: class attendance and participation, occasional quizzes (phraseology, style, vocabulary and grammar), weekly reading responses (informal and short but to the point, circulated in advance among class members), one class presentation (15-20 minutes), and term paper.

Prerequisite: Russian 252 or permission of the instructor. *No enrollment limit (expected: 3-5). Preference given to Russian majors.*

Hour: 2:35-3:50 MR

KLOTS

**RUSS 493(F)-W31-494(S) Senior Thesis****RUSS 497(F), 498(S) Independent Study****SCIENCE AND TECHNOLOGY STUDIES (Div. II)**

*Chair, Professor DONALD deB. BEAVER*

*Advisory Committee:* Professors: ALTSCHULER, D. BEAVER, DETHIER, KAPLAN, THOMAN. Associate Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College’s three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

**SCST 101(F) Science, Technology, and Human Values (Same as HSCI 101)**

(See under HSCI 101 for full description.)

D. BEAVER

**SCST 309 Environmental Policy (Same as ENVI 309, HSCI 309 and PSCI 301) (Not offered 2012-2013)**

(See under ENVI 309 for full description.)

LYNN

**SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology**

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Format: seminar. Requirements: research paper or project.

*Enrollment limit: 5. Satisfies one semester of the Division II requirement.*

Hour: TBA

D. BEAVER

**SCST 430(F) Senior Seminar in Political Theory: Politics without Humans, Humans without Politics (Same as PSCI 430)**

(See under PSCI 430 for full description.)

EPHRAIM

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

**Elective Courses**

- ASTR 336/HSCI 336 Science, Pseudoscience, and the Two Cultures
- ASTR 338/HSCI 338/LEAD 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
- ENVI 307/PSCI 317 Environmental Law
- ENVI 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies
- HIST 374 American Medical History
- HSCI 240/HIST 295 Technology and Science in American Culture
- PHIL 209 Philosophy of Science
- SOC 368 Technology and Modern Society

**Courses of Related Interest**

- ANSO 205 Ways of Knowing
- ARTH 257 Architecture 1700-1900
- ENVI 302 Environmental Planning Workshop
- GEOS 103/ENVI 103 Global Warming and Natural Disasters
- HIST 165/LEAD 165 Going Nuclear: American Culture in the Atomic Age
- HIST 475/LEAD 475 Modern Warfare and Military Leadership
- HSCI 224/HIST 294 Scientific Revolutions: 1543-1927
- HSCI 320/HIST 293 History of Medicine
- PHYS 107 Newton, Einstein, and Beyond

**SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY****STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS****THEATRE (Div. I)**

*Chair, Professor DAVID EPEL*

Professors: BAKER-WHITE, EPEL. Associate Professor: SANGARE. Assistant Professors: HOLZAPFEL, MORRIS\*. Lecturers: BROTHERS, CATALANO. Visiting Lecturers: SEITEL§§, M. WILLIAMS§.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williamstheatre, the production arm of the Department of Theatre, operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in developing the sequence of courses and production participation that will constitute their major.

## MAJOR

The Major in Theatre consists of nine courses.

Six required courses are:

- Theatre 104(F) Critical Approaches to Theatre and Performance
- Theatre 103(S) Acting I
- Theatre 201 Theatrical Staging and Design: The Collaborative Process
- Theatre 244 Introduction to Theatre Technology (*formerly THEA 102*)
- Theatre 248 The Modern Theatre: Plays and Performance
- Theatre 406 Senior Seminar

Three elective courses must be taken from the department's other offerings. One elective must be a course within the department that culminates in departmental production. Substitutions of other Williams' courses, or of Study Abroad courses, will be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices.

Production requirement for the major: All majors in Theatre are required to participate in a minimum of four department productions in addition to the laboratory requirement for Theatre 244. Participation in at least two of the four must be in technical production and one of those two must be in stage management. Assignment to productions is normally made in consultation with the department Chair.

## THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that he or she feels have had particular relevance in his or her Theatre education to date. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in his or her theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg. Generally annotations should be one or two paragraphs long.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

## STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

### THEA 103(FS) Acting I

This course deals with the development of intellectual and emotional resources required for the actor and will explore an acting technique based on the work of Russian actor and director Constantin Stanislavsky. Students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination.

Format: studio. Evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments.

No prerequisites. Enrollment limit: 18 (expected: 18). Preference given to first-year students or sophomores considering the Theatre major.

This course is a prerequisite for Theatre 204.

Hour: 1:10-3:50 MR, 1:10-3:50 TF

1:10-3:50 MR

First Semester: SANGARE, EPPEL

Second Semester: SANGARE

### THEA 104(S) Critical Approaches to Theatre and Performance (Same as COMP 104) (D)

This introductory critical survey course will explore a variety of theatre and performance traditions from around the globe, from antiquity to the present day. Through close analysis of select texts and performance practices in a seminar format, the course will consider what role theatre plays in the establishment and growth of culture, politics, and aesthetics. Topics may include: Ancient Greek theatre, Classical Indian performance, Renaissance English theatre, Japanese Noh and Kabuki, popular American traditions, modern European theatre, and postmodern performance. Films and other media will be utilized when relevant. Regular in-class visits to the Williams College Museum of Art will occur, as well. This course meets the criteria of the Exploring Diversity Initiative as it engages in a cross-cultural investigation of performance and explores how theatre is deeply embedded in power relations.

Format: lecture/seminar. Requirements: three 5 page papers, as well as a final take-home essay; short quizzes; in-class participation, writing and discussion; all students enrolled in the course are required to attend the departmental theatre production.

No prerequisites. Enrollment limit: 18 (expected: 14). Preference given to Theater and Comparative Literature majors. This course is a requirement for and is suggested as an introduction to the major in Theatre.

Hour: 9:55-11:10 TR

Lab: 1:10-2 W

HOLZAPFEL

### THEA 201 Theatrical Staging and Design: Process of Collaboration (Same as ARTS 201) (Not offered 2012-2013)

This course examines the designer's and director's creative process and collaborative roles in the creation of theater. Over a series of practical projects in staging and mise-en-scene, as well as scenic, costume, and lighting design we will try different techniques for eliciting an initial creative response to a text, developing that response into a point-of-view, and solving the practical needs of the production. Particular emphases will be placed on how directors and designers work together to imagine the fictional world(s) of theatrical productions, how design elements synthesize with one another, with the work of the actors and director, and with the larger intellectual, emotional, and physical context of the work as a whole. The course will be team-taught with the dual perspectives of directing and design prompting students to adopt various creative roles throughout the series of assigned projects. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.

Format: studio. Requirements: evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

Prerequisites: none. Enrollment limit: 14 (expected: 12). Preference given to Theatre majors.

Material and Lab Fees: materials and copying \$125 to be added to the students' term bill.

This course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major.

BAKER-WHITE and MORRIS

**THEA 204(S) Acting II**

Students will continue to develop technical skills, and the emotional and intellectual resources, required for the actor. The focus will be on the issues of characterization, textual understanding and emotional depth. The means of study and experimentation will be intense scene work requiring thorough preparation and creative collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be from the early realist works onward.

Although there will be some modest written assignments, evaluation in the course will principally reflect the degree of committed participation in the preparation and performance of acting exercises.

Format: studio. *Prerequisite: Theatre 103 or permission of the instructor. Enrollment limit: 14 (expected: 10). Preference to students intending to major in Theatre.*

Hour: 11:00-12:50 MW

BAKER-WHITE

**THEA 205(S) The Culture of Carnival (Same as COMP 208) (D)**

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Students will be evaluated on regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.

No prerequisites. *Enrollment limit: 20 (expected: 18). Preference will be given to sophomores and first-year students.*

Hour: 8:30-9:45 TR

BROTHERS

**THEA 214(S) Playwriting (Same as ENGL 214) (W)**

A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in each other's work on a weekly basis, and to collaborate with students enrolled in *Directing*. At the end of the term, we will share our collaborative work with the community as part of an informal Playwriting Festival.

Format: seminar. Evaluation will be based on attendance, completion of all class assignments, and class participation.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to Theatre and English majors.*

Hour: 2:35-3:50 MR

HOLZAPFEL

**THEA 215(S) Music Theater in World Cultures (Same as ANTH 210 and MUS 214) (D) (W)**

(See under MUS 214 for full description.)

DOSUNMU

**THEA 228 Theatrical Self-Production: The Cartographic Imagination (Not offered 2012-2013)**

In today's theater world, self-production can be a vital, engaging, and necessary method of creating and producing theatrical works. This course examines theatrical self-production and the ways in which artists exploit this model in pursuit of their individual and collective ambitions. Through an examination of innovative, non-traditional models for performance creation, this class will form its own unique structure for developing and producing a new theatrical performance for public presentation. Operating within carefully chosen constraints, students will share equally the administrative, artistic, and production roles in the public presentation of their work on stage. Thus, a major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationship between artistry and production. To best advise and mentor students in all levels of design, direction and performance, the course will include additional guest classes with practitioners from the profession, as well as the Department of Theater who can help to provide the full range of skills necessary for students to realize their goals. Group presentations of the creative development process will provide opportunities for guidance, critique, and sustained mentorship on the path to a final performance. This year, 228 will investigate the performance possibilities contained in the idea of The Map, and in the act of mapping space and spatial relationships.

Format: seminar. Evaluation: Students will contribute to the creation of a final performance piece by the group as a whole. Grading will be based on committed class participation, contribution to the collective work of the class, group and individual presentations, and self-evaluation.

No prerequisites; students from a broad range of curricular disciplines are welcome, but some prior experience in theatre or theatre studies is preferable. *Enrollment limited: 16 (expected: 12). Upon overenrollment, the instructors will seek to balance the course by level of prior theatrical experience.*

EPPEL and MORRIS

**THEA 236 Political Theatre Making (Not offered 2012-2013)**

Placing twentieth-century theatricality in the context of its historical roots in Western theatre, this course will examine a broad range of types of protest movements. From the biting observations of the British class system by playwrights such as Oscar Wilde, Noel Coward, and John Osborne, to mid-century American political writers such as Clifford Odets and Edward Albee, and Italy's Dario Fo, to the relentless satire of contemporary South African performers such as Pieter Dirk-Uys, we will investigate dramatic writing and performance style as aspects of social and political resistance. Other groups studied may include the protest theatre of Johannesburg's Market Theatre, Luiz Valdez's Teatro Campesino, and a younger generation of post-apartheid experimentation in multi-ethnic South African theatre.

Format: seminar. Requirements: semester-length research project, including a substantial paper, based on the hypothetical creation of a theatre company within specific historical, social, and political contexts.

No prerequisites. *Enrollment limit: 15 (expected: 15). First-year students must get permission of instructor.*

EPPEL

**THEA 243T Strategies of Political Theatre (Not offered 2012-2013) (W)**

"Change the world; it needs it," is the German playwright Bertolt Brecht's famous clarion cry. In this tutorial, we will take a critical look at the strategies employed in the twentieth century by several dramatists who have attempted to heed Brecht's exhortation. After a brief glance at Aristophanes and Shakespeare to correct any possible mistaken impression that political theatre is a twentieth-century invention, the class will proceed, of course, to the plays and essays of Brecht himself (and his predecessor Erwin Piscator). Students will read Brecht's *Mother Courage* on war; *The Measures Taken* on political morality; Peter Weiss' *Marat/Sade* on revolution and *The Investigation* on the Holocaust; Marc Blitzstein's *The Cradle Will Rock* on corruption and corporate greed; Arthur Miller's *The Crucible* on modern "witchhunts;" Harold Pinter's *The Birthday Party*, *Mountain Language*, *The New World Order*, and *One for the Road* on torture; Athol Fugard's *Statements After an Arrest Under the Immorality Act on Apartheid*; Barbara Garson's *MacBird* on Vietnam; Caryl Churchill's *Cloud Nine* on gender and sexuality; and Anna Deavere Smith's *Twilight: Los Angeles, 1992* on race in America. With these plays and associated essays, the tutorial will focus on a critical appraisal of the works in their dramatic design, as artful political commentary, and as calls to political action.

Format: tutorial. Requirements: In the first two weeks of the tutorial the class will meet together as a group to establish its bearings. Thereafter students will meet in pairs once a week. Each student will write a 4- to 6-page paper every other week, and be prepared to mount a detailed comment/response in the alternate weeks. The focus will be both on interpretative skills in reading dramatic texts, and on the ability to construct critical arguments and respond to them. A final project that can take the form of a performance piece, a playtext, or a paper on a major American performance ensemble devoted to political drama is required.

No prerequisites. *Enrollment limit: 10 (expected 10). Open to sophomores and upperclassmen.*

BUCKY

**THEA 244(F) Introduction to Theatre Technology**

As an overview of performance spaces, production technologies and methods, the course will examine how and where plays are performed, produced, and designed. Students will attend lectures, participate in labs in drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

Format: lecture/lab. Requirements: completion of weekly projects, mid-term and final exam; participation in production.

No prerequisites. *Enrollment limit: 12 (expected: 10). Preference given to Sophomores and Juniors.*

Hour: 8:30-9:45 TR

Lab: 1:10-3:50 W

CATALANO

**THEA 245 (Re)presenting Sex: Shakespeare on Page and Stage (Same as EXPR 245 and WGSS 245) (Not offered 2011-2012)**

(See under EXPR 245 for full description.)

BAKER-WHITE, ERICKSON

**THEA 248(S) The Modern Theatre: Plays and Performance (Same as ENGL 234 and COMP 248)**

A survey of major trends in playwrighting and performance practice from the late nineteenth century to the end of the twentieth. We will read major playwrights from a variety of national traditions, always considering their works in the context of evolutionary and revolutionary transformations of theatre practice. Artists and movements may include Realism and Naturalism (Stanislavsky, Antoine, Ibsen, Strindberg, Chekhov, Shaw), the Epic Theatre (Brecht, Piscator), The Theatre of Cruelty (Artaud), the "Absurd," (Beckett, Genet, Pinter) the collectivist avant-garde (Grotowski, Living Theatre, Open Theatre), and more recent playwrighting.

Lecture/discussion format will focus on dialectical interplay between dramatic writing and trends in acting, directing, design, theatre architecture and the actor/audience relationship. Requirements: active participation in class discussion, midterm exam, one major paper.  
No prerequisites. *Enrollment limit: 18 (expected: 14). If overenrolled, preference given to Theatre majors.*  
Hour: 1:10-2:25 TF

BAKER-WHITE

**THEA 250 Gender, Sexuality and the Modern Stage (Same as ENGL 253 and WGSS 250) (Not offered 2012-2013) (W) (D)**

This seminar explores aspects of gender identity, sexuality, performativity, and representations of the body in modern and contemporary theatre. While our focus will be on the *still* understudied role of women in theatre, we will seek to define gender and sexual identity as unstable categories that transcend binary divisions. Close analysis of texts by dramatists such as Sophie Treadwell, Caryl Churchill, Ntozake Shange, Tim Miller, Naomi Iizuka, Suzan-Lori Parks, Sarah Kane, Sarah Ruhl, and others, will occur alongside discussion of performative bodies in modern and contemporary media, from Karen Finley to Lady Gaga. Our approach to the material will be enriched by readings of select work by contemporary theorists such as Judith Butler, bell hooks, Cherrie Moraga, Donna Haraway, and others. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.

Format: seminar. Requirements: three 8- to 10-page papers and a final performance project; in-class participation. Emphasis will be placed on developing skills in writing, reading, interpretation, critical argumentation, and oral response.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference if over-enrolled: Majors in Theatre, English or Women's, Gender and Sexuality Studies.*

HOLZAPFEL

**THEA 262(S) Performing Greece and Rome (Same as CLAS 262 and COMP 270)**

(See under CLAS 262 for full description.)

HOPPIN

**THEA 284(S) Writing for Film, Video, and Performance (Same as ARTS 284) (W)**

(See under ARTS 284 for full description.)

L. JOHNSON

**THEA 302(F) Scenic Design (Same as ARTS 221)**

This course focuses on the artistic, intellectual, and practical roles of a set designer in the development of works of theatre. Grounded in textual analysis and research, a range of techniques will be explored and utilized to create theoretical stage designs for several plays, musicals and/or operas over the course of the semester. Emphasis will be on 3-dimensional modeling as the primary means of process and presentation, but sketching, drafting, and digital tools will also be important factors in course work. Unique, diverse, and strong points of view will be encouraged. Lab fee: \$125.

Format: studio. Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

Prerequisites: Theatre 201 or permission of instructor. *Enrollment limit: 10 (expected: 8). If overenrolled, preference to Theatre majors.*

*This course does not count toward the Art major.*

Hour: 2:35-3:50 MW

M. WILLIAMS

**THEA 303(S) Stage Lighting**

A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues.

Texts for the course will be the texts and scores of the plays, operas and other dramatic works that we will examine from the lighting designer's perspective, supplemented with readings that address the technical aspects of stage lighting. The class format will be a combination of lecture/discussion sessions and practical labs.

Every effort will be made to provide students with lighting design opportunities on departmental productions as a part of their coursework, in accordance with students' abilities and interests and in consultation with directors and other faculty. Students are encouraged to seek out lighting design opportunities outside the department as well, and may incorporate these projects into their coursework.

Evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final exam.

*Enrollment limit: 12 (expected: 8).*

Hour: 1:10-3:50 TF

SEITEL

**THEA 305(F) Costume Design (Same as ARTS 200)**

This course is both an introductory and an intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs. Evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance. Students are required to attend two to three theatre department or approved performances during the semester. Students will also be expected to partake in intelligent critiques of fellow classmates' design work.

Format: studio.

Prerequisite: successful completion of any 200-level course in any of the fine or performing arts or permission of the instructor. *Enrollment limit: 10 (expected: 8).*

*Preference given to Theater and Art Studio sophomores and juniors. Note: students are required to attend two to three theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work.*

Hour: 1:10-3:50 TF

BROTHERS

**THEA 306(F) Acting III: Variable Topics Acting Studio: Physical Theatre**

This course for advanced students of acting will focus on particular aspects of performance as determined by the instructor in each semester in which the course is taught. Topics may include acting in verse drama, movement for the actor, voice, performing Shakespeare, aspects of physical theatre, non-realist acting, etc. The course will be taught by members of the Theatre faculty and/or Guest Artists, and may be repeated by students as instructors and topics change. Texts and reading assignments will vary depending on each semester's focus.

This semester Theatre 306 will focus on processes of Physical Theatre. The class is open to students interested in developing their ability in communication through the art of body language. Assigned research, analysis, discussions, and improvised exercises on stage will give us the opportunity to expand our understanding of physical vocabulary and will help us to express our intentions by evocative behavior. Based on various theatre techniques, including Grotowski's and Suzuki's, this course will hone artistic skills for performance and improve students' confidence in their interactions with other people.

Format: studio. Evaluation will be based on committed participation in class, and preparation and performance of assigned material.

Prerequisite: permission of the instructor. *Enrollment limit: 14 (expected: 10).*

Hour: 11:00-12:15 MWF

SANGARE

**THEA 307 Stage Direction (Not offered 2012-2013)**

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.

Format: studio. Although there will be some written assignments, including the assembly of directing production books and critiques of several productions, evaluation in the course will be based principally on committed participation in the preparation and performance of production exercises.

Prerequisites: Theatre 103 and Theatre 201 or permission of instructor. *Enrollment limit: 12 (expected: 8). Preference given to those who have also taken Theatre 204.*

BAKER-WHITE

**THEA 308 Directing Workshop (Not offered 2012-2013)**

This is a studio workshop dealing with the preparation, performance, and evaluation of brief dramatic exercises and one-act plays. The emphasis will be on the director's confrontation with the text, the actors, and the directorial controls chosen in support of interpretative concept.

Prerequisites: Theatre 201, 204, 307 or permission of the instructor.

**THEA 311(S) Theorizing Shakespeare (Same as ENGL 311 and WGSS 311)**

(See under ENGL 311 for full description.)

PYE

**THEA 315(F) Renaissance Drama (Same as ENGL 314)**

(See under ENGL 314 for full description.)

KLEINER

**THEA 317 Black Migrations: African American Performance at Home and Abroad (Same as AFR 317, AMST 317, COMP 319, DANC 317 and ENGL 317) (Not offered 2012-2013)**

(See under AFR 317 for full description.)

BRAGGS

**THEA 320(F) Shakespeare's Othello (Same as ENGL 320) (D)**

(See under ENGL 320 for full description.)

R. BELL

**THEA 339 Introduction to Dramaturgy: The Art of Classical Adaptation (Not offered 2012-2013)**

The dramaturg is an important collaborator in the theatrical production process, playing the multi-faceted role of historian, cultural critic, audience educator, and overall supporter of the production team. Working closely with the director, the dramaturg helps to shape a production and facilitate the demanding process of creating a world on stage. This course will introduce students to the fundamentals of production dramaturgy, applying our study of the practice to the topic of classical adaptation and translation. Sophocles' *Antigone* and Euripides' *Hippolytus* will serve as two of our foundational texts, from which we'll consider adaptations by Racine, Anouilh, Brecht, Gambaro, and LeCompte. We'll also view how modern directors have interpreted the classics through unique productions, such as Breuer's *The Gospel at Colonus*, Brook's *Mahabharata*, Mnouchkine's *Les Atrides*, and Ninagawa's *Medea*.

Format: seminar. Requirements/Method of evaluation: Assignments will be project-based and will range from making image boards to writing program notes. As a final assignment, students will research and write their own mini-adaptations of classical works and present their material to one another through informal, staged readings.

Prerequisites: This course will serve as the Junior Seminar for majors in the Department of Theatre. *Enrollment for non-majors is possible with permission of instructor. Enrollment limit: 10 (expected: 10). Preference if over-enrolled: Required for majors and preference of instructor for non-majors*  
HOLZAPFEL

**THEA 342 Solo Performance (Not offered 2012-2013)**

This is an acting course in which students will study the art and skill of monologue. We will look at the concepts of soliloquy and monologue and "one-person performance", both from the points of view of content, and context—that is the relationship between the performer and the work, and between the performer and the audience. The course will culminate in a performance during the Theatre Department's annual *Dialogue One Festival*. Students will identify an historical figure on which to base their final monologues, and the work will entail intensive study of that person.

Prerequisite: Theatre 103 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to Theatre majors*  
EPPEL

**THEA 345(F) Contemporary Drama and Performance (Same as ENGL 349 and COMP 355)**

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in today's theatre? What are the hot topics? Who are the writers and directors of our recent past and present moment? This seminar course will consider both experimental and mainstream drama and performance from the past twenty years, focusing on topics such as: auteur-directors, new realism, identity theatre, environmental theatre, performance art, cyber-plays, and the "virtuosic theatre" of the new century. Artists to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Rachel Rosenthal, Caryl Churchill, Mac Wellman, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Richard Maxwell, Annie Baker, and others.

Format: seminar. Evaluation will be based on written and dramaturgical-based assignments as well as in-class discussions and a creative writing and/or performance project.

No prerequisites. Enrollment limit: 18 (expected: 15). If overenrolled, preference given to Theatre, Art History, English or Comparative Literature majors.

Hour: 9:55-11:10 TR

HOLZAPFEL

**THEA 346 To Be Or Not To Be: Theatrical Decision-making (Not offered 2012-2013)**

In this advanced acting course, students will examine a wide range of motivations, decisions, mistakes, and consequences that dramatic characters encounter. Through discussions and analysis of selected play, students will find key moments that define tragedy, and will explore the ways in which characters change their behavior to resolve conflict. How do characters respond to problems? Could they make better choices? What can we change about our own decision-making? How do we protect ourselves from mistakes? Fundamental dilemmas will be examined through theory and improvisation. The results of our exploration will be presented in a final performance. This theatrical experience will prepare students for future challenges on the stage of life.

Format: studio. Requirements: evaluation will be based on committed participation in class, and preparation and performance of assigned material.

Prerequisites: Theatre 204 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Theatre majors.*

SANGARE

**THEA 397(F), 398(S) Independent Study****THEA 406(F) Senior Seminar: Theatre, Ritual and Play**

This seminar course is required of all senior Theatre majors. The course is a revolving topics seminar. The subject matter and reading list for each iteration of the course will be determined by the instructor, but will in each instance focus on a current or historical question of theatre theory and practice. It is understood that the subjects addressed in the course will be broad enough to engage the varied interests of each senior class. The specific requirements for the class may vary, but in all cases students will be required to present original research and analysis in a public seminar presentation at the end of the semester.

In Fall 2012 the seminar will explore the interrelated cultural phenomena of theatre (or, more broadly, performance), ritual and play. Each of these nouns may be considered as necessary attribute of any human activity, as a means of communication between or among people, as a subject or field of scientific inquiry, or as a facet of artistic cultural production. The purpose of the seminar will be to explore each of these phenomena on their own terms, and then to investigate some of the ways in which they interconnect in the spheres of art, religion, popular culture, and everyday life. Readings will include theorists from literary studies, anthropology, cultural studies, and related fields, as well as primary texts from drama and other arts.

Format: seminar. Requirements: project work, and presentation of original research and analysis in a public setting at the end of the semester.

No prerequisites; limited to senior Theatre majors. *Enrollment limit: 8 (expected: 8). Preference given to Theatre majors.*

Hour: 11:20-12:35 TR

BAKER-WHITE

**THEA 493(F), 494(S) Senior Honors Thesis****THEA W31 Senior Project****THEA W32 Senior Honors Thesis**

(See description of Degree with Honors.)

Of interest to advanced students:

**THE NATIONAL THEATRE INSTITUTE**

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

**WOMEN'S, GENDER and SEXUALITY STUDIES (Div. II)**

Chair, Associate Professor LUCIE SCHMIDT

*Advisory Committee:* Professors: BUELL, DRUXES, C. JOHNSON, KENT\*. Associate Professors: LONG, MARTIN\*, SCHMIDT. Visiting Associate Professors: COWDEN, HONDERICH\$. Assistant Professors: DUBOW\*, FISHZON, HOLZAPFEL, MITCHELL. Gaius Charles Bolin Fellow: SULLIVAN. Librarian: SHRIVER. Queer Life Coordinator: ADKINS. Health Educator: DENELLI-HESS.

Women's, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

**THE MAJOR**

The Women's, Gender and Sexuality Studies major encourages students' exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).



In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Schmidt, x3143).

### *Required Courses*

The major consists of at least 9 courses. The following are required:

- WGSS 101 Introduction to Women's, Gender and Sexuality Studies
- WGSS 402 Junior/Senior Seminar in Women's, Gender and Sexuality Studies (The seminar explores topics in Women's, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

*Students can check with the department coordinator to see if other courses not listed here might count as electives.*

### *Distribution Requirements*

1. One of the following feminist theory courses:

- AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
- ANTH 272/WGSS 272 Sex and the Reproduction of Society
- HIST 457/WGSS 457 Gender, Law, and Politics in U.S. History
- PHIL 271/WGSS 271 Woman as "Other"
- PHIL 320/WGSS 321 Recent Continental Feminist Theory
- PHIL 327/WGSS 327 Foucault
- PSCI 239/WGSS 238 Science, Gender and Power
- REL 306/WGSS 307 Feminist Approaches to Religion
- WGSS 225/PHIL 225 Classics in Western Feminist Thought

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

- AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
- COMP 212/WGSS 200 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia
- HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
- HIST 319/WGSS 319/ASST 319 Gender and the Family in Chinese History
- HIST 378/WGSS 378 The History of Sexuality in America
- HIST 379/AFR 379/WGSS 379 Black Women in the United States
- HIST 383/WGSS 383 Whiteness and Race in the History of the United States
- HIST 386/WGSS 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households
- HIST 469/AMST 469 Notions of Race and Ethnicity in American Culture
- INTR 221/WGSS 221/AFR 221 Racial-Sexual Violence
- LATS 313/AMST 313/COMP 313/WGSS 313 Gender, Race, Beauty, and Power in the Age of Transnational Media
- LATS 382/HIST 382/WGSS 382 Latina/o Politics
- REL 246/ANTH 246/WGSS 246 India's Identities: Religion, Caste, and Gender
- REL 248/ASST 248/ANTH 248/WGSS 249 Body Politics, Gender and Religion in South Asia
- REL 256/WGSS 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism
- WGSS 202 Introduction to Sexuality Studies
- WGSS 211/ECON 211 Gender in the Global Economy

3. Thematic Cluster

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

- a. Literary or artistic expression
- b. Historical perspectives
- c. Forms of political and social organization
- d. Theorizing gender across cultural differences and/or disciplines
- e. Queer Studies
- f. Ethnicity and Race

4. Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

5. Three of the seven electives must be at the 300 level.

### **THE DEGREE WITH HONORS IN Women's, Gender and Sexuality Studies**

Honors in Women's, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's, Gender and Sexuality Studies Committee.

The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's, Gender and Sexuality Studies after the following criteria are met:

- 1). in April of the junior year, submission and Women's, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.
- 2). at the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
- 3). in the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

### **STUDY ABROAD**

The Williams College Women's, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women's issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

- Antioch College: Comparative Women's Studies in Europe fall semester
- Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester
- School for International Training:
  - The Balkans: Women and Democratization, fall or spring semester
  - Jamaica: Gender and Development, fall or spring semester
  - Mali: Gender and Development, fall or spring semester
  - The Netherlands: Identity, Gender and Sexuality, fall or spring semester

### **CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)**

#### **WGSS 101(FS) Introduction to Women's, Gender and Sexuality Studies (W) (D)**

This discussion course introduces a range of feminist issues, theories, and controversies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues facing women in U.S. (and other) societies, and to discuss strategies for confronting them. The course will examine issues such as: body politics, sexuality, reproductive rights, sexual violence, gender and work, motherhood and family. Above all, the course is intended as an exploration.



tion of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and as a vehicle for developing skills in writing and research, as well as analytical tools for further work in the field. This course meets the requirements of the Exploring Diversity Initiative in that its main emphases are on challenging the notion of one universalizing category of "woman," and to recognize the diverse ways in which national, sexual, ethnic, racial, classed and other kinds of differences produce multiple and often divergent relations of gendered power. It also whenever possible contextualizes within a global frame the central issues that have made up and continue to define the U.S. feminist tradition, in order to encourage students to recognize the role cultural difference plays in a variety of feminist issues and to decenter the U.S. as a reference point for all feminist theory and politics.

Format: seminar. Requirements: regular short essays, class presentations, and a longer paper, with revisions; evaluation will be based on these assignments and class participation.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section).*

*Required course for the Women's, Gender and Sexuality Studies major.*

Hour: 9:55-11:10 TR 11:20-12:35 TR, 8:30-9:45 MWF  
11:00-12:15 MWF

First Semester: HONDERICH, MITCHELL, COWDEN  
Second Semester: CASE

**WGSS 141 Adventures and Pleasures in the Russian Metropolis, 1880-1917 (Same as HIST 141) (Not offered 2012-2013) (W)**

(See under HIST 141 for full description.)

FISHZON

**WGSS 152 The Fourteenth Amendment and the Meanings of Equality (Same as HIST 152) (Not offered 2012-2013) (W)**

(See under HIST 152 for full description.)

DUBOW

**WGSS 178T Marriage and the American Nation (Same as HIST 178T) (Not offered 2012-2013) (W)**

(See under HIST 178T for full description.)

DUBOW

**WGSS 200 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as COMP 212) (Not offered 2012-2013) (D)**

(See under COMP 212 for full description.)

MARTIN

**WGSS 201 War and Resistance: Two Centuries of War Literature in France, 1804-2004 (Same as RLFR 202) (Not offered 2012-2013)**

(See under RLFR 202 for full description.)

MARTIN

**WGSS 202(S) Introduction to Sexuality Studies (D)**

This course will offer an introduction to the burgeoning interdisciplinary field of gay/lesbian/bisexual/transgender/queer studies, in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. Subjects covered may include the following: histories of sexualities in the U.S., feminism and its relation to queer studies; how sexuality is racialized; transgender and intersex theory and activism; globalization and sexuality; and strategies of resistance and visibility such as those evidenced by AIDS activism/theory and debates over gay marriage. An essential part of the course will be exploring how race, class, religion, and nationality contribute to the construction and lived experience of modern gender and sexual identities. Readings may include works by Foucault, Sedgwick, Warner, Berlant, Stryker, Manalaskan, Hammonds, Crimp, Lorde, Bechdel, McBride, and Massad. This class meets the requirements of the Exploring Diversity Initiative in that it emphasizes empathetic understanding of gender and sexual diversity; studying relations of power and privilege as they apply to sexual, gender, racial, class and national identities and practices; and foregrounds critical theorization of gender and sexuality.

Format: discussion. Requirements: active participation in discussion, critical responses, 2 short papers (3-5 pages), annotated bibliography, final paper (9 pages).

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Women's, Gender and Sexuality Studies majors.*

Hour: 8:30-9:45 TR

MITCHELL

**WGSS 203(F) Chicana/o Film and Video (Same as AMST 205, ARTH 203 and LATS 203)**

(See under LATS 203 for full description.)

CHAVOYA

**WGSS 204(S) The Experience of Sexuality: Gender and Sexuality in 20th-century American Memoirs (Same as COMP 244 and ENGL 208)**

Focusing on first-person accounts of LGBTQ sexualities, this course examines how changing social and political realities have affected sexual desires and identities, and how individuals represent their experiences of these historical and conceptual shifts. How do these representations of sexuality challenge prevailing ideas about desire and identity? How do they navigate the gender limitations imposed by our language? How do other social identifications, such as race, ethnicity, class, and gender, shape these experiences of sexuality? We will read memoirs, autobiographies, and personal essays that reflect a range of LGBTQ identities and experiences, including works by Martin Duberman, Audre Lorde, Leslie Feinberg, Alison Bechdel, Reinaldo Arenas, Kate Bornstein, Gloria Anzaldúa, Samuel Delany, David Wojnarowicz, and Michelle Tea. These narratives will be accompanied by a variety of queer and feminist theories of sexuality, some of which interrogate the historical and conceptual limitations of "experience" and "identity." This course fulfills the requirements of the Exploring Diversity Initiative in that it investigates institutions of power and privilege as they have impacted LGBTQ communities, emphasizes empathetic understanding of gender and sexual diversity, and focuses on critical theorization of intersecting differences and identities.

Format: seminar. Requirements: intensive reading; active class participation; two 5-page papers and final 10-page paper.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to WGSS majors.*

*Cannot be taken on a pass/fail basis; not available for the Gaudio option.*

Hour: 1:10-2:25 TF

COWDEN

**WGSS 209(F) Poverty in America: Dangerous Politics (Same as PSCI 209)**

(See under PSCI 209 for full description.)

C. JOHNSON

**WGSS 210 Culture and Incarceration (Same as AFR 210, AMST 210, INTR 210 and PSCI 210) (Not offered 2012-2013)**

(See under PSCI 210 for full description.)

JAMES

**WGSS 211 Gender in the Global Economy (Same as ECON 211) (Not offered 2012-2013)**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for first-world/third-world alliances.

Requirements: reaction papers, midterm exam, research paper; participation in class discussion will count for part of the grade; two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper.

Prerequisites: Economics 110. *Enrollment limit: 30 (expected: 20).*

HONDERICH

**WGSS 212(S) Ethics and Reproductive Technologies (Same as PHIL 212) (W)**

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, including pre-implantation diagnosis (PID), post-menopausal reproduction, post-mortem gamete procurement, reproductive cloning and embryo splitting, and in utero medical interventions. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Format: discussion. Requirements: active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages).

No prerequisites; but introductory-level course in Philosophy and/or Women's, Gender and Sexuality Studies highly recommended. *Enrollment limit: 19 (expected: 19). Preference given to Women's, Gender and Sexuality Studies majors.*

Hour: 2:35-3:50 TF

J. PEDRONI

**WGSS 219T Women in National Politics (Same as INTR 219 and PSCI 219) (Not offered 2012-2013) (W)**

(See under INTR 219T for full description.)

JAMES

**WGSS 221T Racial-Sexual Violence (Same as AFR 221 and INTR 221) (Not offered 2012-2013) (W)**

(See under INTR 221 for full description.)

JAMES

**WGSS 222(S) Modern Spanish Women: Literature and Life (Same as RLSP 220)**

(See under RLSP 220 for full description.)

S. FOX

<b>WGSS 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as RLFR 224) (Not offered 2012-2013) (D)</b> (See under RLFR 224 for full description.)	MARTIN
<b>WGSS 225 Classics in Western Feminist Thought (Same as PHIL 225) (Not offered 2011-2012) (W)</b> This course provides an introduction to feminist thought through readings of seminal feminist texts from the Enlightenment to the present. Special attention will be given to feminist revisions (including those by woman of color) of traditional and contemporary emancipatory theories such as liberalism, Marxism, psychoanalysis, poststructuralism, and queer theory as well as transnational feminism. Authors read may include the following: Mary Wollstonecraft, John Stuart Mill, Elizabeth Cady Stanton, Alexandra Kollantai, Sojourner Truth, Harriet Jacobs, Emma Goldman, Charlotte Perkins Gilman, Adrienne Rich, Marilyn Frye, Gloria Anzaldúa, Audre Lorde, Catherine MacKinnon, Judith Butler, Iris Young, Nancy Fraser, Gayatri Chakravorty 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, Gender and Sexuality Studies 101, or Philosophy 101, or permission of instructor. Enrollment limit: 19 (expected: 10). <i>Satisfies the Women's, Gender and Sexuality Studies theory requirement for the major.</i> SAWICKI	
<b>WGSS 228 Feminist Bioethics (Same as PHIL 228) (Not offered 2012-2013) (W) (D)</b> (See under PHIL 228 for full description.)	J. PEDRONI
<b>WGSS 230(F) Gender, Sexuality, and Global HIV/AIDS (D)</b> The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums—the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of bio-power in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa. The class is an EDI course because of its focus on diversity and difference, as they shape the different ways that the HI virus plays out on the bodies of people in different global locations, and its discussion of the ways that global and local contexts of colonialism, patriarchy, and heteronormativity have inevitably shaped relationships between policy makers, researchers, activists, and those living with HIV and ultimately the content of their policies and interventions. Format: seminar. Requirements: two short papers and a research paper; class participation will form part of the grade. No prerequisites. Enrollment limit: 25 (expected: 20). Preference given to WGSS majors, Public Health concentrators. <i>Cannot be taken on a pass/fail basis.</i> Hour: 11:00-12:15 MWF	HONDERICH
<b>WGSS 234 Masculinities (Same as ANTH 234) (Not offered 2012-2013)(W)</b> (See under ANTH 234 for full description.)	JUST
<b>WGSS 236 Sex, Gender, and Political Theory (Same as PSCI 236) (Not offered 2012-2013)</b> (See under PSCI 236 for full description.)	NJOYA
<b>WGSS 237(S) Gender and Desire 1200-1600 (Same as COMP 237 and ENGL 237) (W) (D)</b> (See under ENGL 237 for full description.)	KNOPP
<b>WGSS 238(S) Science, Gender and Power (Same as PSCI 239)</b> (See under PSCI 238 for full description.)	EPHRAIM
<b>WGSS 239 The Construction of Gender in Ancient Greece and Rome (Same as CLAS 239 and HIST 322) (Not offered 2012-2013)</b> (See under CLAS 239 for full description.)	CHRISTENSEN
<b>WGSS 245 (Re)presenting Sex: Shakespeare on Page and Stage (Same as EXPR 245 and THEA 245) (Not offered 2012-2013)</b> (See under EXPR 245 for full description.)	BAKER-WHITE, ERICKSON
<b>WGSS 246 India's Identities: Religion, Caste, and Gender (Same as ANTH 246 and REL 246) (Not offered 2012-2013) (D)</b> (See under REL 246 for full description.)	GUTSCHOW
<b>WGSS 248T(F) The Tale of Carmen, 1845-Now (Same as MUS 278T) (W) (D)</b> (See under MUS 246 for full description.)	BLOXAM
<b>WGSS 249(F) Body Politics, Gender and Religion in South Asia (Same as ANTH 248, ASST 248 and REL 248) (D)</b> (See under REL 248 for full description.)	GUTSCHOW
<b>WGSS 250 Gender, Sexuality and the Modern Stage (Same as ENGL 253 and THEA 250) (Not offered 2012-2013) (W) (D)</b> (See under THEA 250 for full description.)	HOLZAPFEL
<b>WGSS 252 Modern Women Writers and the City (Same as COMP 243) (Not offered 2012-2013)</b> (See under COMP 243 for full description.)	DRUXES
<b>WGSS 253(F) Art in the Age of the Revolution, 1760-1860 (Same as ARTH 253)</b> (See under ARTH 253 for full description.)	OCKMAN
<b>WGSS 254(S) Manet to Matisse (Same as ARTH 254)</b> (See under ARTH 254 for full description.)	OCKMAN
<b>WGSS 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as ANTH 256, ASST 256 and REL 256) (Not offered 2012-2013) (W) (D)</b> (See under REL 256 for full description.)	GUTSCHOW
<b>WGSS 259T(S) Adultery in the Nineteenth-Century Novel (Same as COMP 259 and ENGL 261) (W)</b> (See under COMP 259 for full description.)	CASSIDAY
<b>WGSS 261(S) The Saint and the Countess: The Lost Voices of Medieval Women (Same as MUS 261) (W)</b> (See under MUS 261 for full description.)	BLOXAM
<b>WGSS 271T Woman as "Other" (Same as PHIL 271) (Not offered 2012-2013) (D) (W)</b> (See under PHIL 271 for full description.) <i>Satisfies the Women's, Gender and Sexuality Studies theory requirement for the major.</i>	SAWICKI
<b>WGSS 272 Sex in Society: Cultural Constructions of Reproduction (Same as ANTH 272) (Not offered 2012-2013)</b> (See under ANTH 272 for full description.) <i>Satisfies the Women's, Gender and Sexuality Studies theory requirement for the major.</i>	GUTSCHOW
<b>WGSS 301(F) Sexual Economies (D)</b> This discussion-based course examines various forms of sexual labor in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. We begin with the 1980s Feminist Sex Wars, a series of debates among feminist activists and scholars about pornography, prostitution, queerness, and issues of sexuality and power. The majority of the course, however, is a global and ethnographic exploration through cross-cultural case studies that includes "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as sexual labor without contact such as stripping and phone sex. Finally, we will explore other examples of people who engage in sexualized gender performances in exchange for material benefit such as runway models, beauty pageant queens, and drag performers. Course readings come from a range of fields, but focus most heavily on cultural anthropology, feminist/queer ethnographies, and feminist theory. (Major authors include: Gayle Rubin, Don Kulick, Denise Brennan, Andrea Dworkin, and Catharine MacKinnon.) This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation class, gender, sexuality, race and ethnicity in both the US and global comparative contexts. A prominent feature of this course is that it includes opportunities to travel together to New York to attend events and meet with relevant interlocutors (e.g., tour modeling agencies, meet sex worker-rights NGOs).	

Format: seminar. Requirements: active class participation, weekly online forum, online quizzes, and one 8- to 10-page research paper (can be historical, anthropological, or rhetorical to suit student interests).

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to WGSS majors.*

Hour: 9:55-11:10 TR

MITCHELL

### **WGSS 302 Global Sexualities (Not offered 2012-2013)(D)**

This discussion-based seminar examines diverse forms of sexuality around the world. Because ethnology's historical emphasis has been on heterosexual forms of desire and kinship, in this course we will emphasize queer forms of sexuality, which encompasses a broad range of "non-normative" sexualities in contemporary cultures around the globe. We also examine gender variance in detail, including many different "third gender" categories. Our readings come primarily from cultural anthropology and queer theory, particularly those that emphasize how economic and political changes influence notions of sexual and gender identity. Ethnographic case studies include: transgender sex workers in Brazil; butch lesbian culture in Thailand; Arab men who have sex with men; Black transmen in urban US cities; and rural queer youth. Some of the major authors we will read are: Joseph Massad, Michael Warner, Gayatri Reddy, Don Kulick, Ara Wilson, and Martin Manalansan. The final research paper is comparative in nature, and asks students to contrast two or more related cultural groups selected from within our course readings or independent of them as suits student interests (e.g., butch-femme lesbian relationships in Thailand compared to the US; attitudes toward homosexuality among immigrants in the diaspora vs. a homeland; the social roles played by Hindu vs. Muslim transgendered women in India, etc.) This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation class, gender, sexuality, race and ethnicity in both the US and global comparative contexts.

Format: seminar. Requirements: active class participation, weekly online forum, and one 8- to 10-page comparative research paper.

No prerequisites. *Enrollment limit: 25 (expected: 15). Preference given to WGSS majors and ANSO majors.*

*Cannot be taken on a pass/fail basis; not available for the Gaudino option.*

MITCHELL

### **WGSS 304(S) Gender, Genre, and Sexuality in Afrodiasporic Literature (Same as AFR 321, ENGL 313, and COMP 304) (D)**

In her essay "Peter's Pans: Eating in the Diaspora," literary critic Hortense Spillers argues that "[b]lack writers, whatever their location and by whatever projects and allegiances they are compelled, must retool the language(s) that they inherit" in order to express their experience of blackness. This course considers how this "retool[ing]" of language occurs in African Diasporic literatures of the 20th and 21st centuries, and how new "language(s)" of literary form and genre impact black writers' representations of gender and sexuality. We will focus on writers and filmmakers such as Bessie Head, Zora Neale Hurston, Mariama Bâ, W.E.B. Du Bois, Cheryl Dunye, Gwendolyn Brooks, Isaac Julien, Michelle Cliff, Sapphire, Lewis Nkosi, Junot Diaz, and others whose works destabilize conventions of genre, blurring the lines between fiction, poetry, drama, and nonfiction. We will examine these texts alongside theories of genre, gender and sexuality offered by Spillers, Michelle Wright, Cheryl Clarke, Judith Butler, Evie Shockley, Jacques Derrida, Michel Foucault, and others. Through these texts, we will consider how Afrodiasporic writers address questions of gender and sexual identity that arise at various moments in modern African diaspora history, and how "retool[ed]" languages of literature complicate global ideas about black gender and sexuality. This course meets the requirements of the Exploring Diversity Initiative in that it increases students' knowledge of the experiences of people disempowered on the bases of race, gender, and sexuality in a multinational context, and allows them to understand creative expression as a means of interrogating disempowering social structures and ideologies.

Format: seminar. Requirements: evaluation will be based on class participation, short response papers, and the completion of an original research paper and project.

Prerequisites: some coursework in WGSS, AFR, ENGL or COMP. *Enrollment limit: 20 (expected: 15). Preference given to WGSS, AFR, ENGL, COMP majors/concentrators.*

*Cannot be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

SULLIVAN

### **WGSS 306(S) Queer of Color Critique (Same as AFR 306, AMST 306 and LATS 306) (D)**

This advanced seminar introduces students to queer of color critique, a mode of queer theory emphasizing diverse experiences, geographies, and epistemologies that also foregrounds the intersection of sexual and racial constructs. We will examine the history of this line of critique, exploring how and why it became a necessary intervention into the then still emerging field of queer studies. In addition to theoretical works, we also examine literary and cinematic works that exemplify and enact queer of color critique. We will read major works by those individuals who established the discipline, thereby surveying works from a variety of fields including critical race studies, literary theory, anthropology, feminist/womanist studies, ethnic studies, postcolonial studies, area studies, and others. Much of this early work in queer of color critique is North American in context, but we will also explore more recent scholarship that deals with transnational contexts and applications and examine how queer of color critique contributed to the emergence of transnational queer studies. A key feature of this course will be its uniquely dialogic structure that will allow a variety of diverse authors and artists to appear virtually to answer questions about their published work as well as some emerging scholars in the field who will share their experiences finding their way into this area of study and how they developed research and artistic projects. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation class, gender, sexuality, race and ethnicity in both the US and global comparative contexts.

Format: discussion/lecture. Requirements: participation, online forum, three short papers synthesizing readings and course materials, and a final research paper (8-10 pages).

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to WGSS majors and students considering a WGSS major.*

Hour: 9:55-11:10 TR

MITCHELL

### **WGSS 307 Feminist Approaches to Religion (Same as REL 306) (Not offered 2012-2013) (W) (D)**

(See under REL 306 for full description.)

*Satisfies the Women's, Gender and Sexuality Studies theory requirement for the major.*

BUELL

### **WGSS 308(S) Gender and Society in Modern Africa (Same as AFR 308 and HIST 308)**

(See under HIST 308 for full description.)

MUTONGI

### **WGSS 309(S) Everyday Life in Literature and Film (Same as COMP 308)**

(See under COMP 308 for full description.)

DRUXES

### **WGSS 310 Womanist/Black Feminist Thought (Same as AFR 310, AMST 309 and REL 310) (Not offered 2012-2013) (D)**

(See under AFR 310 for full description.)

R. MANIGAULT-BRYANT

### **WGSS 311(S) Theorizing Shakespeare (Same as ENGL 311 and THEA 311)**

(See under ENGL 311 for full description.)

PYE

### **WGSS 313(F) Gender, Race, Beauty, and Power in the Age of Transnational Media (Same as AMST 313, COMP 313 and LATS 313) (D)**

(See under LATS 313 for full description.)

CEPEDA

### **WGSS 315 Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (Same as RLFR 316) (Not offered 2012-2013)**

(See under RLFR 316 for full description.)

MARTIN

### **WGSS 319 Gender and the Family in Chinese History (Same as ASST 319 and HIST 319) (Not offered 2012-2013) (D)**

(See under HIST 319 for full description.)

A. REINHARDT

### **WGSS 321(S) Recent Continental Feminist Theory (Same as PHIL 320) (D)**

(See under PHIL 320 for full description.)

SAWICKI

### **WGSS 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T and REL 326T) (W)**

(See under REL 326 for full description.)

HIDALGO

### **WGSS 327T(S) Foucault (Same as PHIL 327T) (D) (W)**

(See under PHIL 327 for full description.)

SAWICKI

*Satisfies the Women's, Gender and Sexuality Studies theory requirement for the major.*

### **WGSS 328(F) Narrating Other Minds: Austen, Eliot, Woolf (Same as ENGL 328)**

(See under ENGL 328 for full description.)

CASE

### **WGSS 333(S) The Nineteenth-Century British Novel (Same as ENGL 333)**

(See under ENGL 333 for full description.)

CASE

### **WGSS 334 Sex and Psyche: A Cultural History of Fin-de-Siècle Europe (Same as HIST 334) (Not offered 2012-2013)**

(See under HIST 334 for full description.)

FISHZON

<b>WGSS 339 Stereotypes, Prejudice, and Discrimination</b> (Same as PSYC 341) ( <i>Not offered 2012-2013</i> ) (D) (W) (See under PSYC 341 for full description.)	FEIN
<b>WGSS 370 Women Activists and Social Movements</b> (Same as AFR 371, INTR 371, and PSCI 371) ( <i>Not offered 2012-2013</i> ) (See under INTR 371 for full description.)	JAMES
<b>WGSS 378 The History of Sexuality in America</b> (Same as HIST 378) ( <i>Not offered 2012-2013</i> ) (See under HIST 378 for full description.)	DUBOW
<b>WGSS 379 Black Women in the United States</b> (Same as AFR 379 and HIST 379) ( <i>Not offered 2012-2013</i> ) (D) (See under HIST 379 for full description.)	LONG
<b>WGSS 382 Latina/o Politics</b> (Same as HIST 382 and LATS 382) ( <i>Not offered 2012-2013</i> ) (D) (See under LATS 382 for full description.)	WHALEN
<b>WGSS 383(F) History of Whiteness in the United States</b> (Same as HIST 383) (D) (See under HIST 383 for full description.)	L. BROWN
<b>WGSS 386 Latinas in the Global Economy: Work, Migration, and Households</b> (Same as HIST 386 and LATS 386) ( <i>Not offered 2012-2013</i> ) (D) (See under HIST 386 for full description.)	WHALEN
<b>WGSS 388(S) Psychoanalysis, Gender, and Sexuality</b> (Same as COMP 342 and ENGL 387) (See under ENGL 387 for full description.)	SOKOLSKY
<b>WGSS 395(F) Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present</b> (Same as HIST 395) (See under HIST 395 for full description.)	FISHZON
<b>WGSS 396(S) Modern Pleasure Same as (ENGL 394)</b> (See under ENGL 394 for full description.)	COWDEN
<b>WGSS 402(S) Dangerous Bodies: Black Womanhood, Sexuality and Popular Culture</b> (Same as AFR 320 and AMST 320) Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality. This course is part of the Gaudino Danger Initiative. Format: seminar. Requirements: evaluation will be based on class participation, short response papers, and the completion of an original research paper or project. No prerequisites. Enrollment limit: 19 (expected: 15). Preference given to WGSS majors and Africana Studies concentrators. Cannot be taken on a pass/fail basis; not available for the Gaudino option. Hour: 7:00-9:40 p.m. M	R. MANIGAULT-BRYANT
<b>WGSS 406T Coming of Age in the Polis</b> (Same as CLGR 406T) ( <i>Not offered 2012-2013</i> ) (W) (See under CLGR 406 for full description.)	
<b>WGSS 408 Nineteenth-Century Novel: From Desperate Housewives to Extreme Makeovers</b> (Same as and RLFR 412) ( <i>Not offered 2012-2013</i> ) (See under RLFR 408 for full description.)	MARTIN
<b>WGSS 426 Pictures That Rocked the Nation: Courbet and Manet in Second Empire France</b> (Same as ARTH 426) ( <i>Not offered 2011-2012</i> ) (D) (See under ARTH 426 for full description.)	OCKMAN
<b>WGSS 432 Domestic Visual Culture in Renaissance Florence</b> (Same as ARTH 432) ( <i>Not offered 2012-2013</i> ) (See under ARTH 432 for full description.)	SOLUM
<b>WGSS 451 Ideal Bodies: The Modern Nude and Its Dilemmas</b> (Same as ARTH 451) ( <i>Not offered 2012-2013</i> ) (See under ARTH 451 for full description.)	OCKMAN
<b>WGSS 452(S) Women in America, 1620-1865</b> (Same as HIST 452) (See under HIST 452 for full description.)	LONG
<b>WGSS 457 Gender, Law, and Politics in U.S. History</b> (Same as HIST 457) ( <i>Not offered 2012-2013</i> ) (See under HIST 457 for full description.) <i>Satisfies the Women's, Gender and Sexuality Studies theory requirement for the major.</i>	DUBOW
<b>WGSS 461T(S) Writing about Bodies</b> (Same as ARTH 461 and INTR 461) (W) (See under ARTH 461 for full description.)	OCKMAN
<b>WGSS 491(F)-W30, W30-492(S) Honors Project</b>	
<b>WGSS 493(F)-W31, W31-494(S) Senior Thesis</b>	
<b>WGSS 497(F), 498(S) Independent Study</b>	

## WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

*Faculty:* JAMES T. CARLTON (*Williams College*), LISA GILBERT (*Williams College; on assistant professor leave, 09-10*), GLENN S. GORDINIER (*University of Connecticut*), CATHERINE ROBINSON HALL (*Mystic Seaport Museum*), MARY K. BERCAW-EDWARDS (*University of Connecticut; Mystic Seaport Museum*), RICHARD KING (*Mystic Seaport Museum*), DIANE BENNETT (*Mystic Seaport Museum*).

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and undertake original research of their own design in the humanities and sciences. Sophomores, juniors, and seniors of all majors welcome. A term at Williams-Mystic includes credit for one semester plus one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the Maritime Studies section in this catalog). Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and interdisciplinary exercises. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should email [admissions@williams-mystic.org](mailto:admissions@williams-mystic.org), call (860-572-5359), visit the website ([www.williams.edu/williamsmystic](http://www.williams.edu/williamsmystic)), or obtain a Williams-Mystic catalog from the Dean's office. Applications are on the web and at the Dean's office.

**MAST 211(F,S) Oceanographic Processes (Same as GEOS 210)**  
(See under Maritime Studies for full description.)

GILBERT

**MAST 231(F,S) Literature of the Sea (Same as ENGL 231) (W)**  
(See under Maritime Studies for full description.)

KING

**MAST 311(F,S) Marine Ecology (Same as BIOL 231)**  
(See under Maritime Studies for full description.)

CARLTON

**MAST 351(F,S) Marine Policy (Same as ENVI 351 and PSCI 319)**  
(See under Maritime Studies for full description.)

HALL

**MAST 352(F,S) America and the Sea, 1600-Present (Same as HIST 352) (W)**  
(See under Maritime Studies for full description.)

GORDINIER

## **WILLIAMS PROGRAM IN TEACHING**

*Director, SUSAN ENGEL*

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

- ◆ PSYC 101 Intro to Psych (required for further psychology courses);
- ◆ PSYC 232 Developmental Psychology and/or
- ◆ PSYC 242 Social Psychology;
- ◆ PSYC 272 Psychology of Education;
- ◆ PSYC 327 Optimizing Learning and Memory
- ◆ PSYC 336 Adolescence;
- ◆ PSYC 372 Advanced Seminar in Teaching and Learning
- ◆ At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.

Other courses of interest include:

LATS/AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies  
MATH 285 Teaching Mathematics  
PHIL 242 Philosophy of Education: Why Are You Here?  
PHIL 331 Contemporary Epistemology  
PHIL/AMST 379 American Pragmatism  
PSYC 331T Risk and Resilience in Early Development  
PSYC 332 Cognitive Development  
PSYC 341/WGST 339 Stereotypes, Prejudice, and Discrimination  
PSYC 351 Childhood Peer Relations

## **WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY**

*Director, Professor KATIE KENT*

### **THE PROGRAMME**

Williams College offers a year-long program of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams-Exeter Programme are required to be in residence in Oxford from Thursday, 27 September 2012, until 22 June 2013 with two breaks for vacations between the three terms. Students enroll for the full academic year, which consists of three eight-week terms of instruction: MICHAELMAS TERM (7 October to 1 December 2012), HILARY TERM (13 January to 9 March 2013), and TRINITY TERM (21 April to 15 June 2013). Students are expected to be in residence to write their first tutorial papers in the week (0th Week) before the eight weeks of instruction begin and to remain in residence during the week (9th Week) after the term ends in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 27 September 2012 for the ten-day orientation.

### **THE TUTORIAL SYSTEM**

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In his or her capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded, although in exceptional circumstances a tutorial may be converted to pass/fail before the end of the fourth week of term with the permission of the Programme director.

Over the course of the three terms, students are required to enroll in a minimum of FIVE tutorial courses (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). It is possible for students, in consultation with their tutor, to spread an eight-session tutorial out over two terms, however. Although some students take the minimum five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

### **GRADES AND CREDIT**

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight-session tutorial plus final examination counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

## THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows in English Language and Literature (with interests ranging from the Renaissance-including Shakespeare-to the early nineteenth century), in Politics (with interests in international relations and comparative politics), and in History (with an interest in the medieval period) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a PARTIAL list of tutorial courses normally available to students studying on the Williams-Exeter Programme at Oxford. The tutorials listed below represent a selection of some of the standard "papers" (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format, although most are not offered every Oxford term. It needs to be emphasized that this is only a partial list, that the tutorial offerings at Oxford University are incredibly rich, and that one of the attractions of the Programme is that it enables students to define, develop, and pursue their academic interests. Students are therefore encouraged to explore all the courses offered at Oxford even if they are not listed in this Catalog.

Tutorial courses are not offered every term and are often accompanied by scheduled lectures. Although the term in which the lectures are delivered is sometimes listed below, as is the term in which students should take the tutorials (MT-Michaelmas Term; HT-Hilary Term; TT-Trinity Term), these change from year to year. It is therefore imperative that students consult the relevant "faculty" webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed.

A full summary of the list of courses offered by subject can be found at: [http://www.ox.ac.uk/admissions/undergraduate\\_courses/courses/index.html](http://www.ox.ac.uk/admissions/undergraduate_courses/courses/index.html).

Although some courses descriptions are provided below, detailed descriptions of all the courses listed in this catalog can be found on the websites of respective departments or faculties the links of which can be found at: [http://www.ox.ac.uk/divisions/department\\_az.html](http://www.ox.ac.uk/divisions/department_az.html).

## THE COURSE OF STUDY

A full summary of the list of courses offered by subject can be found at: [http://www.ox.ac.uk/admissions/undergraduate\\_courses/courses/index.html](http://www.ox.ac.uk/admissions/undergraduate_courses/courses/index.html). Although some courses descriptions are provided below, detailed descriptions of all the courses listed in this catalog can be found on the websites of respective departments or faculties the links of which can be found at: [http://www.ox.ac.uk/divisions/department\\_az.html](http://www.ox.ac.uk/divisions/department_az.html). For a full list of lecture in all divisions at the university, visit: <http://www.admin.ox.ac.uk/pubs/lectures/>

## NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. The Programme normally subsidizes such study.

## STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University and full members of Exeter College-Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College-to dine in Hall as often as they wish, to frequent the College bar, to use the College's athletic facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University's athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are encouraged to join the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in large double rooms and enjoy full access to the House's library, common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House which students may use. The entire facility has high-speed wireless internet access. Bedrooms are hard wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard, sheltered bike racks, barbecue facilities, and gardens. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty-minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes to facilitate travel around Oxford.

Before the academic year begins—on Thursday, 27 September 2012—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the workings of the Programme, of Exeter College, and of the University, and will be familiarized with the rules and regulations they are expected to abide by during their residence in Oxford.

Throughout the academic year, provision will be made for trips to a few of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Salisbury, Stratford, Stonehenge, Bath, Wells, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford's proximity to London gives students ready access to that city's multiple attractions and many resources. The Oxford-London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are generally cheaper), and the one-way journey takes about ninety minutes.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of Ephs Among the Dreaming Spires, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

## ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. The programme also works with a physician in private practice attached to a local private hospital. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

## FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for arranging and funding the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

## APPLICATION

Admission to the Programme is on a competitive but flexible basis. Students must apply to the Dean's Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, with a minimum GPA requirement of 3.0, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare

them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

## GAUDINO INITIATIVE: DANGEROUS COURSES

### AFR 320(S) Dangerous Bodies: Black Womanhood, Sexuality and Popular Culture (Same as AMST 320 and WGSS 402)

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality. This course is part of the Gaudino Danger Initiative.

Format: seminar. Requirements: evaluation will be based on class participation, short response papers, and the completion of an original research paper or project. No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to Africana concentrators and Women's, Gender and Sexuality Studies majors.*

Hour: 7:00-9:40 p.m. M

R. MANIGault-BRYANT

### AFR 323(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AMST 323, ARTH 223, COMP 322, and ENGL 356) (D)

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software to create their own graphic short stories based on historical and/or autobiographical narratives. This course is part of the Gaudino Danger Initiative.

Format: seminar. Evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life).

No prerequisites. *Enrollment limit: 19 (expected: 19). No preference.*

Hour: 11:00-12:15 MW

BRAGGS

### ARTS 101(S) Artists Respond to Dangerous Times (Same as AMST 101) (D)

This introductory video production course focuses on how contemporary artists engage their historical moment. We will look ways in which the moving image can be used to reckon with the force that historical events and conditions have on us as artmakers, and the ways in which we might hope to have force on historical events. We will focus on U.S. makers and events in the present and recent past, with comparative attention to international and transnational work.

The course will give special consideration to particular forms of artist-made film and video: the essay film, activist/grassroots/social media, and performance-based and narrative media that reflect on historical events and the ongoing present. We will look at work by Adam Curtis, Adele Horne, The Yes Men, Anna Devereaux Smith, Patty Chang, Peter Watkins, Haskell Wexler, Adam McKee, Catherine Bigelow, and collectives including Asco, TVTV, ACT UP, and Occupy Wall Street. Readings will include work by Meg McLagen, Gregg Bordowitz, George Lipsitz, Kimberle Crenshaw and Gary Peller, Judith Butler, David Graeber, George Lipsitz, and others.

Format: studio. Students will complete three video production assignments. Evaluation will be based primarily on these works and class participation.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first- and second-year students.*

Hour: 1:10-3:50 R

L. JOHNSON

### BIOL 136(S) Studying Human Genetic Diversity: Individuals, Populations, and 'Races'—Dangerous Biology (D)

Scientists are rapidly acquiring DNA sequence information on thousands of individuals from a wide variety of human populations. This information can be used to illuminate human history and evolution. It can also be used in the field of medicine to develop new drugs and as a first step toward tailoring treatments to match individuals' genomes. This information can also create new ethical and social dilemmas. Do such studies support or refute the idea of a biological basis for 'race'? Can the data be used to justify societal inequities? Do the data have any use outside of scientific circles? Through reading scientific articles we'll explore genome sequencing data to determine the types of DNA differences that exist among humans. We'll examine the data in the light of human population history (migration, population bottlenecks, selection) to understand how these variations come about. Throughout we'll discuss the implications of these studies for individuals and for society. In particular we'll critique the use of such information in guiding policy and practice in areas such as genetic screening and eugenics, ancestry testing, 'race-based' medicine, forensics. Gaudino Danger Initiative. Does not count for major credit in Biology. Does not satisfy the distribution requirement for the Biology major.

As an EDI course, we'll examine issues of power and privilege in shaping practice and policy associated with these genetic initiatives, such as in deciding what populations to study, in administering informed consent, and in addressing health disparities.

Format: seminar. Requirements: one exam, one short paper (4-6 pages), final paper (10-12 pages); class participation

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to juniors, sophomores, seniors, first-years; not open to students who have taken BIOL 202 or BIOL132*

Hour: 9:55-11:10 TR

ALTSCHULER

### BIOL 219T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular on-line and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as SARS, Ebola hemorrhagic fever, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic diseases malaria and sleeping sickness in Africa and why these diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology. Does not satisfy the distribution requirement for the Biology major.

Format: tutorial. Requirements: five 4- to 5-page papers, tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

Prerequisites: Biology 101 and 102 *Enrollment limit: 10 (expected: 10). Preference given to sophomores, students interested in public health*

Hour: 11:20-12:35 R

BANTA

### COMP 264(F) Beauty, Danger and the End of the World in Japanese Literature (Same as JAPN 254)

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura 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 others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts.

No prerequisites. *No enrollment limit (expected: 15).*

*This course is part of the Gaudino Initiative on Danger.*

Hour: 2:35-3:50 TF

C. BOLTON

### ECON 390T(F) Financial Crises: Causes and Cures (W)

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spill over to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of



attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies in the 19th, 20th and 21st centuries will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Format: tutorial. Requirements: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students.

Prerequisites: Economics 252, and 253/255. Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors.

Not available for the Gaudino option.

This course is part of the Gaudino Danger Initiative.

Tutorial meetings to be arranged.

CAPRIO

### ENGL 140(F) Catastrophe/Apocalypse: The Movie (W)

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, but perhaps unsurprisingly, given the state of our world, the apocalyptic and post-apocalyptic sensibility seems to be everywhere in our mass culture these days. In fact, being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films help us negotiate our suspicion that, as Hegel noted, we glimpse history only in those moments when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively the issue of our own complicity in—if not responsibility for—disaster? Films to be studied will include W.S. Van Dyke's *San Francisco*, Steven Spielberg's *Schindler's List*, Stanley Kubrick's *Dr. Strangelove*, George Romero's *Night of the Living Dead*, Ridley Scott's *Blade Runner*, Carl Schultz's *The Seventh Sign*, Danny Boyle's *28 Days Later*, Alfonso Cuarón's *Children of Men*, Bruce McDonald's *Pontypool*, and Steven Soderbergh's *Contagion*.

Format: seminar. Requirements: four short papers totaling more than twenty pages and in-class presentations.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.

May not be taken on a pass/fail basis.

Hour: 1:10-2:25 TF

J. SHEPARD

### GERM 277(F) Dangerous Minds/Endangered Minds in the German Tradition (Same as COMP 277)

"When we are missing ourselves, we are missing everything." So spoke young Werther in Johann Wolfgang Goethe's groundbreaking novel from 1774. The Sorrows of Young Werther exploded into high Enlightenment Germany, with its emphasis on rationality, on universal human values and on optimism about the future, a bestseller that instead exposed the volatile inner world of an extraordinary individual. Throughout the nineteenth and twentieth centuries in Germany and Austria, profound interiority surfaced frequently to challenge—and even threaten—what was touted as the triumph of objective, scientific thought. At the same time, the writers and thinkers who explored the deepest recesses of the mind were beset by alienation and despair as they were drawn into inevitable conflict with dominant paradigms.

This course will examine literature and thought at the moments when the tectonic plates of reason and supposed unreason converge and collide most forcefully: around 1800 (Goethe, Kleist, and the Romantics), around 1900 (Nietzsche, Freud, Kafka, Hofmannsthal), the mid-twentieth century with its disastrous consequences (Hitler, Böll, Bachmann) and the end of the millennium (Roth, Jelinek). Some theoretical work (psychoanalytic theory, Adorno, Benjamin) will aid in the process of understanding the literature and philosophy we read. All readings and discussion will be in English translation.

Format: seminar. Requirements: active class participation, several one-page papers, one 5-page paper and a final written and oral project.

Prerequisites: one college-level literature course. Enrollment limit: 25 (expected: 15). Preference given to actual or prospective Comparative Literature, Literary Studies, or German majors.

Hour 1:10-2:25 MR

NEWMAN

### HIST 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (Same as ARAB 480) (W) (D)

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Format: tutorial. Requirements: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to History majors as well as Arabic Studies and Jewish Studies majors.

This course is part of the Gaudino Danger Initiative.

Group E

Tutorial meetings to be arranged.

BERNHARDSSON

### HIST 490T(F) Memory, History, and the Extermination of the Jews of Europe: Dangerous History (Same as JWST 490T) (W)

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Format: tutorial. Requirements: Class time consists of weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student's paper. A final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work.

Prerequisite: permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to History majors and Jewish Studies concentrators. Not available for the Gaudino option.

Group C

Tutorial meetings to be arranged.

GARBARINI

### INST 210T(S) Violence and Public Health (W)

This interdisciplinary tutorial will analyze the advantages and limitations of public health perspectives on different categories of violence. Through readings in the primary and secondary literature and analysis of on-line databases, we will explore how structural violence, armed political violence, and interpersonal violence affect public health, as well as examine evidence suggesting that violence is preventable and amenable to public health strategies. This course is part of the Gaudino Danger Initiative.

Format: tutorial. Requirements: weekly 3- to 4-page or 1- to 2-page papers.

Prerequisites: a background in Public Health is preferred. Enrollment limit: 10 (expected: 10). Preference given to students with a demonstrated interest in Public Health.

Cannot be taken on a pass/fail basis.

Tutorial meetings to be arranged

K. EDWARDS

### MUS 273T(S) Dangerous Music (W)

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and Totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment. Part of the Gaudino Danger Initiative, this tutorial course will explore the intersection of music and danger in a broad range of historical, cultural, and global contexts.

Format: tutorial. Requirements: evaluation will be based on participation, five 5- to 6-page papers/presentations, and five 1- to 2-page responses.

Prerequisites: an ability to read music is desirable but not required. Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Hour: 1:10-2:25 TF

HIRSCH

**PSCI 209(F) Poverty in America: Dangerous Politics (Same as WGSS 209)**

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its danger to individuals as well as political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Format: discussion/lecture. Requirements: class participation, two or three short papers, and a final paper.

No prerequisites; open to first-year students. *Enrollment limit: 25 (expected: 25). Preference given to Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors.*

*This course is part of the Gaudino Danger Initiative.*

*American Politics Subfield*

Hour: 1:10-2:25 TF

C. JOHNSON

**PSCI 206T(S) Dangerous Leadership in American Politics (Same as LEAD 206) (W)**

Leadership in American politics today is typically celebrated. A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Format: tutorial. Requirements: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors and Leadership Studies concentrators.*

*May not be taken on a pass/fail basis.*

*This course is part of the Gaudino Danger Initiative.*

Tutorial meetings to be arranged.

MELLOW

**PSYC 317T(S) Nature via Nurture: The Psychobiology of Danger**

This course examines the relative contributions of nature (genetics) and nurture (the environment) to the neurobiology of aggression and fear, leading to individual differences in behavior in dangerous situations. We will evaluate the neuroscience literature to arrive at an understanding of the neuroanatomy and neurochemistry underlying behaviors that create danger (e.g. violence, child abuse, antisocial behavior, alcohol abuse) and behaviors that respond to danger (e.g. inhibition, risk-taking, stress responses, empathy). Modern neuroscience techniques, such as brain imaging, selective trait breeding and gene mapping, have discovered new relationships between genes and behavior. However, recent studies on the effects of social and cognitive factors suggest critical environmental influences on the expression of these genetic determinants. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes in dangerous situations.

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; weekly lab meetings will be held and empirical projects will be presented in a poster session at the final meeting.

Prerequisites: Psychology 212 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfied one semester of the Division III requirement. May not be taken on a pass/fail basis. This course is part of the Gaudino Danger initiative.*

Tutorial meetings to be arranged. Lab: 1:10-3:50 R

ZIMMERBERG

**PSYC 359(S) Anxiety Disorders: Responses to Danger, Both Real and Imagined**

This is an advanced course on anxiety disorders that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and concentration camp survival. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field. This course is part of the "Gaudino Danger Initiative."

Format: seminar. Requirements: active class participation, frequent response papers, midterm examination and final term paper.

Prerequisites: Psychology 252. *Enrollment limit: 19 (expected: 16). Preference given to Psychology majors.*

Hour: 8:30-9:45 MW

HARRINGTON

**REL 102(F) Sin, Danger, Darkness and Disease: Conceptualizing Evil and Misfortune in the Abrahamic Traditions**

How do religious traditions cope with the problem of evil when they conceptualize their God as beneficent, omniscient and omnipotent? This classic question haunts every monotheism. This course will focus on this problem in Judaism and Christianity, with some attention to Islam as well, and will also consider post-religious variations on the theme. We will consider both philosophical accounts beginning in the Hebrew Bible with Job and Ecclesiastes and move forward through rabbinic texts and Saint Augustine; taking stock of the medievals in all three traditions, moving into early modernity with Leibniz and will treat as well modern transformations of this question in thinkers such as Kant, Hegel, Kafka, Blanchot and Susan Sontag. This course is a part of the 2012-13 Gaudino Initiative on Danger and will be co-taught by Ryan Coyne and Sarah Hammerschlag.

Format: lecture. Requirements: several short response papers and a take-home exam.

No prerequisites. *No enrollment limit (expected: 40). Preference given to first-year students.*

Hour: 11:00-11:50 MWF

HAMMERSCHLAG and COYNE

**EXPERIENTIAL EDUCATION COURSES**

A description of experiential education at Williams may be found on page NOTAG of this catalog. A complete description of each course may be found in the relevant department's section. Students may obtain detailed information about experiential elements in a specific course from its instructor.

Students interested in incorporating fieldwork into courses not listed here should contact the Coordinator for help. Inclusion of experiential components depends on permission of the instructor.

**SEMESTER COURSES:**

AFR 245/MUS 242(F) Monk and the Bebop Revolution

AMST 201(F,S) Introduction to American Studies

ARTH/ENVI 201(F) American Landscape History

[ARTH 308/ENVI 308(S) The North-American Park Idea—last offered spring 2009]

ARTH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials

BIOL 220/ENVI 220(S) Field Botany and Plant Natural History

BIOL 302/ENVI 312(F) Communities and Ecosystems

CHIN 352/LATS 383(S) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

[ENGL 376(F) Documentary Technologies—last offered fall 2008]

ENVI 102(S) Introduction to Environmental Science

ENVI 302(F) Environmental Planning Workshop

ENVI 397/398(F,S) Independent Study of Environmental Problems

EXPR/MATH/PHIL/ENGL/ARTS 309(F) Exploring Creativity

GEOS 105(F) Geology Outdoors

GEOS 206/ENVI 206(S) Renewable Energy and the Sustainable Campus

GEOS/ENVI 214(S) Remote Sensing and Geographic Information Systems

LATS 220/AMST 221(F) Introduction to Urban Studies: Shaping and Living the City

LATS/THEA 230/ WGST 231(F) Approaching Performance Studies

[LATS 331(F) Sound and Movement in the Afro-Latin Diaspora—last offered fall 2008]

LING 400(F) Linguistics Research Seminar

MAST/GEOS/ENVI 104(S) Oceanography

MAST 211/GEOS 210(F,S) Oceanographic Processes (Williams/Mystic Program)  
 MAST 311/BIOL 231(F,S) Marine Ecology (Williams/Mystic Program)  
 MAST /ENVI 351(F,S) Marine Policy (Williams/Mystic Program)  
 MAST/HIST 352(F,S) America and the Sea, 1600-Present (Williams/Mystic Program)  
 MUS/AFR 235(F) African Rhythm, African Sensibility  
 POEC 402(S) Political Economy of Public Policy Issues  
 PSYC 352(S) Clinical and Community Psychology  
 PSYC 372(F) Advanced Seminar in Teaching and Learning  
 REL 286(F) Shopping, Desire, Compulsion and Consumption  
 RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History  
 [WNY 307T(F,S) Work/Ethics: Frameworks for Observing People at Work (Williams in New York Program) - last offered spring 2009]  
 [WNY 308(F) Explorations in the Urban Outback (Williams in New York Program) - last offered fall 2008]  
 [WNY 309(F) Covering the Other: A Course in Cross-Cultural and Community-based Film (Williams in New York Program) - last offered fall 2008]  
 [WNY 310(S) Art, Space and the City (Williams in New York Program) - last offered spring 2009]  
 [WNY 311(S) Imagining New York City (Williams in New York Program) - last offered spring 2009]

#### WINTER STUDY:

AFR 025/WGST 24 Youth, Gender and Social Activism in Tanzania  
 AMST 011 Singing School: Sacred Choral Traditions in the Berkshires and Beyond  
 AMST 015 Contemporary American Songwriting  
 ANSO 010 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice  
 ANSO 011 Berkshire Farm Center Internship  
 ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse  
 ARTS 019 Introduction to the Craft and Art of Blacksmithing  
 CHIN 013 Theory and Practice of Chinese Cooking  
 CHIN 025 Study Tour to Taiwan  
 BIOL 014 Gestures of Time: A Visual Exploration  
 BIOL 015 From Populations to Species: Understanding the Evolution of Diversity  
 BIOL 021 Science Beyond Williams  
 CHEM 010 Zymurgy  
 CHEM 011/SPEC 011 Science for Kids  
 CHEM 016 Glass and Glassblowing  
 CSCI 010 Designing and Building a Desktop Computer  
 ECON 012 Negotiation: Theory and Practice  
 ECON 025 The Political Economy of Social Cohesion: Lessons from South Africa's Miracle  
 ENVI 010 The Winter Naturalist's Journal  
 ENVI 012 The Changing Forest  
 ENVI 014 Green Design Workshop and LEED Certification Course  
 ENVI 015 Get Focused and Step It Up-Climate Change Activism  
 ENVI 016 Problems with Plastics  
 ENVI 025 Sustainable Eleuthera: Energy, Environment and Economic Development  
 GEOS 012 Landscape Photography  
 HIST 012 Reading Childhood  
 HIST 015 The Great Depression: A Storied History  
 HIST 025/THEA 026 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk  
 LEAD 018 Wilderness Leadership  
 LGST 021 Creating a Non-Profit Organization  
 JAPN 025 Exploring Japanese Culture and Language  
 LING 012 Preliminary Introduction to American Sign Language  
 MATH 012 Mural  
 MATH 016/SPEC 016 Knitting: The Social History and Craft Form  
 MATH 023 Gaudino Winter Study Fellows Program  
 MUS 013 Math and Music  
 MUS 025 Musical Performance: Cultural Exchange in Argentina  
 PHIL 011 Aikido and the Creation of Ethical Policy  
 PHIL 013 Boxing  
 PHYS 15 Livres des Artists-The Artist Book  
 PSCI 021 Fieldwork in Public and Private Non-Profits/Volunteer Income Tax Assistance  
 PSCI 025 Williams in NOLA  
 PSYC 016 Rhythm Based Communication  
 PSYC 019 Psychology in Action  
 REL 025 Jerusalem: One City, Three Faiths, Many Narratives  
 RLSP 016/MUS 016 Music Circus: John Cage and His World  
 RUSS/SPEC 025 Williams in Georgia  
 STAT 013 Roulette  
 SPEC 010 Quest for College: Early Awareness in Berkshire County Schools  
 SPEC 015 Ski Patrol Rescue Techniques: Outdoor Emergency Care CPR  
 SPEC 019 Medical Apprenticeship  
 SPEC 021 The Psychology of the Workplace; a Field Study with Williams Alumni/Parents  
 SPEC 024 Eye Care and Culture In the Rural Atlantic Coast of Nicaragua  
 SPEC 026/MATH 026 Resettling Refugees in Maine  
 SPEC 028 Teaching Practica in New York City Schools  
 SPEC 035 Making Pottery on the Potter's Wheel

### EXPLORING DIVERSITY INITIATIVE

**THE EXPLORING DIVERSITY INITIATIVE REQUIREMENT**—Williams College is committed to creating and maintaining a curriculum, faculty, and student body that reflects and explores a diverse, globalized world and the multi-cultural character of the United States. Courses designated "(D)" in the College Bulletin are a part of the College's Exploring Diversity Initiative (EDI); they represent our dedication to study groups, cultures, and societies as they interact with, and challenge, each other. Through such courses, students and faculty also consider the multiple approaches that engage these issues. Rather than simply focus on the study of specific peoples, cultures, or regions of the world, in the past or present, however, courses fulfilling the requirement actively promote a self-conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the requirement is to lay the groundwork for a life-long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.

Courses that comprise the Exploring Diversity Initiative may fall under a variety of categories, including (but not limited to) the following:

1. Comparative Study of Cultures and Societies. These courses focus on the differences and similarities between cultures and societies, and/or on the ways in which cultures, peoples, and societies have interacted and responded to one another in the past.
2. Empathetic Understanding. These courses explore diverse human feelings, thoughts, and actions by recreating the social, political, cultural, and historical context of a group in order to imagine why within that context, those beliefs, experiences, and actions of the group emerged.
3. Power and Privilege. These courses link issues of diversity to economic and political power relations, investigating how cultural interaction is influenced by various structures, institutions, or practices that enable, maintain, or mitigate inequality among different groups.
4. Critical Theorization. These courses focus on ways scholars theorize the possibilities of cross-cultural understanding and interaction; they investigate the ways that disciplines and paradigms of knowledge both constitute "difference" and are reconfigured by the study of diversity-related questions.
5. Cultural Immersion. In various ways these courses immerse students in another culture and give them the tools with which to understand that culture from the inside. They include those foreign language courses that explicitly engage in the self-conscious awareness of cultural and societal differences, traditions, and customs as an integral aspect of language study.

All students are required to complete ONE course that is part of the Exploring Diversity Initiative. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

By immersing students in foreign cultures, and often by furthering language acquisition, study abroad programs can offer a robust way to study cultural diversity. Students wishing to fulfill the EDI requirement via the completion of a study abroad program must submit a petition before departure proposing EDI credit for a particular course on their program, for particular experiences (such as independent research or a homestay), or for a specific language training program they will undertake while abroad. The petition will require students to describe how they believe their proposed study abroad experience will meet one or more of the goals of the Exploring Diversity Initiative; it will be considered by the Director of the Exploring Diversity Initiative working in concert with the Committee on Academic Standing.

The one-course EDI requirement must be met by all members of the classes of 2012 and 2013.

AFR 132(S)	Contemporary Africana Social and Political Philosophy (D)
AFR 155(F)	John Coltrane and the Revolutionary Tradition in African American Music (D)
AFR 156(S)	Thirteen Ways of Looking at Jazz (D) (W)
AFR 203(S)	A Survey of Modern African History (D)
AFR 211(F)	Race and the Environment (D)
AFR 216(S)	Black Politics in the United States (D)
AFR 217(S)	Race(ing) Sports: Issues, Themes and Representations of Black Athletes (D)
AFR 253(F)	Comparative Race and Ethnic Politics (D)
AFR 267(F)	Race in the Americas (D)
AFR 321(S)	Gender, Genre, and Sexuality in Afrodiasporic Literature (D)
AFR 323(F)	Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (D)
AFR 381(S)	From Civil Rights to Black Power (D)
AFR 403(S)	New Asian American, African American, Native American, and Latina/o Writing (D)
AFR 450(S)	Melville, Mark Twain, and Ellison (D)
AMST 101(S)	Artists Respond to Dangerous Times (D)
AMST 132(S)	Contemporary Africana Social and Political Philosophy (D)
AMST 155(F)	John Coltrane and the Revolutionary Tradition in African American Music (D)
AMST 156(S)	Thirteen Ways of Looking at Jazz (D) (W)
AMST 201(F)	Introduction to American Studies (D)
AMST 211(F)	Race and the Environment (D)
AMST 213(S)	Black Politics in the United States (D)
AMST 217(S)	Race(ing) Sports: Issues, Themes and Representations of Black Athletes (D)
AMST 240(S)	Latina/o Language and Literature: Hybrid Voices (D)
AMST 267(F)	Race in the Americas (D)
AMST 313(F)	Gender, Race, Beauty, and Power in the Age of Transnational Media (D)
AMST 323(F)	Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (D)
AMST 339(S)	Latina/o Musical Cultures and the Dynamics of the Everyday (D) (W)
AMST 377T(F)	From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (D) (W)
AMST 403(S)	New Asian American, African American, Native American, and Latina/o Writing (D)
AMST 408(F)	Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W)
AMST 469(F)	Notions of Race and Ethnicity in American Culture (D)
ANTH 101(F)	The Scope of Anthropology (D)
ANTH 244(S)	Globalizing India (D)
ANTH 248(F)	Body Politics, Gender and Religion in South Asia (D)
ANTH 290T(F)	Urban Space, Culture, and Power (D)
SOC 211(F)	Race and the Environment (D)
SOC 217(S)	Race(ing) Sports: Issues, Themes and Representations of Black Athletes (D)
SOC 267(F)	Race in the Americas (D)
ARAB 111(S)	Movers and Shakers in the Middle East (D) (W)
ARAB 207(F)	The Modern Middle East (D)
ARAB 228(F)	Modern Arabic Literature in Translation (D) (W)
ARAB 480T(F)	Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (D) (W)
ARTH 223(F)	Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (D)
ARTH 229(F)	From Analog to Digital: Historical Photography in Africa (D)
ARTS 101(S)	Artists Respond to Dangerous Times (D)
ASST 212(S)	Transforming the Middle Kingdom: China, 2000 BCE-1600 (D)
ASST 213(F)	Modern China, 1600-Present (D)
ASST 219(S)	Japanese Culture and History from Courtiers to Samurai and Beyond (D)
ASST 248(F)	Body Politics, Gender and Religion in South Asia (D)
ASST 321(F)	History of U.S.-Japan Relations (D)
CHIN 101(F)	Basic Chinese (D)
CHIN 102(S)	Basic Chinese (D)
CHIN 201(F)	Intermediate Chinese (D)
CHIN 202(S)	Intermediate Chinese (D)
CHIN 228(F)	Traditional Chinese Poetry (D) (W)
CHIN 301(F)	Upper-Intermediate Chinese (D)
CHIN 302(S)	Upper-Intermediate Chinese (D)
CHIN 401(F)	Advanced Chinese (D)
CHIN 402(S)	Advanced Chinese (D)
JAPN 101(F)	Elementary Japanese (D)
JAPN 102(S)	Elementary Japanese (D)
JAPN 201(F)	Intermediate Japanese (D)
JAPN 202(S)	Intermediate Japanese (D)
JAPN 219(S)	Japanese Culture and History from Courtiers to Samurai and Beyond (D)
JAPN 301(F)	Upper-Intermediate Japanese (D)
JAPN 302(S)	Upper-Intermediate Japanese (D)
JAPN 321(F)	History of U.S.-Japan Relations (D)
JAPN 401(F)	Advanced Japanese (D)
JAPN 402(S)	Advanced Japanese (D)
JAPN 405(F)	Thematic Reading and Writing in Japanese I (D)
JAPN 406(S)	Thematic Reading and Writing in Japanese II (D)
BIOL 134(F)	The Tropics: Biology and Social Issues (D)
BIOL 136(S)	Studying Human Genetic Diversity: Individuals, Populations, and 'Races'—Dangerous Biology (D)
COMP 104(S)	Critical Approaches to Theatre and Performance (D)
COMP 156(S)	Thirteen Ways of Looking at Jazz (D) (W)
COMP 208(S)	The Culture of Carnival (D)
COMP 210(S)	Latina/o Language and Literature: Hybrid Voices (D)
COMP 225(F)	Traditional Chinese Poetry (D) (W)
COMP 228(F)	Modern Arabic Literature in Translation (D) (W)
COMP 229(S)	Japanese Culture and History from Courtiers to Samurai and Beyond (D)
COMP 231T(F)	Postmodernism (D) (W)
COMP 237(S)	Gender and Desire 1200-1600 (D) (W)
COMP 304(S)	Gender, Genre, and Sexuality in Afrodiasporic Literature (D)
COMP 309T(S)	Exile, Homecoming and the Promised Land (D) (W)
COMP 313(F)	Gender, Race, Beauty, and Power in the Age of Transnational Media (D)
COMP 322(F)	Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (D)
COMP 338(S)	Latina/o Musical Cultures and the Dynamics of the Everyday (D) (W)
COMP 375(S)	New Asian American, African American, Native American, and Latina/o Writing (D)
ECON 240T(F)	Colonialism and Underdevelopment in South Asia (D) (W)
ECON 470(S)	The Indian Economy: Development and Social Justice (D)
ECON 473(S)	Microfinance (D) (Q)
ECON 520(S)	Microfinance (D) (Q)

ENGL 215(S) Race(ing) Sports: Issues, Themes and Representations of Black Athletes (D)  
 ENGL 223(S) Thirteen Ways of Looking at Jazz (D) (W)  
 ENGL 237(S) Gender and Desire 1200-1600 (D) (W)  
 ENGL 265(S) Topics in American Literature: Freedom and Captivity (D) (W)  
 ENGL 266T(F) Postmodernism (D) (W)  
 ENGL 313(S) Gender, Genre, and Sexuality in Afrodiasporic Literature (D)  
 ENGL 320(F) Shakespeare's Othello (D)  
 ENGL 356(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (D)  
 ENGL 375(S) New Asian American, African American, Native American, and Latina/o Writing (D)  
 ENGL 377T(F) From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (D) (W)  
 ENGL 450(S) Melville, Mark Twain, and Ellison (D)  
 ENVI 134(F) The Tropics: Biology and Social Issues (D)  
 ENVI 211(F) Race and the Environment (D)  
 ENVI 217(S) Environmental isms: Theory and Method in the Environmental Humanities (D)  
 GERM 316T(F) Wer ist wir?: Recent Debates over Multiculture in Germany (D) (W)  
 HIST 111(S) Movers and Shakers in the Middle East (D) (W)  
 HIST 143(F) Soccer and History in Latin America: Making the Beautiful Game (D) (W)  
 HIST 203(S) A Survey of Modern African History (D)  
 HIST 207(F) The Modern Middle East (D)  
 HIST 212(S) Transforming the Middle Kingdom: China, 2000 BCE-1600 (D)  
 HIST 213(F) Modern China, 1600-Present (D)  
 HIST 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (D)  
 HIST 286(S) Latina/o History From 1846 to the Present (D)  
 HIST 303(F) From Analog to Digital: Historical Photography in Africa (D)  
 HIST 321(F) History of U.S.-Japan Relations (D)  
 HIST 380(S) Comparative American Immigration History (D)  
 HIST 381(S) From Civil Rights to Black Power (D)  
 HIST 383(F) Whiteness and Race in the History of the United States (D)  
 HIST 469(F) Notions of Race and Ethnicity in American Culture (D)  
 HIST 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (D) (W)  
 INST 101(F) The Modern Middle East (D)  
 INST 211(S) Epidemiology and Global Health (D)  
 JWST 101(F) Judaism: Innovation and Tradition (D)  
 JWST 217(F) The Modern Middle East (D)  
 JWST 491T(S) Exile, Homecoming and the Promised Land (D) (W)  
 LATS 240(S) Latina/o Language and Literature: Hybrid Voices (D)  
 LATS 286(S) Latina/o History From 1846 to the Present (D)  
 LATS 313(F) Gender, Race, Beauty, and Power in the Age of Transnational Media (D)  
 LATS 338(S) Latina/o Musical Cultures and the Dynamics of the Everyday (D) (W)  
 LATS 403(S) New Asian American, African American, Native American, and Latina/o Writing (D)  
 LATS 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W)  
 LEAD 150(S) Movers and Shakers in the Middle East (D) (W)  
 MUS 155(F) John Coltrane and the Revolutionary Tradition in African American Music (D)  
 MUS 156(S) Thirteen Ways of Looking at Jazz (D) (W)  
 MUS 278T(F) Carmen, 1845 to Now (D) (W)  
 PHIL 320(S) Recent Continental Feminist Theory (D)  
 PHIL 327T(S) Foucault (D) (W)  
 PSCI 132(S) Contemporary Africana Social and Political Philosophy (D)  
 PSCI 213(S) Black Politics in the United States (D)  
 PSCI 253(F) Comparative Race and Ethnic Politics (D)  
 PSYC 349(S) Progress and Problems in Intergroup Interaction (D)  
 REL 203(F) Judaism: Innovation and Tradition (D)  
 REL 239(F) The Modern Middle East (D)  
 REL 248(F) Body Politics, Gender and Religion in South Asia (D)  
 REL 289T(S) Exile, Homecoming and the Promised Land (D) (W)  
 RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)  
 RLSP 308(F) The Subject of Empire: Race, Gender and Power in the Colonial Era (D)  
 RLSP 318(S) Three Spanish Medieval Masterpieces and the Myth of Co-existence (D)  
 THEA 104(S) Critical Approaches to Theatre and Performance (D)  
 THEA 205(S) The Culture of Carnival (D)  
 THEA 320(F) Shakespeare's Othello (D)  
 WGSS 101(F) Women's, Gender and Sexuality Studies (D) (W)  
 WGSS 202(S) Introduction to Sexuality Studies (D)  
 WGSS 230(F) Gender, Sexuality, and Global HIV/AIDS (D)  
 WGSS 237(S) Gender and Desire 1200-1600 (D) (W)  
 WGSS 248T(F) Carmen, 1845 to Now (D) (W)  
 WGSS 249(F) Body Politics, Gender and Religion in South Asia (D)  
 WGSS 301(F) Sexual Economies (D)  
 WGSS 302(S) Global Sexualities (D)  
 WGSS 304(S) Gender, Genre, and Sexuality in Afrodiasporic Literature (D)  
 WGSS 313(F) Gender, Race, Beauty, and Power in the Age of Transnational Media (D)  
 WGSS 321(S) Recent Continental Feminist Theory (D)  
 WGSS 327T(S) Foucault (D) (W)  
 WGSS 383(F) Whiteness and Race in the History of the United States (D)

## QUANTITATIVE/FORMAL REASONING COURSES

Williams students should be adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. Prior to their senior year, all students must satisfactorily complete a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q)”. Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Courses that may be used to meet the requirement in 2012-2013:

ARTS 107(S) Creating Games (Q)  
 ASTR 111(F) Introduction to Astrophysics (Q)  
 ASTR 402(S) Between the Stars: The Interstellar Medium (Q)  
 BIMO 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)  
 BIMO 322(S) Biochemistry II: Metabolism (Q)  
 BIOL 202(F) Genetics (Q)  
 BIOL 203(F) Ecology (Q)  
 BIOL 302(F) Communities and Ecosystems (Q)  
 BIOL 305(S) Evolution (Q)  
 BIOL 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)  
 BIOL 322(S) Biochemistry II: Metabolism (Q)  
 CHEM 151(F) Introductory Concepts of Chemistry (Q)  
 CHEM 153(F) Introductory Concepts of Chemistry: Advanced Section (Q)  
 CHEM 155(F) Principles of Modern Chemistry (Q)  
 CHEM 156(S) Organic Chemistry: Introductory Level (Q)  
 CHEM 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)  
 CHEM 322(S) Biochemistry II: Metabolism (Q)  
 CSCI 102T(F) The Socio-Techno Web (Q)

CSCI 107(S) Creating Games (Q)  
 CSCI 134(F) Introduction to Computer Science (Q)  
 CSCI 136(F) Data Structures and Advanced Programming (Q)  
 CSCI 237(F) Computer Organization (Q)  
 CSCI 256(S) Algorithm Design and Analysis (Q)  
 CSCI 315(S) Computational Biology (Q)  
 CSCI 334(S) Principles of Programming Languages (Q)  
 CSCI 336T(F) Computer Networks (Q)  
 CSCI 361(F) Theory of Computation (Q)  
 CSCI 371(F) Computer Graphics (Q)  
 CSCI 374(S) T Machine Learning (Q)  
 CSCI 432(S) Operating Systems (Q)  
 ECON 110(F) Principles of Microeconomics (Q)  
 ECON 120(F) Principles of Macroeconomics (Q)  
 ECON 213(F) Introduction to Environmental and Natural Resources Economics (Q)  
 ECON 251(F) Price and Allocation Theory (Q)  
 ECON 252(F) Macroeconomics (Q)  
 ECON 255(F) Econometrics (Q)  
 ECON 386(S) Environmental Policy and Natural Resource Management (Q)  
 ECON 453(S) Research in Labor Economics (Q)  
 ECON 471(F) Topics in Advanced Econometrics (Q)  
 ECON 473(S) Microfinance (D) (Q)  
 ECON 475(F) Advanced Microeconomic Theory (Q)  
 ECON 513(S) Empirical Methods in Macroeconomics (Q)  
 ECON 514(S) Tax Policy in Emerging Markets (Q)  
 ECON 518(S) Environmental Policy and Natural Resource Management (Q)  
 ECON 520(S) Microfinance (D) (Q)  
 ENVI 108(S) Energy Science and Technology (Q)  
 ENVI 203(F) Ecology (Q)  
 ENVI 213(F) Introduction to Environmental and Natural Resources Economics (Q)  
 ENVI 312(F) Communities and Ecosystems (Q)  
 ENVI 386(S) Environmental Policy and Natural Resource Management (Q)  
 INTR 315(S) Computational Biology (Q)  
 MATH 103(F) Calculus I (Q)  
 MATH 104(F) Calculus II (Q)  
 MATH 105(F) Multivariable Calculus (Q)  
 MATH 106(F) Multivariable Calculus (Q)  
 MATH 113(F) The Beauty of Numbers (Q)  
 MATH 209(S) Differential Equations (Q)  
 MATH 210(S) Mathematical Methods for Scientists (Q)  
 MATH 211(F) Linear Algebra (Q)  
 MATH 251(F) Discrete Mathematics (Q)  
 MATH 285T(F) Teaching Mathematics (Q)  
 MATH 301(F) Real Analysis (Q)  
 MATH 302T(F) Complex Analysis (Q)  
 MATH 305(S) Applied Real Analysis (Q)  
 MATH 312(S) Abstract Algebra (Q)  
 MATH 313(F) Introduction to Number Theory (Q)  
 MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q)  
 MATH 317(F) Applied Abstract Algebra (Q)  
 MATH 324T(S) Topology (Q)  
 MATH 327(S) Computational Geometry (Q)  
 MATH 341(F) Probability (Q)  
 MATH 361(F) Theory of Computation (Q)  
 MATH 373(F) Investment Mathematics (Q)  
 MATH 402(S) Measure Theory and Probability (Q)  
 MATH 416(F) Advanced Applied Linear Algebra (Q)  
 MATH 425T(F) Riemannian Geometry (Q)  
 MATH 433(S) Mathematical Modeling and Control Theory (Q)  
 MATH 436T(F) Chaos and Fractals (Q)  
 STAT 101(F) Elementary Statistics and Data Analysis (Q)  
 STAT 201(F) Statistics and Data Analysis (Q)  
 STAT 202(S) Introduction to Statistical Modeling (Q)  
 STAT 231T(F) Statistical Design of Experiments (Q)  
 STAT 341(S) Bayesian Statistics (Q)  
 STAT 346(F) Regression and Forecasting (Q)  
 STAT 360(F) Statistical Inference (Q)  
 STAT 440(S) Categorical Data Analysis (Q)  
 PHIL 203(S) Logic and Language (Q)  
 PHYS 108(S) Energy Science and Technology (Q)  
 PHYS 131(F) Introduction to Mechanics (Q)  
 PHYS 132(S) Electromagnetism and the Physics of Matter (Q)  
 PHYS 141(F) Mechanics and Waves (Q)  
 PHYS 142(S) Foundations of Modern Physics (Q)  
 PHYS 151(F) Seminar in Modern Physics (Q)  
 PHYS 201(F) Electricity and Magnetism (Q)  
 PHYS 202(S) Vibrations, Waves and Optics (Q)  
 PHYS 210(S) Mathematical Methods for Scientists (Q)  
 PHYS 231T(F) Facts of Life (Q)  
 PHYS 301(F) Quantum Physics (Q)  
 PHYS 302(S) Stat Mechanics & Thermodynamics (Q)  
 PHYS 308(S) Energy Science and Technology, Advanced Section (Q)  
 PHYS 315(S) Computational Biology (Q)  
 PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q)  
 PHYS 321(F) Introduction to Particle Physics (Q)  
 PHYS 402T(S) Applications of Quantum Mechanics (Q)  
 PHYS 411T(F) Classical Mechanics (Q)  
 POEC 253(F) Empirical Methods in Political Economy (Q)  
 PSYC 201(F) Experimentation and Statistics (Q)

## THE WILLIAMS TUTORIAL PROGRAM

The Tutorial Program offers Williams students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials at the 100/200 level are designed primarily for first-year students and sophomores; they are usually given enrollment preference for such courses, though interested juniors and seniors are often welcome. Tutorials at the 300/400 level are designed primarily for juniors and seniors (and, often, for majors in the discipline); first-year students and sophomores are welcome to apply, but are urged to consult the instructor before registering.

Tutorials place much greater weight than do regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized. Tutorials are usually limited to ten students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students' independent work. But the heart of every tutorial course is the weekly meeting of the two students with the instructor.

At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

*Registration information:* Students pre-register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 PM on the day before the first scheduled day of organizational meetings each semester. It is therefore important that students determine, before the start of the term, their interest in and commitment to the course. If they are uncertain whether they wish to take the tutorial, they should consult with the instructor. Tutorials may not be taken on a pass/fail basis.

## TUTORIALS OFFERED 2012-2013

**ANTH 266T(S) Cultural Evolution (W)**

M. F. BROWN

**ANTH 290T(F) Urban Space, Culture, and Power (W)**

SEARLE

**SOC 304T(S) Religion, Identity, and Place (Same as REL 324T) (W)**

MANGLOS

**ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)**

FILIPCZAK

**ARTH 461T(S) Writing about Bodies (Same as INTR 461 and WGSS 461) (W)**

OCKMAN

**ARTS 211T(S) (formerly 111) Photographic Montage and Collage**

LALEIAN

**ARTS 333T(F) Narrative Strategies (Same as COMP 333)**

ALI

**ARTS 340T(S) Erasure**

EPPING

**ARTS 365T(F) Multiples and Painting**

TAKENAGA

**ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)**

KWITTER

**BIOL 219T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)**

BANTA

**BIOL 405T(F) Sociobiology (W)**

MORALES

**COMP 231T(F) Postmodernism (Same as ENGL 266T) (W) (D)**

C. BOLTON

**COMP 259T(S) Adultery in the Nineteenth-Century Novel (Same as ENGL 261 and WGSS 259) (W)**

CASSIDAY

**CSCI 102T(F) The Socio-Techno Web (Q)**

ALBRECHT

**CSCI 336T(F) Computer Networks (Q)**

MURTAGH

**CSCI 374T(S) Machine Learning (Q)**

DANYLUK

**BIOL 219T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)**

BANTA

**ECON 390T(F) Financial Crises: Causes and Cures (W)**

CAPRIO

**HIST 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (Same as ARAB 480) (W) (D)**

BERNHARDSSON

**HIST 490T(F) Memory, History, and the Extermination of the Jews of Europe: Dangerous History (Same as JWST 490T) (W)**

GARBARINI

**INST 210T(S) Violence and Public Health (W)**

K. EDWARDS

**MUS 273T(S) Dangerous Music (W)**

HIRSCH

**PSCI 206T(S) Dangerous Leadership in American Politics (Same as LEAD 206) (W)**

MELLOW



**PSYC 317T(S)** Nature via Nurture: The Psychobiology of Danger  
ZIMMERBERG

**ECON 228T(F)** Water as a Scarce Resource (Same as ENVI 228) (W)  
BRADBURY

**ECON 240T(F)** Colonialism and Underdevelopment in South Asia (D) (W)  
SWAMY

**ECON 357T(S)** The Economics of Higher Education  
ZIMMERMAN

**ECON 390T(F)** Financial Crises: Causes and Cures (W)  
CAPRIO

**ECON 391T(S)** Economic Analysis of Housing Markets (W)  
S. SHEPPARD

**ECON 532T(S)** Inclusive Growth: The Role of Social Safety Nets  
SAMSON

**ECON 534T(S)** Long Term Fiscal Challenges  
HELLER

**ECON 535T(S)** International Financial Institutions  
HANSON

**ENGL 207T(S)** Hollywood Directors: Hawks, Lubitsch, and Sturges (W)  
TIFFT

**ENGL 229T(F)** Elegies (W)  
FIX

**ENGL 335T(F)** Manners, Modernity, and the Novel (Same as COMP 335) (W)  
MCWEENY

**ENGL 372T(F)** American Modernist Fiction (Same as AMST 372T) (W)  
LIMON

**ENGL 377T(F)** From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (Same as AMST 377) (W) (D)  
SCHLEITWILER

**GERM 315T(S)** German Film (W)  
COLLENBERG-GONZALEZ

**GERM 316T(F)** "Wer ist wir?": Recent Debates over Multiculture in Germany (D) (W)  
DRUXES

**HIST 135T(F)** The Great War, 1914-1918 (Same as LEAD 135T) (W)  
WOOD

**HIST 480T(F)** Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (Same as ARAB 480) (W) (D)  
BERNHARDSSON

**HIST 485T(S)** Stalinist Terror and the New Man (W)  
FISHZON

**HIST 487T(S)** The Second World War: Origins, Course, Outcomes, and Meaning (W)  
WOOD

**HIST 490T(F)** Memory, History, and the Extermination of the Jews of Europe: Dangerous History (Same as JWST 490T) (W)  
GARBARINI

**INST 210T(S)** Violence and Public Health (W)  
K. EDWARDS

**MATH 102T(F)** Foundations in Quantitative Skills  
S. JOHNSON

**MATH 285T(F)** Teaching Mathematics (Q)  
BURGER

**MATH 302T(F)** Complex Analysis (Q)  
GLUBOKOV

**MATH 324T(S)** Topology (Q)  
SILVA

**MATH 425T(F)** Riemannian Geometry (Q)  
MORGAN

**MATH 436T(F)** (*formerly 306*) Chaos and Fractals (Q)  
SILVA

**STAT 231T(F)** Statistical Design of Experiments (Q)  
GLUBOKOV

**MUS 205T(F), 206T(S)** (*formerly 203T, 204T*) Composition I and II  
First Semester: PEREZ VELAZQUEZ  
Second Semester: KECHLEY

**MUS 273T(S)** Dangerous Music (W)  
HIRSCH

**MUS 278T(F)** (*formerly 246T*) Carmen, 1845-Now (Same as WGSS 248T) (W) (D)  
BLOXAM

**PHIL 213T(F)** Biomedical Ethics (W)  
PEDRONI

**PHIL 238T(F)** Just War Theory, Terrorism, and Weapons of Mass Destruction (Same as PSCI 237) (W)  
WHITE

**PHIL 272T(F)** Free Will and Responsibility (W)  
BARRY

**PHIL 289T(S)** Socrates (Same as CLAS 289)  
MCPARTLAND

**PHIL 291T(S)** Violence: Its Trajectory and Its Causes (W)  
WHITE

**PHIL 327T(S)** Foucault (Same as WGSS 327) (W) (D)  
SAWICKI

**PHIL 393T(F)** Nietzsche and His Legacy (W)  
SAWICKI

**PHYS 231T(F) Facts of Life (Q)**  
AALBERTS

**PHYS 402T(S) Applications of Quantum Mechanics (Q)**  
K. JONES

**PHYS 411T(F) Classical Mechanics (Q)**  
SEIFERT

**PSCI 206T(S) Dangerous Leadership in American Politics (Same as LEAD 206) (W)**  
MELLOW

**PSCI 229(S) Global Political Economy**  
KIGGINS

**PSCI 344T(S) The Political Theory of Liberal Economics (W)**  
MACDONALD

**PSCI 362T(S) The Wilsonian Tradition in American Foreign Policy (Same as LEAD 362) (W)**  
MCALLISTER

**PSYC 317T(S) Nature via Nurture: The Psychobiology of Danger**  
ZIMMERBERG

**PSYC 319T(F) Neurofiction**  
P. SOLOMON

**PSYC 334T(F) Magic, Superstition, and Belief (W)**  
KAVANAUGH

**REL 228T(F) North American Apocalyptic Thought (Same as AMST 228T) (W)**  
SHUCK

**REL 289T(S) (formerly 309) Exile, Homecoming and the Promised Land (Same as COMP 309T and JWST 491T(W) (D)**  
HAMMERSCHLAG

**REL 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T, and WGSS 326T) (W)**  
HIDALGO

**RLFR 320T(S) Slums and Housing Projects: Writing Urban Margins in French and Francophone Literature (W)**  
PIEPRZAK

Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

The Center for Development Economics is offering four graduate-level courses (ECON 532T, ECON 534T, ECON 535T) in the tutorial format. Interested undergraduates should consult the course description and the instructor for eligibility.

The College acknowledges with deepest gratitude those classes and individuals who have created generous endowments to support tutorials at Williams:

**The Class of 1953**  
**The Class of 1954**  
**The Class of 1964**  
**The Class of 1979**  
**Hugh Germanetti 1954**  
**David A. Gray 1954**  
**Robert L. Guyett 1958**  
**The Hunter Family**  
**John D. Mabie 1954**  
**John H. Simpson 1979**  
**The Testa Family**  
**Tutorial Honoring Williams Health Center Nurses**

## WRITING-INTENSIVE COURSES

Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

Courses that may be used to meet the requirement in 2012-2013:

AFR 104(S) Travel Narratives and African History (W)  
 AFR 108(S) What Passes for Freedom?: Mixed-Race Figures in U.S. Culture (W)  
 AFR 129(S) Twentieth-Century Black Poets (W)  
 AFR 156(S) Thirteen Ways of Looking at Jazz (D) (W)  
 AFR 220(F) Introduction to African American Writing (W)  
 AFR 222(F) Modern African Societies (W)  
 AMST 107(S) What Passes for Freedom?: Mixed-Race Figures in U.S. Culture (W)  
 AMST 144(S) American Ethnic Detective Fictions and Variations (W)  
 AMST 156(S) Thirteen Ways of Looking at Jazz (D) (W)  
 AMST 220(F) Introduction to African American Writing (W)  
 AMST 228T(F) North American Apocalyptic Thought (W)  
 AMST 272(S) American Postmodern Fiction (W)  
 AMST 318(S) California: Myths, Peoples, Places (W)  
 AMST 339(S) Latina/o Musical Cultures and the Dynamics of the Everyday (D) (W)  
 AMST 340(F) Reading Americans Reading (W)  
 AMST 372T(F) American Modernist Fiction (W)  
 AMST 377T(F) From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (D) (W)  
 AMST 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W)  
 ANTH 266T(S) Cultural Evolution (W)  
 ANTH 324(F) Empires of Antiquity (W)  
 ANTH 326(S) Financial Lives (W)  
 ANTH 330(F) Materiality and Meaning (W)  
 SOC 220(F) Modern African Societies (W)  
 SOC 291(S) Religion and the American Environmental Imagination (W)  
 SOC 303(F) Cultures of Climate Change (W)  
 SOC 304T(S) Religion, Identity, and Place (W)  
 ARAB 111(S) Movers and Shakers in the Middle East (D) (W)  
 ARAB 228(F) Modern Arabic Literature in Translation (D) (W)  
 ARAB 232(S) The Texting of the Divine: Language and Imagination in Islamic Thought (W)  
 ARAB 233(S) Introduction to Classical Arabic Literature (W)  
 ARAB 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (D) (W)  
 ARTH 230(F) Materiality and Meaning (W)  
 ARTH 265(S) Pop Art (W)  
 ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)  
 ARTH 376(S) The Path to Enlightenment: Zen and Zen Art In China and Japan (W)  
 ARTH 404(F) The Enemies of Impressionism, 1870-1900 (W)

ARTH 461T(S) Writing about Bodies (W)  
 ARTS 284(S) Writing for Film, Video, and Performance (W)  
 ASST 115(S) The World of the Mongol Empire (W)  
 ASST 376(S) The Path to Enlightenment: Zen and Zen Art In China and Japan (W)  
 CHIN 228(F) Traditional Chinese Poetry (D) (W)  
 ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)  
 BIMO 401(S) Topics in Biochemistry and Molecular Biology (W)  
 BIOL 219T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)  
 BIOL 405T(F) Sociobiology (W)  
 CHEM 342(S) Synthetic Organic Chemistry (W)  
 CLAS 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (W)  
 COMP 111(F) The Nature of Narrative (W)  
 COMP 117(F) Introduction to Cultural Theory (W)  
 COMP 139(F) Metafiction (W)  
 COMP 156(S) Thirteen Ways of Looking at Jazz (D) (W)  
 COMP 206(S) The Book of Job and Joban Literature (W)  
 COMP 213(S) Reading Jesus, Writing Gospels: Christian Origins in Context (W)  
 COMP 225(F) Traditional Chinese Poetry (D) (W)  
 COMP 228(F) Modern Arabic Literature in Translation (D) (W)  
 COMP 231T(F) Postmodernism (D) (W)  
 COMP 233(S) Introduction to Classical Arabic Literature (W)  
 COMP 237(S) Gender and Desire 1200-1600 (D) (W)  
 COMP 240(S) Introduction to Literary Theory (W)  
 COMP 259T(S) Adultery in the Nineteenth-Century Novel (W)  
 COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (W)  
 COMP 283(F) Great Big Books (W)  
 COMP 309T(S) Exile, Homecoming and the Promised Land (D) (W)  
 COMP 326T(S) Queer Temporalities (W)  
 COMP 328(S) California: Myths, Peoples, Places (W)  
 COMP 335T(F) Manners, Modernity, and the Novel (W)  
 COMP 338(S) Latina/o Musical Cultures and the Dynamics of the Everyday (D) (W)  
 ECON 228T(F) Water as a Scarce Resource (W)  
 ECON 240T(F) Colonialism and Underdevelopment in South Asia (D) (W)  
 ECON 390T(F) Financial Crises: Causes and Cures (W)  
 ECON 391T(S) Economic Analysis of Housing Markets (W)  
 ENGL 105(F) Poetry and Magic (W)  
 ENGL 108(S) What Passes for Freedom?: Mixed-Race Figures in U.S. Culture (W)  
 ENGL 109(F) Complaints, Rants, and Grievances (W)  
 ENGL 111(F) Poetry and Politics (W)  
 ENGL 114(F) Literary Speakers (W)  
 ENGL 116(F) The Ethics of Fiction (W)  
 ENGL 117(F) Introduction to Cultural Theory (W)  
 ENGL 120(F) The Nature of Narrative (W)  
 ENGL 129(S) Twentieth-Century Black Poets (W)  
 ENGL 133(S) New Poetry (W)  
 ENGL 135(F) Vengeance (W)  
 ENGL 139(F) Metafiction (W)  
 ENGL 140(F) Catastrophe/Apocalypse: The Movie (W)  
 ENGL 144(S) American Ethnic Detective Fictions and Variations (W)  
 ENGL 150(S) Expository Writing (W)  
 ENGL 154(F) New American Fiction (W)  
 ENGL 207T(S) Hollywood Directors: Hawks, Lubitsch, and Sturges (W)  
 ENGL 214(S) Playwriting (W)  
 ENGL 218(S) Forms of Violence (W)  
 ENGL 220(F) Introduction to African American Writing (W)  
 ENGL 222(S) Lyric Poetry (W)  
 ENGL 223(S) Thirteen Ways of Looking at Jazz (D) (W)  
 ENGL 225(F) Romanticism and Modernism (W)  
 ENGL 229T(F) Elegies (W)  
 ENGL 230(S) Introduction to Literary Theory (W)  
 ENGL 231(F) Literature of the Sea (W)  
 ENGL 232(F) The Art of the Long Story (W)  
 ENGL 233(F) Great Big Books (W)  
 ENGL 237(S) Gender and Desire 1200-1600 (D) (W)  
 ENGL 258(F) Poetry and the City (W)  
 ENGL 261T(S) Adultery in the Nineteenth-Century Novel (W)  
 ENGL 265(S) Topics in American Literature: Freedom and Captivity (D) (W)  
 ENGL 266T(F) Postmodernism (D) (W)  
 ENGL 267(F) The Art of Satire (W)  
 ENGL 272(S) American Postmodern Fiction (W)  
 ENGL 335T(F) Manners, Modernity, and the Novel (W)  
 ENGL 340(F) Reading Americans Reading (W)  
 ENGL 372T(F) American Modernist Fiction (W)  
 ENGL 377T(F) From Third Worldism to Transnationalism: The First Five Decades of Asian American Studies (D) (W)  
 ENVI 228T(F) Water as a Scarce Resource (W)  
 ENVI 291(S) Religion and the American Environmental Imagination (W)  
 ENVI 303(F) Cultures of Climate Change (W)  
 ENVI 318(S) California: Myths, Peoples, Places (W)  
 GEOS 302(S) Sedimentology (W)  
 GERM 315T(S) German Film (W)  
 GERM 316T(F) Wer ist wir?: Recent Debates over Multiculture in Germany (D) (W)  
 HIST 104(S) Travel Narratives and African History (W)  
 HIST 111(S) Movers and Shakers in the Middle East (D) (W)  
 HIST 115(S) The World of the Mongol Empire (W)  
 HIST 130(F) The First Crusade (W)  
 HIST 135T(F) The Great War, 1914-1918 (W)  
 HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)  
 HIST 143(F) Soccer and History in Latin America: Making the Beautiful Game (D) (W)  
 HIST 157(S) From Powhatan to Lincoln: Discovering Leadership in a New World (W)  
 HIST 165(S) Going Nuclear: American Culture in the Atomic Age (W)  
 HIST 168(F) 1968-1969: Two Years in America (W)  
 HIST 352(F) America and the Sea, 1600-Present (W)  
 HIST 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (D) (W)  
 HIST 485T(S) Stalinist Terror and the New Man (W)  
 HIST 487T(S) The Second World War: Origins, Course, Outcomes, and Meaning (W)  
 HIST 490T(F) Memory, History, and the Extermination of the Jews of Europe: Dangerous History (W)  
 INTR 461T(S) Writing about Bodies (W)  
 INST 210T(S) Violence and Public Health (W)  
 JWST 206(S) The Book of Job and Joban Literature (W)  
 JWST 490T(F) Memory, History, and the Extermination of the Jews of Europe: Dangerous History (W)  
 JWST 491T(S) Exile, Homecoming and the Promised Land (D) (W)  
 JLST 401(S) Senior Seminar: Trials and Transitions (W)  
 LATS 318(S) California: Myths, Peoples, Places (W)

LATS 338(S) Latina/o Musical Cultures and the Dynamics of the Everyday (D) (W)  
 LATS 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W)  
 LATS 426(T(S) Queer Temporalities (W)  
 LEAD 135(T(F) The Great War, 1914-1918 (W)  
 LEAD 150(S) Movers and Shakers in the Middle East (D) (W)  
 LEAD 157(S) From Powhatan to Lincoln: Discovering Leadership in a New World (W)  
 LEAD 165(S) Going Nuclear: American Culture in the Atomic Age (W)  
 LEAD 206(T(S) Dangerous Leadership in American Politics (W)  
 LEAD 362(T(S) The Wilsonian Tradition in American Foreign Policy (W)  
 LEAD 365(S) U.S. Grand Strategy (W)  
 MAST 231(F) Literature of the Sea (W)  
 MAST 352(F) America and the Sea, 1600-Present (W)  
 MUS 156(S) Thirteen Ways of Looking at Jazz (D) (W)  
 MUS 273(T(S) Dangerous Music (W)  
 MUS 278(T(F) Carmen, 1845 to Now (D) (W)  
 PHIL 112(F) Philosophy and Human Nature (W)  
 PHIL 117(S) Arguing about God (W)  
 PHIL 121(F) Truth, Goodness, and Beauty (W)  
 PHIL 122(F) Philosophical Approaches to Contemporary Moral Issues (W)  
 PHIL 123(F) Objectivity in Ethics (W)  
 PHIL 126(F) Paradoxes (W)  
 PHIL 212(S) Ethics and Reproductive Technologies (W)  
 PHIL 213(T(F) Biomedical Ethics (W)  
 PHIL 217(S) Philosophy of Animal Life (W)  
 PHIL 238(T(F) Just War Theory, Terrorism, and Weapons of Mass Destruction (W)  
 PHIL 272(T(F) Free Will and Responsibility (W)  
 PHIL 291(T(S) Violence: Its Trajectory and Its Causes (W)  
 PHIL 327(T(S) Foucault (D) (W)  
 PHIL 331(F) Contemporary Epistemology (W)  
 PHIL 335(S) Contemporary Metaethics (W)  
 PHIL 393(T(F) Nietzsche and His Legacy (W)  
 PSCI 206(T(S) Dangerous Leadership in American Politics (W)  
 PSCI 237(T(F) Just War Theory, Terrorism, and Weapons of Mass Destruction (W)  
 PSCI 308(S) In Search of the American State (W)  
 PSCI 344(T(S) The Political Theory of Liberal Economics (W)  
 PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)  
 PSCI 362(T(S) The Wilsonian Tradition in American Foreign Policy (W)  
 PSCI 365(S) U.S. Grand Strategy (W)  
 PSCI 420(F) Senior Seminar: Human Rights in International Politics and Law (W)  
 PSCI 420(S) Senior Seminar: Trials and Transitions (W)  
 PSYC 334(T(F) Magic, Superstition, and Belief (W)  
 PSYC 337(S) Temperament and Biobehavioral Development (W)  
 REL 206(S) The Book of Job and Joban Literature (W)  
 REL 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (W)  
 REL 214(F) History of Christian Thought: Late Antiquity and the Early Middle Ages (W)  
 REL 215(S) History of Christian Thought: High Middle Ages and Early Modernity (W)  
 REL 228(T(F) North American Apocalyptic Thought (W)  
 REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (W)  
 REL 232(S) The Texting of the Divine: Language and Imagination in Islamic Thought (W)  
 REL 252(S) The Path to Enlightenment: Zen and Zen Art In China and Japan (W)  
 REL 284(S) What's At Work? (W)  
 REL 289(T(S) Exile, Homecoming and the Promised Land (D) (W)  
 REL 291(S) Religion and the American Environmental Imagination (W)  
 REL 305(S) Foucault (W)  
 REL 318(S) California: Myths, Peoples, Places (W)  
 REL 324(T(S) Religion, Identity, and Place (W)  
 REL 325(S) Memory, Repetition, Forgetting (W)  
 REL 326(T(S) Queer Temporalities (W)  
 REL 385(S) Ethics after the Shoah (W)  
 RLFR 320(T(S) Slums and Housing Projects: Writing Urban Margins in French and Francophone Literature (W)  
 THEA 214(S) Playwriting (W)  
 THEA 284(S) Writing for Film, Video, and Performance (W)  
 WGSS 101(F) Women's, Gender and Sexuality Studies (D) (W)  
 WGSS 212(S) Ethics and Reproductive Technologies (W)  
 WGSS 237(S) Gender and Desire 1200-1600 (D) (W)  
 WGSS 248(T(F) Carmen, 1845 to Now (D) (W)  
 WGSS 259(T(S) Adultery in the Nineteenth-Century Novel (W)  
 WGSS 326(T(S) Queer Temporalities (W)  
 WGSS 327(T(S) Foucault (D) (W)  
 WGSS 461(T(S) Writing about Bodies (W)

## WINTER STUDY PROGRAM

### REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2012-2013 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than January 25, 2013. *Only the Dean can grant an extension beyond this date.*

### WINTER STUDY 99'S

Sophomores, juniors and seniors are eligible to propose "99's," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in foreign and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99's involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown.

99 forms are available online: <http://www.williams.edu/Registrar/winterstudy/99direct.html>

The deadline for submitting the proposals to faculty sponsors is September 27, 2012.

### AFRICANA STUDIES

#### AFR 13 The Political Theology of Bob Marley (same as PSCI 13 and REL 13)

The Jamaican thinker Nesta Robert ("Bob") Marley was one of the twentieth century's foremost figures. During his short life, Marley became arguably the most visible member of the Rastafari movement and a critical voice in global discourses surrounding war, peace, human rights, freedom, and the role of religion in politics. This course brings together two sets of literatures that are currently experiencing a resurgence in intellectual inquiry: the first, scholarship on political theology and debates concerning tensions between religiosity and secularism in the public realm; and the second, the political philosophy of Rastafari. We will analyze documentaries, written texts, and audio-visual works on the life and times of Marley. This shall include the study of Marley before his conversion to Rastafari, the impact of the Wailers on his political theology, rebel music, messianism, the influence of non-state actors on state policies, the transformation in Marley's thought after membership in Rastafari, Marley's subsequent parting with the Wailers, and the devotion of substantial time internationally in the latter years to Pan-Africanism and humanitarianism across color lines. Guest lectures by select scholars and personages with intimate knowledge of Marley, political philosophy, and religion in the public sphere will serve to enrich our collective experience. A goal of this Winter Study is provide students with the context to ascertain the unique contributions of Marley to political theology, Rastafari, lyrical thought, and contemporary discussions in global politics over three decades since Marley's untimely death.

Format: lecture and discussion

Evaluation will be based upon class participation, leading one discussion on an assigned reading or audio-visual text, and an 8-page Final Paper.

No prerequisites, though students who took the lecture course, "Rastafari," are encouraged to enroll.

Cost: \$50 for books and music.

Enrollment limit: 20.

Meeting time: afternoons, two hours per session, Tues/Wed/Thurs.

ROBERTS

#### AFR 14 Africa, Islam, and the Novel (Same as HIST 14 and REL 14)

(See under HIST 14 for full description.)

#### AFR 25 Touring Black Religion in the 'New' South (Same as Religion 26)

This course will give students the unique opportunity to explore the question—"What is black religion?"—from the inside. We will travel to the west coast of Florida to visit three very different church communities—a small mainstream denominational church, a Pentecostal-holiness church, and a mega-church—in order to understand the modern features of Black Protestant religion as expressed in the 'New' South. Students are expected to enter as critical participant-observers who will take part in worship services and speak to local residents to assess the role each of the churches play in their respective communities. In addition to learning about black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to black religious experience including Eatonville, the home of Zora Neale Hurston. While no previous experience (or religious affiliation) is necessary, we especially invite students who are interesting in experiential learning.

Evaluation will be based on a field journal (presented in a blog format) and an oral presentation during colloquies.

No prerequisites. *Enrollment limit: 10. Not open to first-year students.*

Cost: \$2,930.

JAMES MANIGAULT-BRYANT and RHON MANIGAULT-BRYANT

#### AFR 30 Senior Project

To be taken by students registered for Africana Studies 491 who are candidates for honors.

### AMERICAN STUDIES

#### AMST 13 Virtual Communities: Ethno-Racial Identity, Gender, and Class Online (Same as LATS 13 and WGSS 13)

(See under LATS 13 for full description.)

#### AMST 15 Contemporary American Songwriting (Same as Special 15)

(See under SPEC 15 for full description.)

#### AMST 16 Narratives of Terror: 9/11 in the American Cultural Imagination (Same as ARAB 15 and COMP 15)

(See under ARAB 15 for full description.)

#### AMST 26 Teaching, Doctoring and Living With Refugees and Immigrants (Same as HIST 26 and SPEC 26)

(See under SPEC 26 for full description.)

#### AMST 30 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

### ANTHROPOLOGY AND SOCIOLOGY

#### ANSO 11 Berkshire Farm Internship

An experiential field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment program for adolescent males with traumatic histories impacting their ability to function successfully in their home, school and community environment. The youth have either been remanded by the Family Court System or placed through their School District for treatment and intervention. These youths come primarily from lower

socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The issues that bring them to placement are mainly a result of the psychological scars developed from physical, emotional, and sexual abuse. The manifested behaviors include chemical dependency, juvenile delinquency, inability to function in the school setting, inability to follow the rules at home, running away and/or mental health issues. The residential treatment model is strength based and focuses on teaching healthy decision making.

Williams students will commute to Berkshire Farm and work under supervision in various settings including school, cottage life, recreation, adventure-based therapy, animal husbandry or individual tutoring. The students are responsible to be proactive in developing their learning experience.

Requirements: students will be responsible to coordinate transportation among their classmates (van licenses to secure a college van is recommended), 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 or arrange a campus tour with the Berkshire Center youth.

Prerequisites: YOU MUST REVIEW THE WEBSITE AT [www.berkshirefarm.org](http://www.berkshirefarm.org), COMPLETE THE APPLICATION AND SIGN OFF ON AGENCY POLICIES. Questions can be directed to Donelle Hauser at 518-461-2685 or [dhauser@berkshirefarm.org](mailto:dhauser@berkshirefarm.org). *Enrollment limit: 15.*

Cost: \$25 to cover transportation to and from Berkshire Farm Center.

Meeting times to be arranged.

DONELLE HAUSER (Instructor)

NOLAN (Sponsor)

Donelle Hauser, LMSW, Vice President of the Residential Program, Berkshire Farm Center.

### **ANSO 12 Children and the Courts**

This is an interdisciplinary, experiential course taught by a Justice of the Juvenile Court. Students will have the opportunity to observe court proceedings, mainly in the juvenile court, but also in the other trial court departments in Berkshire County. The course involves a weekly journal relevant to what the student has observed during the previous week, a mock trial at the conclusion of the course and a final project of the students choosing. Students are also invited to a weekly dinner at the home of the instructor to discuss issues relating to the course. It is the hope that students will take advantage of the wealth of experience and knowledge that the professionals who work within the juvenile justice system possess and that through these interactions the students will gain an understanding of this part of the judicial branch.

Requirements: final project, mock trial participation and journal entry.

No prerequisites. *Enrollment limit: 15. Preference given to seniors.*

Cost: none.

Meeting time: students go to court with the instructor or another attorney.

JUDITH LOCKE (Instructor)

NOLAN (Sponsor)

Honorable Judith A. Locke, Circuit Justice of the Juvenile Court Department, Trial Court of the Commonwealth, 12 year tenure as a judge, 10 year tenure as a staff attorney for DSS, prior experience as both a prosecutor and defense attorney. Teaching this course for many years, recently team teaching with my spouse, David L. Chenail, Esq., local attorney with over 25 years experience.

### **ANSO 14 Workshop in Ethnography**

This course is a hands-on workshop in ethnographic field method that allows students to craft their own microethnography in a setting of their choice. The first week, spent in the classroom, will consider the main logistical and ethical issues associated with ethnography. The balance of the course requires independent research developed in consultation with the instructor. Each project will be expected to include a mix of observational material and extended interviews. In view of the sheer volume of material generated by interviews and oral histories, the expectation for the final paper is at least 25 pages.

Requirements: 25-page paper. May be supplemented by still photographs and video materials.

No prerequisites, but preference given to Anthropology and Sociology majors or students contemplating either of these majors. *Enrollment limit: 10. Preference given to majors in Anthropology or Sociology.*

Cost: no more than \$75 for books and reading materials. Students enrolled in the course should have access to some kind of audio or video recording device, although it need not be sophisticated. Students who choose to conduct part of their research off-campus are entirely responsible for their own travel expenses.

Meeting time: afternoon classes for first week, followed by individual consultations with instructor for balance of WSP. Students are expected to spend 8-10 hours per week collecting, transcribing, and analyzing their ethnographic material.

M. F. BROWN

## **ANTHROPOLOGY**

### **ANTH 25 Paleoanthropology in Egypt (Same as CHEM 25)**

(See under CHEM 25 for full description.)

### **ANTH 31 Senior Thesis**

To be taken by students registered for Anthropology 493-494.

## **SOCIOLOGY**

### **SOC 31 Senior Thesis**

To be taken by students registered for Sociology 493-494.

## **ARABIC STUDIES**

### **ARAB S.P. Sustaining Program for Arabic 101-102**

Students registered for Arabic 101-102 are required to attend and pass the Arabic Sustaining Program.

Prerequisite: Arabic 101.

Evaluation will be based on regular attendance and active participation.

Meeting time: mornings, 9:00-9:50.

### **ARAB 14 Orham Pamuk, Nobel Laureate (Same as COMP 17, ENGL 15 and INST 15)**

(See under ENGL 15 for full description.)

### **ARAB 15 Narratives of Terror: 9/11 in the American Cultural Imagination (Same as AMST 16 and COMP 15)**

With the collapse of the Twin Towers on September 11, 2001, many scholars wrote that the course of American culture was forever altered. The attack, many believed, ushered in an era of sobriety and fear for Americans, and with it a new "culture of anxiety" emerged. Among the questions this class will explore is exactly this: Are we, as Americans, living in a perpetual state of fear and anxiety? Is our collective unconscious governed by the threat of terror presumably by an Arab or Muslim other? Through the course of this Winter Study we will examine a selection of post 9/11 literary, cinematic, pop culture and visual art narratives in an effort to investigate the way in which the events of September 11th and the subsequent war on terror has shaped our American psyche. We will use this body of work as an archive to think about issues related to trauma and cultural memory, representations of the Arab and Muslim as national menace, violence as staged spectacle, perceptions of American foreign policy, the entertainment value of terrorism as a literary and cinematic storyline, as well as the way in which certain war narratives enable or resist catharsis and closure for us as readers and viewers. Discussions will focus on selected film and television programs, which may include: *Syriana*, *Munich*, *In the Valley of Elah*, *World Trade Center*, *The Kingdom*, *Traitor*, *Fahrenheit 9/11*, *No End in Sight*, as well as select episodes of *24* and *Homeland*. Short fiction, poetry and criticism by writers such as John Updike, Susan Sontag, Ian McEwan, Suheir Hammad, Dunya Mikhail, Susan Buck Morss, and Brian Turner will be considered as well.

Requirements: final project or paper.

No prerequisites. *Enrollment limit: 15. Preference given to majors in Arabic Studies, Comparative Literature, American Studies and English.*

Cost: \$50.

Meeting time: afternoons and additional film screenings outside of class.

NAAMAN

### **ARAB 31 Senior Thesis**

To be taken by students registered for ARAB 493-494.

## ART

### ART HISTORY

#### ARTH 10 Chinese Calligraphy

"Calligraphy" means "beautiful writing." This course is an introduction to Chinese calligraphy, one of the highest art forms practiced by Chinese literati since the 4th century C.E. The course has two components: art history and studio practice. Through readings and lectures, students will gain an understanding of the theoretical and aesthetic principles of Chinese calligraphy, while studio practice will enable students to acquire skills in creating beautiful writing.

Requirements: weekly assignments (readings and studio practice); a quiz; class attendance; a final project (artistic or scholarly).

JANG

#### ARTH 25 Williams in NOLA: Recovery and Rebuilding in Post-Katrina New Orleans

Students will be involved in rebuilding projects through Common Ground Relief (a grass-roots organization), Habitat for Humanity, or other ongoing rebuilding efforts in the city. Projects may involve carpentry, painting, landscaping, or other manual labor in residential areas, or assisting in restoration of city facilities. In addition to their exposure through their own work, students will have tours and/or lectures on the construction and geology of the levee system and how and where it failed, sites of new construction and development in New Orleans (chosen in consultation with the Tulane School of Architecture), and a broader tour of the city's various districts, with emphasis on the impact of Katrina on and subsequent recovery in those districts. Recommended background sources will include *Breach of Faith* (by Jed Home), *Rising Tide* (by John Barry), *One Dead in Attic* (by Chris Rose), and Spike Lee's 2 documentaries, "When the Levees Broke" and "If God is Willing and da Creek Don't Rise". Speakers will include faculty from Tulane, a state representative, and residents of New Orleans, including the Lower Ninth Ward. Students will have the opportunity to discuss their experiences, both amongst themselves and facilitated by faculty. Students will be expected to keep a journal and will meet formally with the instructors on a weekly basis to discuss their experiences and relevant topics. On their return to Williams, each student will write a 10-page paper about the experience.

Itinerary: Jan. 2-3: Arrive in New Orleans Jan. 3-4: Orientation meeting with instructors Jan. 4-22: Lectures, meetings, and tours to be arranged Jan. 22-23: Return to campus Jan. 24-25: Final meeting to hand in papers, process course experience with instructors.

Requirements: evaluation of journal, discussions, and 10-page paper.

No prerequisites. *Enrollment limit: 8. Not open to first-year students. Preference given to sophomores and juniors. Students will be selected based on an interview with the instructors.*

Cost: \$1525

JAMES SAMENFELD-SPECHT and JEFF MCBRIDE (Instructors)

E.J. JOHNSON (Sponsor)

#### ARTH 31 Senior Thesis

To be taken by students registered for Arth 493, 494.

#### ARTH 33 Honors Independent Study

To be taken by candidates for honors by the independent study route.

### ART STUDIO

#### ARTS 11 Drawing as a Second Language

In the first part of this course students are introduced to non-linear ways of thinking using images as metaphors in the problem solving process. In the second part of the course students learn simplified methods for representing objects, the figure and for defining three-dimensional space. These skills are applied to time-based sequential drawing methods such as mapping and storyboarding. The third section of the course is devoted to design drawing techniques. Students learn to create simple measured orthographic drawings and translate them into single-view isometric drawings. Students will also learn a fast and accurate perspective drawing technique that can be employed to create quick sketches as well as sophisticated renderings, without the use of cumbersome projected views. In the fourth section of the course students identify a problem or need in their personal environment or society that could be solved by design. Students develop and refine their ideas then present their solution to appropriate audiences. Students are taught and guided in various media and presentation techniques.

Sketchbooks and journaling are used extensively in this course.

By visualizing and analyzing their ideas students learn a balanced approach to design and decision making by fully utilizing both their linear and non-linear thinking processes. You will learn to arrive at more complete solutions to problems by combining drawing and language skills to accurately depict your ideas. You will learn efficient techniques for originating, recording, communicating and presenting your creative ideas so that you can be realized. Students learn how to become innovators and inventors in all aspects of their lives by introducing visualizing techniques to their traditional methods of problem solving.

Requirements: final project, class assignments, sketchbook and a reflective or analytical journal.

No prerequisites. *Enrollment limit: 12.*

Cost: \$160.

Meeting time: mornings.

KENT MILALSEN (Instructor)

H. EDWARDS (Sponsor)

#### ARTS 12 Cut it, Fold it, Pleat it, Sit on it: Cardboard Sculpture and Furniture

Cardboard and paper are everyday, expendable materials that we often overlook, yet precisely because they are inexpensive, recyclable, and commonplace, they offer creative possibilities to artists interested in minimizing their environmental footprint. In this class, we will reinterpret these materials and investigate their art-making possibilities. Appropriate for students with little or no studio art experience, this course will introduce students to three-dimensional design and to the work of artists such as Frank Gehry and Shigeru Ban who have worked in cardboard. Students will sketch and develop simple model making skills as they use basic hand tools such as knives, scissors, and metal rulers. We will begin by investigating different techniques for translating planar elements into three-dimensional forms, including: folding, pleating, cutting, stacking, and paper maché. Then, in small groups, students will create large-scale sculptures that challenge notions of permanence and sustainability. Each student will take these skills to design and build a functional piece of furniture that will support his or her weight for the final review. Since this is a studio art course, additional outside-of-class time will be expected for students to complete assignments.

Requirements: assignments and final project

No prerequisites. *Enrollment limit: 15. Preference given to art majors.*

Cost: \$100.

Meeting time: mornings.

JOSHUA ENCK (Instructor)

H. EDWARDS (Sponsor)

Joshua Enck is a sculptor and furniture maker who works in wood and metal. He has a BSAS in Architecture from the University of Illinois, Urbana Champaign and an MFA in Furniture Design from the Rhode Island School of Design, where he has taught since 2005 in the Furniture Department and in Foundation Studies.

#### ARTS 16 Glass and Glassblowing (Same as CHEM 16)

(See under CHEM 16 for full description.)

#### ARTS 18 Stories and Pictures (Same as ENGL 18)

(See under ENGL 18 for full description.)

## ASIAN STUDIES

#### ASST 12 The Art of War (Same as PSCI 12)

(See under PSCI 12 for full description.)

#### ASST 13 Urban Culture in Seventeenth Century China: The Fiction of Feng Menglong (Same as HIST 13)

(See under HIST 13 for full description.)

#### ASST 31 Senior Thesis

To be taken by all students who are candidates for honors in Asian Studies.



## CHINESE

### CHIN S.P. Sustaining Program for Chinese 101-102

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50. Prerequisite: Chinese 101. Evaluation will be based on regular attendance and active participation. Cost: one xerox packet.

#### LANGUAGE FELLOWS

### CHIN 25 Study Tour to Taiwan

Interested in learning first-hand about Taiwanese and Chinese culture and becoming acquainted with the so-called Taiwan (economic and political) “miracle”? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers? Then join us on this 23-day study tour to Taiwan, Republic of China. We'll spend the first two weeks in Taipei, the capital city, where three hours of Mandarin language classes will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class each day, we'll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, overnighting at various small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience.

Requirements: satisfactory participation in the language course and active participation in the other scheduled activities.

Prerequisites: none, but priority will be given to students with basic proficiency in Chinese.

Enrollment limit: 10. Not open to first-year students.

Cost: \$2500 (includes round-trip air fare from New York City, tuition, textbooks, accommodations, weekday lunches, local excursions, and trip to central and southern Taiwan; does not include breakfasts, dinners, and some weekend lunches while in Taipei, estimated at \$400, 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 31 Senior Thesis

To be taken by all students who are candidates for honors in Chinese.

## JAPANESE

### JAPN S.P. Sustaining Program for Japanese 101-102

Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50. Prerequisite: Japanese 101. Evaluation will be based on regular attendance and active participation. Cost: one xerox packet.

TBA

### JAPN 10 Looking into Nihongo and Its Culture

Have you ever studied Japanese or thought of studying Japanese? This is an ideal course for students who are curious about the Japanese language and culture. It will examine different aspects of Japanese language (Nihongo) in comparison to English and other languages through broader theoretical perspectives and how Nihongo is used in its cultural contexts. We will discuss variation and change in Nihongo, sounds and scripts of Nihongo, gestures and signals in Nihongo, interaction strategies in Nihongo, selected popular culture genres from comics to cell-phone novels, and more. Students will be asked to collect speech samples.

Requirements: 6- to 7-page research paper and presentation on selected issues on Japanese language or a language of student's interest.

No prerequisites; no Japanese language ability is required to take this course, but some knowledge would be very helpful. Enrollment limit: 10. Preference by seniority.

Cost: \$50.

Meeting time: mornings.

YAMAMOTO

### JAPN 11 The Yakuza in Japanese Film

In the flesh they are vicious, violent and step aside for no one. On screen, the Yakuza seems as though he has just stepped out of a trash novel, where he was either romanticized, reviled or caricatured as a ultranationalist brute or buffoon; a man of valor or vile deeds, whose distinctive individuality of tattoos, hairstyle and clothes, theatrical displays of bravado and insolence are as recognizable throughout Japanese society as they are dreaded. His persona is unmistakable, no less than his ruthless, cold-blooded presence in post-war Japanese society.

Like the samurai and Geisha, the Yakuza, the gangster, is an iconic and quintessentially Japanese cultural and criminal figure. Since their first appearance in the Edo-Era of 16th century Japan, their personage has achieved such a longevity and permanence in Japanese media culture that they even comprise an entire film genre in their own right. Why this homage, durability and appeal accorded to a hoodlum?

This course will examine these questions within the context of an emergent Japanese post-war film genre through some of its most esteemed auteurs, like Fukasaku, Suzuki, Miike, Gosha and later, Kitano. It will examine the Yakuza's evolution, stature and controversial presence in Japanese culture, and who, unlike the samurai, did not have the historical curtain drawn down upon them. Instead, the Yakuza has endured and thrived over time, with no end in sight for his unrepentant ways to be corrected, let alone redeemed.

Requirements: 4- to 5-page response essays after each screening.

No prerequisites but class attendance and participation are mandatory. Enrollment limit: 30.

Cost: \$15 for photocopying fees.

Meeting time: mornings.

FRANK STEWART (Instructor)

YAMAMOTO (Sponsor)

From 1990-2004 Frank Stewart was an Associate Professor in the Faculty of Law at Hiroshima Shudo University in Hiroshima, Japan. He lived a short distance from Heiwa Koen, the Peace Park, the epi-center of where the A-bomb was detonated.

### JAPN 31 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

## ASTRONOMY/ASTROPHYSICS

### ASTR 14 Are You Smarter than a Harvard Graduate?

On one graduation day at Harvard in the 1980's, a sample of seniors was asked to explain why the seasons change and why the moon goes through phases. It was a startling revelation that many could not provide the correct explanations. This science literacy experiment was documented in "A Private Universe," a video produced by the Harvard-Smithsonian Center for Astrophysics. In this course, enrolled students ("students") will examine and learn the applicable scientific concepts and test how well a sample of other Williams undergraduates ("volunteers") understand the reasons for these observed phenomena. In the process, students will educate volunteers so that the latter gain true understanding. During the first week, we will watch the original video, and students will study these phenomena intensively and confront their own misconceptions and misunderstandings. They will use computer animations and hands-on demonstrations, in addition to readings, to explore these concepts. Students will advance to the point where they will be able to demonstrate full and testable knowledge. Finally, we will develop a rubric for evaluating a volunteer's understanding, along with a template for interaction with each volunteer, including Socratic guidelines to advance the conversation at each step. Also during the first week, outside of class each student will recruit eight (anonymous) volunteers from the student body who are willing to spend 30-60 minutes participating in this investigation in individual sessions. Ideally, each student's volunteers will contain a mix of classes and of science and non-science students (excluding physics and astrophysics/astronomy majors). During the second week, each student's main activity will be the testing of volunteers, and writing up of each volunteer's case. Students will be equipped with computer animations and hands-on demonstrations. We will also meet together during the week to compare experiences and to troubleshoot any issues that arise. During the final week each student will write a summary of his/her results, and students will combine their results into a complete summary. Finally, the class will present one or more posters describing the results.

Students will be evaluated on their own final mastery of the relevant concepts, on their participation in our group discussions, and on their write-ups and analyses of their volunteers' evolution through these concepts which will be comparable in scope to a 10-page paper.

No prerequisites. Enrollment limit: 10. Preference will be given to students who list this as their first choice. If still overenrolled, selection will be based on a 250-word application.

Cost: \$10 for photocopied packet.

Meeting time: mornings.

KWITTER

### ASTR 31 Senior Research

To be taken by students registered for Astronomy 493, 494.

## BIOLOGY

### BIOL 10 Observational Drawing From The Natural World

This is a drawing course for science students and others who are interested in developing their skills in observing and drawing from nature. Much of the class work will deal directly with drawing from plant forms and specimens from the animal world and to this end we will be using an interesting collection of stuffed mounts and skeletons that belong to the Williams Biology department. We will also spend time in the Morley greenhouse. Beyond the subject matter at hand, assignments will also address and analyze the more formal aspects of drawing and two-dimensional design with outside assignments including independent visits to the Clark, the WCMA study collection and the Chapin Library of Rare Books.

Evaluation will be based on both the completion of in-class work and outside drawing assignments, with a focus on the depiction of content, level of effort, and development of the work. Evidence of technical and skill development as well as attendance and participation will also be taken into consideration. There will be scheduled time outside of regular class meetings for additional assignments. Exhibition and review of work at the final class meeting is required.

No prerequisites. *Enrollment limit: 15. If overenrolled, selection will be based on seniority.*

Cost: \$75.

Meeting time: 3 hours, twice a week.

JOHN RECCO (Instructor)

SWOAP (Sponsor)

John Recco lives and works in Hoosick, NY and holds an MFA from Columbia University. He has taught at a variety of institutions including Bennington College and Williams. He is the recipient of numerous awards including a Fulbright, fellowships at Yaddo, The Millay Colony, The European Cultural Centre of Delphi, Greece and a NYSCA Individual Artist Grant. His work is included in two recent publications; *100 Boston Painters* published by Schiffer Publishing and *Galvanized Truth: A Tribute to George Nick*, By: Kimberlee C. Alemian. He is represented by the Katharina Rich Perlow Gallery in New York.

### BIOL 11 BioEYES : Teaching Fourth Graders about Zebrafish

BioEYES brings tropical fish to 4th grade classrooms in Williamstown and beyond, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 4th grade students in the classroom, and assess elementary student learning. A final eight-page paper describing the goals and outcomes for each grade level is required. No zebrafish experience is necessary; during the first week students will learn to set up fish matings, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 4th grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent two weeks we will work at the schools, and in the final week, students will write up the assessment data.

Requirements: 8-page paper.

No prerequisites. *Enrollment limit: 8. Preference given to seniors.*

Cost: \$0.

Meeting time: varies depending on needs of schools and laboratory requirements.

JENNIFER SWOAP (Instructor)

SWOAP (Sponsor)

Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools.

### BIOL 15 Epidemiology and Public Health

The aim of this course is to give an introduction to epidemiological theory and practice, with a focus on public health and lifestyle factors.

The course covers basic principles regarding design, analysis, bias and interpretation of epidemiological studies. The course includes lectures, group discussions and various forms of exercises. The course focuses on active learning, i.e., putting knowledge into practice and critical reflection upon knowledge, rather than memorization of facts. There will be hands-on exercises where the students collect data on physical activity, evaluate the results, and consider potential bias. No previous knowledge in statistics is necessary.

Learning outcomes:

After successful completion of this course each student is expected to be able to:

- \* Give examples of the contribution of epidemiology to science and discuss the importance of epidemiology as a research discipline.
- \* Estimate and interpret measures of disease occurrence and measures of association, and describe how a specific measure is governed by the study design.
- \* Explain strengths and weaknesses of common epidemiological study designs.
- \* Identify and explain possible sources of bias in epidemiological studies.
- \* Apply knowledge of epidemiological concepts when critically reviewing scientific literature.

Meeting time: lectures 3 x 2 hours per week plus various forms of exercises and assignments, individually or in groups.

Requirements: data collection exercises and an oral presentation.

No prerequisites; no previous knowledge in statistics is necessary. *Enrollment limit: 30. Priority based on seniority.*

Cost: \$40 for textbook.

Meeting time: afternoons.

KATARINA BÄLTER (Instructor)

SWOAP (Sponsor)

Katarina Bälter is Associate Professor at the Department of Medical Epidemiology & Biostatistics, Karolinska Institutet, in Sweden. Her research focuses on lifestyle factors and health. She has been teaching epidemiology at Karolinska Institutet and has done research at Boston University and Harvard School of Public Health.

### BIOL 21 Science Beyond Williams

Are you interested in hands-on experience in a science-related field beyond the Purple Valley? Are you curious to explore science in a university or medical school research lab, a government agency, or a not-for-profit organization? This course is designed to help students take part in scientific work or research going on outside of Williams in order to provide them with a broader sense of what it is like to work in a professional scientific setting. Any field of science or technology can be explored via this course.

In consultation with the course instructor, students will use resources such as the Office of Career Counseling, science faculty members, and Williams alumni/ae to locate a mentor in the student's area of interest at a work site in the United States. Once the course instructor approves the arrangement for a mentored, hands-on experience for three weeks of Winter Study, the student will prepare for the internship by reading literature related to the project, and discuss the readings with a faculty sponsor here at Williams in November/December. Once on site, students must remain in contact with their Williams faculty sponsor by having a weekly phone conference. Participating students would not have to be on campus during WSP prior to beginning their fieldwork. Strong interest, enthusiasm and willingness to plan and prepare for the internship are required for this course.

Evaluation will be based on a 10-page paper and post-WSP public presentation to a relevant department or program on the goals and accomplishments of the project.

Prerequisites: two semesters of relevant course work in science and/or mathematics.

*Enrollment limit: 10.*

DEWITT

### BIOL 22 Introduction to Biological Research

An experimental research project will be carried out under the supervision of Biology Department faculty. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores. Interested students must submit an application form available on the Biology Department webpage: <http://biology.williams.edu/current-students/applications/>

Prerequisites: Biology 101. *Enrollment limit: 15.*

Cost: none

Meeting time: mornings

DEWITT

### BIOL 31 Senior Thesis

To be taken by students registered for Biology 493, 494.

## CHEMISTRY

### CHEM 11 Science for Kids (Same as SPEC 11)

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 19, 20) we bring elementary school kids with their parents to Williams to participate in the workshops.

You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it's like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won't be intimidating. It is a rewarding experience for all involved.

Evaluation is based on participation in planning and running the workshops. Each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.

Prerequisites: You need not be a science major; all that is needed is enthusiasm. *Enrollment limit: 25. Preference given to seniors, juniors, and sophomores.*

Cost: \$0.

Meeting time: mornings. Classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 19, 20) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

BINGEMANN and RICHARDSON

### CHEM 12 Spanish for Health Sciences

The course is intended for those students with interest in the health sciences and with some knowledge of Spanish who want to develop their vocabulary and conversational skills. The course covers essential dialogs associated with health assessment interviews as well as extensive review of physiology, biochemistry, and public health issues affecting Spanish speaking communities in the United States. The class is open to both Spanish proficient and health sciences oriented students.

Evaluation is based on class participation, final projects, a 10-page paper, and a class presentation.

Prerequisites: Intermediate to Advanced Spanish. *Enrollment limit: 12. If the course is overenrolled, preference will be given to seniors, juniors, and those who express the most and earliest interest and enthusiasm by email to Professor Peacock-Lopez (epeacock@williams.edu).*

Cost: \$100 for books.

Meeting time: 9:00 a.m. to noon, three days per week.

PEACOCK-LOPEZ

### CHEM 13 What Was Monet Thinking?—Understanding Art, for Non-Art Majors (Same as SPEC 13)

This course introduces non-art majors to the ways in which artists see and understand painting, both the meaning of the work (the art) and painting techniques (the craft). Following a traditional method, students will create two paintings (subject matter of their choosing) using the basic elements of visual art: line, composition, color, and value. Each of these elements of the painting process will be presented simply and in clearly defined steps through the use of visuals, demonstrations, and exercises. Supplementing the painting periods, the class will visit WCMA to examine and discuss how artists, from the Old Masters to contemporary artists, have approached the art and craft of painting. Students will begin to see paintings as artists do.

Evaluation is based on the completion of two paintings by the student as well as a written analysis of one painting from the WCMA collection. The evaluation of the student's painting is based not on artistic merit but on the effort made and understanding gained. There is also outside reading requirements. Because of the step-by-step methodology, class attendance is mandatory.

No prerequisites. *Enrollment limit: 15. Preference will be given to seniors and juniors.*

Cost: \$150.

Meeting time: afternoons (T,W,R 1:00-4:00 p.m.).

JOHN MACDONALD (Instructor)

SMITH (Sponsor)

John MacDonald, a painter and freelance illustrator, holds a BFA from Washington University in St. Louis and an MA from Purdue University. A member of the Graphic Artist Guild, Illustrators Partnership of America, and the Society of Illustrators, John is also a certified creativity coach.

### CHEM 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as SPEC 14)

Looking back on past loves and crushes, have you ever wondered "What on earth was I thinking?!" or "Why do I keep picking the wrong guys/girls for me?!" While intense sexual attraction or urges may first call the shots, people who take the time to carefully choose and build caring, mutual relationships tend to be happier, healthier and more successful in their lives than those who don't. So how do we get there from here and make sense of all this? Well, no matter where you are on the dating spectrum, this self-exploration and relationship-skill-building course is for you if you are ready to learn how to follow your heart AND your mind to co-create a fulfilling relationship within the vortex of the "hook up" culture. The Myers-Briggs Type Indicator, "How to Avoid Falling In Love with A Jerk," and "Keeping the Love You Find" curricula will guide this introspective, interactive relationship mastery course through meaningful discussions and exercises that explore the common issues, dirty fighting tactics, subconscious directives and emotional allergies that often sabotage relationships. Experiential exercises, personal experiences and journaling will also give you the opportunity to practice effective communication and conflict resolution skills that honor the constructive use of differences and promote intimacy.

Evaluation is based on 8 hours of attendance per week, class participation, MBTI inventory completion, 20-hours per week of assigned readings, journaling, assignments, 1:1 consultations, and final 10-page reflective paper/event proposal and project. Email your statement of interest to ssmith@williams.edu if you are curious about relationships, ready and willing to BE the change, delve into personal growth and take your relationships to the next level.

Requirements: attendance, class participation, reading, journaling, 1:1 meetings with instructor, assignments and 10-page final paper/project.

Prerequisites: statement of interest. *Enrollment limit: 20. Preference will be based on meaningful statement of interest.*

Cost: \$100.

Meeting time: Tuesdays and Thursdays., sometime between 10-3 pm.

RACHELLE SMITH (Instructor)

SMITH (Sponsor)

Rachelle Smith, MSW, is a holistic, strengths-based Clinical Social Worker, Consultant, Educator & Mentor bridging Relationships, Wellness and Energy Psychology.

### CHEM 16 Glass and Glassblowing (Same as ARTS 16)

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

No prerequisites. *Enrollment limit: 10. Preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by e-mail to Professor Thoman.*

Cost: \$75 for supplies.

Meeting time: 9:00 a.m. to noon, M-F.

THOMAN

### CHEM 18 Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

Requirements: a 10-page written report is required.

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost: \$0.  
Meeting time: mornings.  
GEHRING and KAPLAN

#### **CHEM 20 Introduction to Research in Inorganic Chemistry**

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Representative projects include: a) the study of complexes of transition metals as catalysts for polymerization and oxidations, with applied and industrial significance and b) studies of self-assembling systems, focusing primarily on the design, synthesis, and characterization of new materials for use in organic solar cells and the testing of photovoltaic efficiencies. Students working in these areas gain expertise in the synthesis of a diverse range of compounds, including organic molecules, metal containing complexes, and polymers and their characterization by modern spectroscopic techniques.

Requirements: a 10-page written report is required.

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research labs.*

Cost: \$0.

Meeting time: mornings and afternoons

C. GOH and PARK

#### **CHEM 23 Introduction to Research in Organic Chemistry**

In this course, students will engage in an experimental project based on the general aim of improving the role of polymers in drug delivery by expanding synthetic tools, incorporating both covalent and non-covalent self-assembly triggers, defining their materials properties on the basis of molecular structure, and improving their biocompatibility and degradability. Depending upon the project, students use techniques in organic synthesis, materials characterization, biochemical assays, and cell culture. Representative projects include the synthesis and evaluation of: (a) amino acid-based polymers as amphiphilic drug delivery vehicles; (b) polymers bearing targeting agents for improved cellular specificity; (c) temperature sensitive polymers for stimulus-controlled aggregation. These self-assembled materials are loaded with protein or small molecule drugs for anti-cancer therapies.

Requirements: A 10-page written report is required.

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research labs.*

Cost: \$0.

Meeting time: mornings and afternoons

S. GOH

#### **CHEM 24 Introduction to Research in Physical Chemistry**

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, laser spectroscopy of chloro-fluorocarbon substitutes, and observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.

Requirements: A 10-page written report is required.

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research labs.*

Cost: \$0.

Meeting time: mornings and afternoons

IPEACOCK-LOPEZ and THOMAN

#### **CHEM 25 Paleanthropology in Egypt (Same as ANTH 25)**

Before the trip we will meet to discuss basic field techniques. The students will do some supplementary reading, but virtually nothing has been published on these sites. When we return they will be expected to help catalog samples.

Itinerary: Leave Williamstown January 1st; arrive Cairo January 2nd. Leave Cairo for the field January 4th. Return to Cairo from the field January 18th. Two days in Cairo. Leave Cairo January 20th; return Williamstown January 21st; unpack samples, clean equipment and write papers.

Students will be evaluated primarily on their participation in site activities. They will also be expected to write a paper either on the site or on some related topic in Egyptian prehistory.

No prerequisites. *Enrollment limit: 4. Preference will be given to those with some background in archaeology or chemistry. Preliminary selection must be done in the spring due to the lengthy visa process. Students will need to provide passport information.*

Cost: \$3250.

ANNE SKINNER (Instructor)

SMITH (Sponsor)

Anne Skinner is Safety Officer and Senior Lecturer in Chemistry, Emerita.

#### **CHEM 31 Senior Research and Thesis**

To be taken by students registered for Chemistry 493, 494.

### **CLASSICS**

#### **CLAS 10 Versions of Homer: An Introduction to Translation Theory (Same as COMP 10)**

In Jorge Luis Borges' essay "Some Versions of Homer," he (or rather Suzanne Jill Levine, who translated the article into English) posits that "No problem is more essential to literature and its small mysteries than translation." This class will read essays on the theory of translation (by, e.g., Walter Benjamin, Jorge Luis Borges, Roman Jakobson, W.V. Quine, Andre Lefevere, Itamar Even-Zohar, Lawrence Venuti) as we consider versions of Homer, from the translations of Chapman and Hall, Cowper and Pope, Lattimore, Fitzgerald, and Ewings, to the Coen brothers' film, *Oh Brother, Where Art Thou?* Focusing on specific passages from the *Iliad* and *Odyssey*, we will examine the choices that are made and shifts that occur when Homer is rendered into another language as well as other media. Finally, we will read Zachary Mason's *The Lost Books of the Odyssey* and discuss the difference, if any, between translation and adaptation.

Students are not expected to have any knowledge of ancient Greek. Familiarity with the Homeric texts (in English) will be useful but not necessary.

Requirements: this discussion class will culminate in an independent project on a version of Homer not covered in class (a 10-page paper; some students may be permitted to submit a creative project accompanied by a shorter paper).

No prerequisites. *Enrollment limit: 20. If the course is overenrolled, preference will be given to majors and prospective majors in Classics, Comparative Literature, and English or other literatures.*

Cost: about \$40.

Meeting time: mornings.

SHANNON K. FARLEY '97 (Instructor)

HOPPIN (Sponsor)

Shannon K. Farley is an alumna of Williams College, where she majored in Classics and History. She is currently a PhD candidate in Comparative Literature at the University of Massachusetts Amherst, where she has been teaching since 2004. Email [skfarley@complit.umass.edu](mailto:skfarley@complit.umass.edu) to contact the instructor.

#### **CLAS 12 Love, Ancient and Modern (Same as COMP 12 and REL 11)**

If we were to point to what is most important in our lives, we would point to the things we love. Yet we would also be hard pressed to define love. In this course, we will explore love in representative authors of the ancient Greek and Roman world and in Biblical literature. Readings will include selections from Homer's *Iliad*, Plato's *Symposium*, Sappho's poems, Lucretius's *De Rerum Natura* (On the Nature of Things), the *Book of Genesis*, the *Psalms*, the *Song of Songs*, *John's Gospel*, and *Paul's letters*. We will also consider how these authors have definitively shaped our own views of love by reading selections from such modern authors as Shakespeare, Hobbes, Montaigne, Pascal, Kierkegaard, and Nietzsche. Throughout our discussion we will consider the roles that the divine, reason, community, and biology play in the way these authors understand love. We will also consider how these authors have definitively shaped our own views of love.

Requirements: students will take turns leading discussion and will write a 10-page comparative essay at the end of the course.

No prerequisites. *Enrollment limit: 20. If the course is overenrolled, preference will be given to majors and prospective majors in Classics and Religion.*

Cost: under \$50.  
Meeting time: afternoons.  
SCOTT MORINGIELLO '01 (Instructor)  
HOPPIN (Sponsor)

Scott D. Moringiello graduated from Williams in 2001 with majors in philosophy and classics. He received graduate degrees in theology from Cambridge University and Notre Dame, and he has taught a humanities seminar at Villanova University.

### **CLAS 31 Senior Thesis**

May be taken by students registered for Classics 493, 494.

## **COGNITIVE SCIENCE**

### **COGS 12 Introduction to Research in Cognitive Science**

This course provides an opportunity for students interested in Cognitive Science to research a topic of interest in some depth under the supervision of the instructor. This independent project might involve any of the following: exploration of the topic in the scientific literature, gathering data in a laboratory task, and/or computational modeling of a cognitive phenomenon. Students should consult with the instructor before the beginning of the Winter Study registration period to discuss the details of the proposed project.

Required activities: a minimum of 20 hours per week of research will be expected of each student; evaluation will be based on the quality of a written 10 page report of the research project.

Prerequisites: COGS 222 or PSYC 221 and permission of instructor.

Decision will be based on evaluation of the proposed research activity.

Meeting time: mornings.

ZAKI

### **COGS 31 Senior Thesis**

May be taken by students registered for Cognitive Science 494.

## **COMPARATIVE LITERATURE**

### **COMP 10 Versions of Homer: An Introduction to Translation Theory (Same as CLAS 10)**

(See under CLAS 10 for full description.)

### **COMP 11 Reading and Writing Magical Realism**

What does it mean when a maiden soars into the air one afternoon in a small Colombian village, or when a son looks for his father in a Mexican shanty town only to discover that both his father and he himself are dead, or when a man is jailed by the local police for the sole crime of bringing a salty sea wave to his apartment in a big city? These eerie tales from Gabriel García Márquez' *Hundred Years of Solitude*, Juan Rulfo's *Pedro Paramo* and Octavio Paz' "My Life with the Wave" are examples of magical realism. Magical realism, defined as a literary movement, style or genre, is often seen as a unique product of Latin American hybrid cultures. As its name suggests, magical realist fiction incorporates magical elements into everyday life, bringing together indigenous mythologies, local history, folklore, Christian and pagan symbols and epic narratives that stretch across generations. By reading a variety of seminal texts from Latin America—Alejo Carpentier's *The Kingdom of This World*, Jorge Luis Borges' *Ficciones*, Márquez' *One Hundred Years of Solitude*, Miguel Angel Asturias' *Men of Maize*, Julio Cortázar's *Blow-up and Other Stories*, etc.—in this course, we will explore the origins and peculiarities of magical realism and think of its political and cultural significance. Students will be encouraged to look for answers to the following questions: what is the difference between magical realism, science fiction and fantasy novels? How has magical realism influenced the reception of Latin American culture around the world? Is magical realism a phenomenon specific to Latin America, or is it rather an example of postcolonial discourse? Students will have the option of reading the texts in the English translation or in the Spanish original. For the final project, students will choose one of three options: a 10-page paper undertaking a comparative analysis of two texts of their preference; a 10-page paper comparing a text read in this class to a non-Latin American work of fiction that matches the definition of magical realism; or a short fictional narrative of their own that incorporates elements of magical realism.

Requirements: 10-page paper or fictional narrative.

No prerequisites. *Enrollment limit: 30. Preference given to Comparative Literature and Spanish majors.*

Cost: \$15 for course package.

Meeting time: afternoons.

DINA OCHNOPOZOVA (Instructor)

C. BOLTON (Sponsor)

Dina Odnopozova is a PhD candidate at Yale University. She is working on a dissertation on Russian-Argentine literary exchanges.

### **COMP 12 Love, Ancient and Modern (Same as CLAS 12 and REL 11)**

(See under CLAS 12 for full description.)

### **COMP 13 Enlightened Leadership (Same as LEAD 13)**

We hear two words often: "enlightened" and "leadership." But when combined, what do they mean for guiding groups of humans in the 21st century? At Williams and beyond (and whether we are in conventional leadership positions or not), all of us are called to lead others in some way: classmates, teammates, entry mates, cast mates—and friends. This is a course for students who want to think broadly about the concept of leadership, and consider how they want to lead others, or lead them better. Spanning religion, arts, civil society, sciences, commerce, and warfare, the notion of "enlightened leadership" provides guideposts in how to lead, and how not to lead. Many styles exist, ranging from the dictator to the faceless crowd of the internet. What are the risks of bad leadership, and how do we avoid it? What principles make one an "enlightened leader" in different contexts? In addition to reading diverse texts drawn from literature, philosophy, business, and popular culture, we will meet with and learn from living leaders in our classroom, including entrepreneurs, military officers, politicians, entertainers, and religious figures.

Requirements: Students will conduct a series of mini-cases in leadership throughout the course, exploring far-ranging aspects of decision making. The final project will be a "manifesto" codifying your approach to leadership at Williams and/or for the first years after graduation. This course is designed to be engaging and entertaining throughout, but also rigorous and personally transformative. It will require candid sharing about your own life, including your personal strengths and weaknesses. Please come prepared to explore yourself deeply and honestly, which is the first step in becoming a leader.

No prerequisites. *Enrollment limit: 20. Preference based on a brief statement of interest submitted to the instructor.*

Cost: \$50.

Meeting time: mornings.

BRAD O'NEILL (Instructor)

C. BOLTON (Sponsor)

Brad O'Neill is Silicon Valley venture capitalist and entrepreneur who has helped found, fund, and manage several web technology startups. He was the founding angel investor for StumbledUpon.

### **COMP 14 Teach Public Speaking (Same as SPEC 10)**

In this course, students will be trained to teach public speaking to local fourth- through eighth-graders. Each week is divided into two types of activities. The first involves weekly Tuesday afternoon meetings, during which students will learn pedagogical skills related to teaching public speaking. The second part, which students will self-schedule based on the availability of local educators, involves spending time in local classrooms, at either Williamstown Elementary, Brayton Elementary, Mt. Greylock Regional High, Pownal Elementary, or BART Charter School. Classroom visits will be used to observe model public speaking lessons; coach/mentor students in small groups; and ultimately, design and teach lessons independently. To pass the course, students will be required to spend at least four hours in the classroom a week. (Ample opportunities will be available to do so). Students will be asked to prepare two polished final public speaking lesson plans, complete with handouts and any other materials. They'll also be required to teach these lesson plans at least once each. No prior experience with public speaking is required. Kairav Sinha '15 will be the primary instructor of the course. Sinha has four years experience teaching public speaking and is the director of Williams Speak!, Williams's public speaking outreach program, which provides public speaking instruction to over 800 students in grades 4-8.

Requirements: preparing and teaching two final lesson plans. Final evaluation will be based on course participation and a 5-page analytic paper submitted to Professor Newman.

No prerequisites. *Enrollment limit: 10. Priority will go to first-year students.*

Cost: \$15.  
Meeting time: afternoons.  
NEWMAN

**COMP 15 Narratives of Terror: 9/11 in the American Cultural Imagination (Same as AMST 16 and ARAB 15)**  
(See under ARAB 15 for full description.)

**COMP 16 "Crime and Punishment": the Novel and Its Adaptations (Same as RUSS 16)**  
(See under RUSS 16 for full description.)

**COMP 17 Orhan Pamuk, Nobel Laureate (Same as ARAB 14, ENGL 15 and INST 15)**  
(See under ENGL 15 for full description.)

**COMP 25 Transnational Narratives on the Mexico-US Border (Same as LATS 25)**

This course takes a close look at life and issues along the US-Mexico border, specifically the border with Arizona. The first week (on campus) will be devoted to investigating the political-economy of global immigration, cultural flows and identities in both a social science and literary context, social transformations and domestic political coalitions, political and economic treaties, security concerns in the wake of 9/11, and US immigration policy and practice, all with specific reference to US-Mexican immigration. The objective is to provide students with background and references in preparation of their experiential learning in Arizona and Mexico.

The two-week travel portion of the course will be organized through the Borderlinks program, a non-profit that specializes in academic programs on the Arizona/Mexico borderlands ([www.borderlinks.org/](http://www.borderlinks.org/)). Students will extend their understanding of the immigration issues on-site with the Borderlinks delegation and profit from an intense experiential learning component where they have exchanges with migrants, youth groups, humanitarian activists, and community organizations in Arizona and neighboring Mexico. There will also be a service component in Arizona and/or Mexico with non-profit groups involved in border issues. There will be several films on migration and the performative border. In addition to examining issues related to Mexicans and other Latinos, this course aims to explore immigration issues affecting other communities in Arizona including Native Americans, Asians and Muslims. Currently, Arizona is at the center of these issues. Upon their return to campus, students will meet with the instructors to evaluate their experience in light of the reading they did before departing.

Requirements: each student will complete a 10-page paper on some facet of US-Mexico immigration and the borderlands.

No prerequisites. *Enrollment limit: 10. Selection will be based on a statement of interest.*

Resources: Classroom and movies from Sawyer's film collection

Cost: \$2600.

Itinerary: January 3 - 9: On campus study; hold five class days to discuss topics relative to US-Mexico immigration through readings and films.

Jan 10 - 21: Travel to Tucson, Arizona on a Borderlinks delegation. On the US side, visits will be arranged with the US judicial system and law enforcement agencies including Border Patrol, Public Defenders, Homeland Security and detention centers. Discussions will be held with several humanitarian and faith-based organizations working on immigration issues, as well as the Mexican Consulate. A day of service with a community/environmental group will be scheduled, and homestays will be arranged in Tucson with immigrant families. On the Mexican side, we will visit government assistance programs, neighborhood organizations and churches to understand the everyday life in Mexico and the migration issues. Visits can include: maquilas, drug rehab center, orphanage, churches, coffee cooperative and community garden project.

Jan. 22 - 25 One summary session; write 10-page paper.

VARGAS and JANE CANOVA

**COMP 31 Senior Thesis**

To be taken by students registered for Comparative Literature 493, 494.

**LIT 31 Senior Thesis**

To be taken by students registered for Literary Studies 493, 494.

## COMPUTER SCIENCE

**CSCI 10 Designing and Building a Desktop Computer**

This course introduces the student to computer hardware and the methods used to design and construct a fully working system. Students will also learn about operating systems, wired and wireless networking, firewalls, viruses, software productivity packages and other tools for Windows, Mac and Linux. We will look at emerging computer technology, trends and theoretical computer advancements.

For the hardware there will be in-depth study of the purpose of each part and of the different options available when purchasing. Research will include finding suppliers to acquire the parts online and will require deciphering and explaining the jargon used. The students will have the choice of purchasing their own parts to assemble a computer which they can take home, or using existing spare parts from OIT to end up with a computer suitable for donation off campus or to use as a campus email station. After assembly the student will install an operating system, find and download appropriate drivers and install useful diagnostic software. The class will be in a lab equipped with the hardware, spare parts and tools for assembly.

Evaluation will be based on research papers, quizzes and the completion of a working system along with presentation to the class.

No prerequisites. *Enrollment limit: 15. Preference given to upperclass students.*

Cost: \$0, unless the student chooses to build their own computer.

Meeting time: afternoons.

SETH ROGERS (Instructor)

FREUND (Sponsor)

Seth Rogers is the Director of Desktop Systems in the Office for Information Technology. He handles computer purchasing for the college as well as hardware and software support for personal computers.

**CSCI 12 Using a Computer to do the Math You Cannot Do**

Math is an excellent tool to understand an idealized world, but in the ugly real world there are integrals that cannot be solved analytically (e.g., the normal distribution), functions that need to be maximized without being differentiable or even continuous, equations that need to be solved when there is no closed-form solution (e.g., a fifth degree polynomial).

In this course we will introduce the programming and math skills you need to handle such real life calculation problems. At the same time you will learn the basics of a programming language of your choice.

We will use social media and peer-instruction for parts of the course for teaching, learning, evaluation and assessment.

Requirements: weekly assignments, presented in class or on the web and a final 5-page paper.

Prerequisites: MATH 103. *Enrollment limit: 20. If overenrolled, selection will be based on seniority.*

Meeting time: mornings.

OLLE BALTER (Instructor)

FREUND (Sponsor)

Olle Balter is an associate professor at KTH—Royal Institute of Technology in Stockholm, Sweden where he is researching Technology Enhanced Learning. He was a research scholar in Computer Science at Williams College in 2008.

**CSCI 13 3D Printer Construction: A Self-Replicating Printer (Same as PHYS 13)**

3D printing is a technology used to create three dimensional objects from digital information. The field is expanding rapidly, creating vast opportunities for research and business. Low-cost 3D printing has the potential to put the capability for creating physical objects in every business and home, much in the way the personal computer changed the paradigm of computing from expensive, centralized mainframe computers to low-cost, widespread personal computers. One direction of development is pursuing an open-source approach to making the technology widely available. A central goal of this effort is the capability for 3D printers to "self-replicate". That is, for one printer to be able to create the parts required to assemble additional 3D printers. We will explore this technology and its implications for society by building an operational "RepRap" 3D printer. Additionally, we will investigate how 3D printing technology may disrupt the traditional manufacturing economy and create new opportunities. Time permitting, we will fabricate the parts require to build a "child" 3D printer. A presentation, including a demonstration of the printer, and documentation of the project on a web site will be required. The class will utilize a multi-discipline team approach with opportunities for concentration in basic mechanical and electrical fabrication, software, 3D object modeling/CAD, or web-based documentation.

Requirements: attendance and participation.

Prerequisites: permission of instructor. *Enrollment limit: 12. Preference will be based on enthusiasm and background in any of the indicated areas.*

Cost: \$25.

Meeting time: afternoons.

Michael Taylor is Design Engineer/Model Maker in the Bronfman Science Center with extensive background in design, CAD and prototyping.

### **CSCI 23 Introduction to Research and Development in Computing**

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Students should consult with the instructor before the beginning of the Winter Study registration period to determine details of projects that might be undertaken.

Requirements: final paper and presentation/demonstration.

Prerequisites: permission of instructor. *Enrollment limit: 10. Preference given to sophomores and juniors.*

Cost: \$0.

HEERINGA

### **CSCI 31 Senior Honor Thesis**

To be taken by students registered for Computer Science 493-494.

## **CONTRACT MAJOR**

### **CMAJ 31 Senior Thesis**

To be taken by students registered for Contract Major 493, 494.

## **DANCE**

### **DANC 10 The Rite of Spring, a Revolution of Rhythm and Movement**

In celebration of the 100th anniversary of the premiere of Igor Stravinsky's seminal composition "Le Sacre du Printemps (The Rite of Spring,) participants in this course will study the historic collaboration of music and provocative choreography created by dance legend Vaslav Nijinsky, and the purported "riot" that broke out at the 1913 Paris premier. Students will learn and perform contemporary responses to segments of the score, working in groups and/or solo. Film viewings, including the study of a selection of choreographic responses to the score, historic and contemporary readings, and documentation of creative process will be assigned. Dancers will participate in at least one lecture/workshop led by the Music Department and vice-versa. Studio practice and rehearsal slots will be organized according to the abilities and experience of the participants, and will be held Tuesdays, Wednesdays and Thursdays, from 1:00-4:00 pm. An informal showing of the Winter Study process will be held on the evening of January 23, 2013.

\*Following Winter Study, selected participants will be invited to perform sections of "The Rite of Spring" in two interdisciplinary concerts with the Music, Theater and Dance departments on March 8 and 9, 2013. Selected participants must be available to rehearse on designated weekends and must be available for all performance technical and dress rehearsals.

Requirements: participation/progress in creative work and rehearsals, active participation in discussion, written journal of process, and quality of final project.

Prerequisites: students with dance experience: none. Students who demonstrate interest and ability in theater, movement and/or research/dramaturgy may be admitted by permission of the Instructor. *Enrollment limit: 25. Students with demonstrated ability in Dance, and/or who have taken courses in the Dance Dept. will have priority.*

Cost: field trip: \$50.

Meeting time: afternoons, Tuesdays, Wednesdays and Thursdays.

JANINE PARKER (Instructor)

DANKMEYER (Sponsor)

Janine Parker is a former dancer and has taught ballet and modern dance for over 25 years at institutions such as the Boston Ballet School and the Walnut Hill School for the Arts, and has written extensively about dance for publications including The Boston Globe. In addition to teaching ballet technique and history as adjunct faculty at Williams, she is the assistant artistic director of CoDa, the contemporary dance ensemble on campus.

## **ECONOMICS**

### **ECON 10 Dollars, Sense and US Health Care**

ECON 10 is designed to explore the economics of health care in America and the implications of health care reform. Through lectures, readings, videos and guest speakers we will examine the reasons why health care has come to account for nearly 20% of GDP and the consequences of this into the future. The issues of access, quality and cost as they pertain to health care will be explored, as will the problems inherent in the US spending many more dollars per capita on health care than other developed nations without enjoying better outcomes. Classroom time will account for six hours each week, with out-of-class assignments to include brief synopses for presentations of current events, readings from a packet and textbook, and an ongoing commentary on Glow.

Requirements: 15-minute in-class presentation and a final 5-page paper on a class-related topic.

No prerequisites. *Enrollment limit: 20. Preference to seniors.*

Cost: \$40.

Meeting time: mornings.

KAREN ENGBERG and DOUGLAS JACKSON (Instructors)

MONTIEL (Sponsor)

Drs. Engberg and Jackson own and operate a small primary care medical group with three offices in the Santa Barbara, CA area. This will be their third year teaching ECON 10.

### **ECON 11 Public Speaking**

This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study the great American speeches and presidential debates of the twentieth century for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations.

No prerequisites. *Enrollment limit: 10. Preference to juniors and seniors and reasons for enrolling.*

Cost: \$25.

Meeting time: mornings.

ZIMMERMAN and NAFZIGER

### **ECON 12 Turning Inspiration into a Business—Understanding the Business Plan**

This course will analyze various business plans in teams to understand how the business plan works. Teams will present various parts of each plan. Speakers will address starting a business and the role of business plans in refining ideas, gaining financing, and launching successful businesses. Over the course of Winter Study, participants will also work in teams to create and present business plans for a business of their choosing.

Participants will be evaluated based on class contribution, team contribution, and their business plans.

No prerequisites. *Enrollment limit: 15. Priority to those committed to enter the Williams Business Plan competition.*

Cost: \$0.

Meeting time: afternoons.

STEVEN FOGEL (Instructor)

MONTIEL (Sponsor)

Steven Fogel has helped over 1,000 people write business plans and start businesses over the past 20 years.

### **ECON 13 Introduction to Indian Cinema**

Though the Indian film industry is the world's most prolific, American audiences have little exposure to it. This course provided an introduction, focusing on Hindi cinema, and showing how its themes have evolved in response to changes in Indian society. In particular, we will examine ways in which Hindi films reflect



the threats perceived by the nation, and the resolutions attempted. We will also compare Hindi cinema's norms and conventions to those used by Hollywood. We will meet twice a week to watch the films (a total of seven) and once a week for discussion. Readings will consist of articles from film journals like *Screen* and *Jump Cut*.

Requirements: students will write a page response paper to each film.

No prerequisites. *Enrollment limit: 10. Preference to students with prior class on South Asia at Williams.*

Cost: \$25 for readings.

Meeting time: afternoons.

SWAMY

### **ECON 16 Mechanisms of Arbitrage**

Arbitrage is a central concept of economics. This course is an introduction to mechanisms in markets which cause arbitrage to occur, as well as a discussion of factors which limit arbitrage, particularly when mechanisms counteract others. The emphasis will be on markets in public instruments and the firms which issue them as well as on markets e.g. commodities, which overlap with those in public securities. Emphasis will be on distortions caused by agency issues, regulations, venues and intellectual "bucketing". The processes by which these issues are at least partially resolved in current markets will be emphasized, although there will be historical readings and backgrounds in market mechanisms.

Requirements: there will be an average of 100 pages of reading per class provided by the instructor and there will be an expectation of 10-12 pages of papers, typically as 1- to 2-page papers for class.

No prerequisites. *Enrollment limit: 25. Priority in inverse order of years remaining to graduation.*

Cost: \$0.

Meeting time: afternoons

PAUL ISAAC '72 (Instructor)

MONTIEL (Sponsor)

Paul Isaac, Williams Class of '72 and a former Watson fellow, has 35 years of buy side investment experience in a broad range of securities and markets. He is currently Chief Investment Officer of an \$3 billion fund of hedge funds as well as an active portfolio manager. He served as Chair of the Security Industry Association's Capital Rules Committee.

### **ECON 17 Social Entrepreneurship: Innovating in the Social Sector (Same as LEAD 19 and POEC 17)**

Operating as consultants, students will work in small teams to develop and propose solutions to challenges that leading organizations face in fields such as environmental sustainability, economic development in low-income communities, and health care. Projects will focus on current, actual challenges, e.g. how best to evaluate the impact of a particular type of programming, or how to engage a target constituency more effectively, or how to market a new product or service. Students will assemble and analyze relevant information and present findings and recommendations to staff of participating organizations. Williams alums will be available to the teams as mentors. The class will visit New York City to present to participating organizations.

Classroom discussion will focus on the circumstances of participating organizations, including their financial models, organizational structures and governance arrangements. In addition, readings and guest speakers will address developments and trends in the field of social entrepreneurship more broadly.

Evaluation will be based on class participation, contribution to team-based problem solving, the quality of final written and oral presentations, and the value of the input that students provide to participating organizations.

No prerequisites. *Enrollment limit: 16. If oversubscribed, selection will be based on a statement of your interest in the course.*

Cost: \$250 (for trip to NYC for final presentations and other meetings).

Meeting time: mornings.

WILLIAM MCCALPIN '79 and JEFFREY THOMAS (Instructors)

MONTIEL (Sponsor)

Bill McCalpin '79 spent 22 years in a variety of capacities in two private, endowed grantmaking foundations (the Rockefeller Brothers Fund and the MacArthur Foundation). Currently, he chairs the boards of two mutual fund families and consults with foundations and other nonprofit organizations.

Jeffrey Thomas holds an M.D. and Ph.D. from Indiana University. He helped start two biotechnology companies, Millennium Pharmaceuticals and Genstruct, Inc.

### **ECON 22 Volunteer Income Tax Assistance (Same as POEC 22)**

This course examines tax policy towards low-income families in the United States, and has the following three objectives: 1) For students to understand the shift of redistributive policy in the United States from income support through the transfer system (Aid to Families with Dependent Children/Temporary Assistance for Needy Families) towards support of working individuals through the tax system (primarily the Earned Income Tax Credit (EITC)); 2) For students to understand the challenges that low income individuals have "making ends meet" and to understand the role that the EITC has played in increasing the standard of living of the working poor; and 3) To enable students to understand the tax code well enough to prepare simple income tax returns, including those for filers claiming the EITC. Students will be trained by the IRS to prepare income tax returns for low-income individuals and families. At the end of the term, students will use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their returns. Class meetings will involve a mixture of discussion of assigned readings, and exercises that help develop tax preparation skills and understanding of poverty. Assignments outside of class include: a variety of short readings on tax policy, the challenges of living in poverty in the U.S., and public policies that address these challenges; completion of an online course in IRS VITA training; and staffing approximately six hours of tax preparation assistance during the final week of winter term.

Evaluation is based on the results of the IRS certification test, students' work as tax preparers, and a 10-page analytical and reflective essay.

No prerequisites. *Enrollment limit: 14. Priority will be based on written statement of interest.*

Cost: \$25.

Meeting time: mornings.

GENTRY and PAULA CONSOLINI

### **ECON 23 Introduction to the Economics, Geography and Appreciation of Wine**

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal. The course has been expanded to also cover some New World wine regions, including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia.

Evaluations will be based on short quizzes, including blind tastings, and either an oral presentation or 10 page paper at the conclusion of the course.

Prerequisites: Students must be 21 years old on or before January 3, 2013. *Enrollment limit: 10. If overenrolled, selection will be on the basis of a mix of academic record and diversity of backgrounds and interests.*

Cost: approximately \$275.00 in the form of a course fee, to be used for the cost of wine purchases for the course.

Meeting time: evenings, two nights a week.

P. PEDRONI

### **ECON 30 Honors Project**

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.

*Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice.*

Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. *They should register for this WSP as their first choice.*

### **ECON 31 Honors Thesis**

To be taken by students participating in year-long thesis research (ECON 493-W31-494).

### **ECON 52 Micro-Simulation Modeling for Ex Ante Policy Analysis**

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions.

During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options.

This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis.

Requirements: exercises, presentation, policy paper.

*Enrollment limit: 15. The course is intended for CDE students and undergraduate enrollment is limited and by permission of the instructor.*

Cost: \$0.

Meeting time: afternoons.

SAMSON

### **ECON 53 Practical Quantitative Tools for Development**

In the day-to-day work as an economist for a developing country, you often lack the time, data, or software to recreate the models detailed elsewhere in the CDE curriculum. This course is designed to bridge the gap between academic research and real world answers. We will focus on using Excel to answer the types of questions that require answers within a short time frame. Some examples of topics are: creating price indices from CPI data, growth accounting with applications, IMF FPP scenarios, and cost-benefit analysis.

This course will meet daily for the entirety of winter study. Evaluation will focus on homeworks and a long paper due at the end. I expect students to work at least two hours outside of class for every hour of class. The class is expected to take a minimum of 30 hours per week.

Evaluation will be based on home works and final project.

Prerequisites for undergraduate students: ECON 110, 120. *Enrollment limit: 20.*

*Course is intended for CDE students and undergraduate enrollment is limited and by permission of the instructor.*

Meeting time: afternoons.

ROLLEIGH

### **ECON 54 Applied Development Macroeconomics**

This course focuses on the empirical impacts of fiscal and monetary policy in developing countries. We will begin with a review of the goals and limitations of macroeconomic policy in a developing country setting, with an emphasis on the roles of legal, political, and financial institutions. We will then turn to the effects of government spending and taxation on economic stability, debt sustainability, and economic growth. Finally, we will consider the effects of monetary policy rules and the transmission mechanism of monetary policy in developing and emerging market economies.

Requirements: two short papers and a case study.

Prerequisites: intended for CDE students, undergraduate enrollment is limited and only with permission of the instructor. *Enrollment limit: none.*

Cost: \$25.

Meeting time: afternoons.

LOVE

## **ENGLISH**

### **ENGL 10 Rimbaud in English**

Arthur Rimbaud (1854-1891) had reinvented poetry by the age of sixteen with his hallucinatory lyric verse and prose poems; five years later he gave up writing to wander the world, and finally settled in the Horn of Africa, where he led caravans trading in gold, ivory, and guns. By the time of his death, he was almost forgotten, but in the early twentieth century he was rediscovered and became a major influence in the rise of modernism, in English as much as in French; T.S. Eliot and Ezra Pound acknowledged him as a master. Rimbaud created the archetype of the artist as rebel, and was a hero to iconic musicians of the 1960s and '70s such as Bob Dylan, Jim Morrison, and Patti Smith. The core of the course is a reading of Rimbaud's poetry and select letters in English translation, with key works to be read parallel with the French texts. Rimbaud's works will be supplemented by readings from his precursors, with prose poems by Baudelaire and an excerpt from Lautréamont's *Chants de Maldoror*; and look forward to Rimbaud's influence in works by Ezra Pound and Allen Ginsberg. Edmund White's brief biography of the poet and my own book *Rimbaud in Java* complete the reading list. Class will meet three times a week for 90 minutes, with additional sessions devoted to an illustrated lecture about Rimbaud's voyage to Java, a musical program, and a screening of Total Eclipse, Agnieszka Holland's film starring Leonardo DiCaprio as Rimbaud.

Requirements: 10-page paper or creative project to be approved by the instructor.

No prerequisites. *Enrollment limit: 16. If the class is overenrolled, the instructor requests applicants to write him a letter briefly explaining their interest.*

Cost: \$60 for books.

Meeting time: mornings.

JAMIE JAMES '73 (Instructor)

LIMON (Sponsor)

Jamie James '73 is a novelist, critic, and nonfiction author based in Bali since 1999. A former art critic for *The New Yorker* and frequent contributor to the *New York Times*, *Wall Street Journal*, and other national newspapers and magazines, he is the author of nine books, most recently *Rimbaud in Java: The Lost Voyage*.

### **ENGL 11 The Changing Landscape of Journalism**

The purpose of this course is to give students an in-depth, personal view of the inner workings of various facets of journalism. The course will feature distinguished Williams alumni from a broad spectrum of today's media universe, including print, broadcast, and newer media formats. Past participants have included David Shipley '85, formerly Editor of *The New York Times* Op-Ed page and now of the new opinion initiative at *Bloomberg News*; Shayla Harris '97, Peabody Award-winning producer for *Dateline* and now video producer for *nytimes.com*; Dr. Richard Besser '81, previously at the CDC and now Senior Health and Medical Editor at *ABC News*; and Elizabeth Rappaport '94, previously at the *Dow Jones Newswires* and *TheStreet.com* and now staff reporter for *The Wall Street Journal*. Each guest lecturer will discuss specific skills and experience in his or her background as well as lead a dialogue about the issues with which they deal today. Depending on availability, a required overnight trip to New York City is also possible.

Students will be required to do weekly research assignments as well as one major project of their choosing. Enrollment is limited to 20, with preference given to Juniors and Seniors.

Requirements: final project. Students will be evaluated on their class participation as well as their project output.

No prerequisites. *Enrollment limit: 20. Preference given to juniors and seniors.*

Cost: \$300 (mostly for trip).

Meeting time: mornings.

SCHLEITWILER

### **ENGL 12 Making Jewelry**

This course will teach students to design and create jewelry in a wide range of styles and materials. We'll start with basic techniques for assembling beaded jewelry and move on from there to decorative wire wrapping and twisting, working with moldable epoxy and resin to create our own beads and components, cutting, shaping and fastening metals, making metal settings for stones, and using metal clay. We will also study gemstones in their historical and cultural context, and students will be expected to incorporate aspects of their research into their jewelry designs. Class will be held in Professor Case's jewelry studio in her home in North Adams, meeting for three 3-hour classes per week. The studio will also be open to students for work outside of class hours, and students will be able to borrow tools and materials to work at home as well.

Requirements: multiple assigned projects, participation in an exhibition of your work at the end of Winter Study and a final 5-page paper on some aspect of jewelry making.

No prerequisites. *Enrollment limit: 8. Selection will be based on an interview with some preference for seniority.*

Cost: \$100.

Meeting time: afternoons.

CASE

### **ENGL 13 The Art of Producing (Same as THEA 13)**

This course will teach the basic tenets of theater producing, including an overview of both non-profit and commercial theater producing, contract and union overviews, essential budgeting and conversations about different models of producing and the art of empowering creative people. The course will include a trip to New York City to see performances and meet other professionals working in the field.

Requirements: final project

No prerequisites. *Enrollment limit: 20. Preference will be based on a very brief letter of interest.*

Cost: \$0.

Meeting time: afternoons.

JENNY GERSTEN (Instructor)

LIMON (Sponsor)

Jenny Gersten is currently the Artistic Director of the Williamstown Theatre Festival and has produced theater in Williamstown and on and off Broadway for the past 16 years.

### **ENGL 15 Orhan Pamuk, Nobel Laureate (Same as ARAB 14, COMP 17 and INST 15)**

Regarding novels as our best hope to understanding the unique history of other peoples, Nobel Prize-winning Turkish novelist Orhan Pamuk views "the history of the novel" as "a history of human liberation. By putting ourselves in another's shoes, by using our imagination to shed our identities, we are able to set ourselves free." Just as Turkey connects Europe and Asia, Pamuk's writings link East and West, European and Islamic, self-knowledge and knowledge of the other. In this course, we will read and discuss three Pamuk novels: "The White Castle" (1979, Engl. trans. 1985), at once a fable and a sinuous treatise on the enigmatic nature of identity formation and East-West relations; "My Name is Red" (1998, Engl. trans. 2001), a murder mystery and philosophical thriller told from multiple points of view that pits Eastern and Western ways of seeing and painting against each other while wearing its erudition lightly; and "The Museum of Innocence" (2008, Engl. trans. 2009), an enchanting but painful story of first love sustained over a lifetime that simultaneously evokes Turkey's struggle with modernity. We will discuss the novels both as literary texts and as windows into contemporary Turkey and East-West relations.

Requirements: attendance, participation in class discussions, and 10-page final paper.

Prerequisites: at least one writing intensive course. *Enrollment limit: 20. Preference will be given to seniors, juniors, sophomores, first-years in that order.*

Cost: \$100.

Meeting time: afternoons.

SUZANNE GRAVER (Instructor)

LIMON (Sponsor)

Professor Suzanne Graver is an Emerita Professor of English Literature who taught at Williams full time for 24 years and also served as Dean of Faculty at Williams for 4 years.

### **ENGL 16 Theories of Justice and Community**

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? And what would the members of such a community look like—what versions of subjectivity would it imply? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Maurice Blanchot, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. No prior knowledge of these writers is expected, but the course does require a willingness to wrestling with demanding (and rewarding) theoretical argument. We will place the philosophical work in relation to some short fiction and films. Class will consist of three two hour meetings per week.

Requirements: 10-page final paper.

No prerequisites. *Enrollment limit: 15. Selection will be based on gender balance and seniority.*

Cost: \$50.

Meeting time: mornings.

PYE

### **ENGL 17 The Pleasures of Horror**

This course will explore both the phenomenology of cinematic horror and the underlying logic of the genre. We'll consider the way horror films express and restructure deep-seated tensions regarding sexuality and gender identity, the Promethean risks of science and technology, and the social world of post-industrial capitalism. Readings will be drawn from film history, cultural studies, and psychoanalytic theory. Students will also be required to attend three film screenings per week, to keep a viewing journal, and to write a final essay.

Requirements: final paper, class presentations, journal

No prerequisites. *Enrollment limit: 15. Selection will be based on the basis of short written explanations of their interest.*

Cost: \$75.

Meeting time: mornings.

ROSENHEIM

### **ENGL 18 Stories and Pictures (Same as ARTS 18)**

What would you do if Vladimir Nabokov suddenly appeared and said: "Read this thing I wrote, and then make a twenty second stop-motion animation that captures what it feels like to long for a country that doesn't exist anymore. You have a week."? What if Julio Cortazar demanded you made a drawing which offered a realistic solution to a magical problem? You don't even want to know what Kurt Vonnegut would want from you. "Stories and Pictures" can help you prepare for these kinds of situations. In this class, we will read a short story every week, and produce a visual response to it. We will talk about the different ways in which the written word can provide fuel for image-making, and figure out how to make good art fast. In our meetings we will discuss the stories we've read, see how other visual artists have used literature and narrative to inform their work and try out various art-making techniques such as drawing, painting, digital photography and video. We will meet three times weekly for 2-hour sessions, and students should plan to invest at minimum an equal amount of time on their projects outside of class.

Requirements: four artworks and one class presentation, as well as ongoing participation in class discussion.

No prerequisites. *Enrollment limit: 15. Preference will be given to students writing to the instructor with a short paragraph about why they want to be in this class.*

Cost: \$45.

Meeting time: mornings.

GABRIELA VAINSENER (Instructor)

LIMON (Sponsor)

Gabriela Vainsencer is a visual artist living and working in Philadelphia and Brooklyn. She was Williams College's Levitt fellow in 2009 when she taught this class for the first time. Since then she has taught it as a winter study class in January 2012. Her recent exhibitions include a solo show at RAC gallery in NY, NY and "Tzeva Tari" art fair in Tel Aviv, Israel.

### **ENGL 19 Demon Children**

If there is one generalization you can make about horror movies that will hold up pretty well over time it is that they tend to be leery of men, guys, the male of the species: slashers, serial killers, rapist-werewolves, seducer-vampires. Monsters in horror movies are sometimes women (or otherwise female), but those films tend to play as experiments, more or less teasing, on the established boy-genres: What if the werewolf were a girl? Can we even imagine a lady slasher? There is, however, a conspicuous subgenre of horror movies about evil children, some of them not yet born. It will be our task to figure out why. We'll watch some dozen or so evil-child movies, a half-century's worth, in order to understand why some people think that babies aren't cute or why they think that cuteness can kill you. Movies: *The Village of the Damned*, *Rosemary's Baby*, *Joshua*, *Inside*, *The Children*, *Splice*, &c. Questions: Are demon children just pee-wee versions of ordinary movie monsters, or are there certain fears that get attached specifically to kids? Do we fear children when they are least childlike or when they are most so? And whatever happened to the idea that the very young are burbling and blameless? A film journal is required, and a taste for psychoanalysis wouldn't hurt.

Grade is based on the film journal mentioned in the description.

No prerequisites. *Enrollment limit: 15. Preference will be given to English majors.*

Cost: \$0.

Meeting time: afternoons.

THORNE

### **ENGL 20 How to Tell a Story (Same as HIST 20)**

(See under HIST 20 for full description.)

### **ENGL 22 Shakespeare in Film (Same as THEA 12)**

(See under THEA 12 for full description.)

### **ENGL 23 War and Peace**

Winter Study is the perfect occasion to lose yourself in the enormous world of a book many people consider the greatest novel of all time. In this course we will read all 1,296 pages of Tolstoy's *War and Peace*, as translated by Richard Pevear and Larissa Volokhonsky, the A-team of Russian-to-English translators. We will read alone and together, aloud and silently, with and without crackling fires. We will read in unusual places. We will discuss the novel and turn to histories of politics, society, philosophy and art to supplement our understandings of the book that Tolstoy himself said was "not a novel, still less a poem, and even less still a historical chronicle." We will watch film adaptations and other responses to the novel.

Throughout the reading process each student will produce a creative piece: in any medium (visual arts, dance, theater, creative writing, film, etc.) The only requirement in respect to the final project is that you NOT produce a 10-page literary critical essay.

Prerequisites: readiness to read for 20 hours per week. *Enrollment limit: 10. Preference given to seniors first, then juniors, then sophomores, then first-year*

students.  
Cost: book.  
Meeting time: mornings.  
CLEGHORN

### **ENGL 30 Honors Project: Specialization Route**

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

### **ENGL 31 Honors Project: Thesis**

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

## **ENVIRONMENTAL STUDIES**

### **ENVI 12 Landscape Photography (Same as GEOS 12)**

(See under GEOS 12 for full description.)

### **ENVI 13 United States Environmental Law: Its Historic Past, Its Uncertain Future (Same as JLST 13)**

(See under JLST 13 for full description.)

### **ENVI 14 Environmental Education: What, How, and Why**

Public school teachers are in the best position to take us safely across the precipice at which humanity finds itself. Our side of the abyss: business as usual with dirty fuels, rampant growth of population and pollution, and consumption practices that use up natural resources at an accelerating rate. The other side: industry mimics nature by recycling resources, waste is eliminated, consumers consider factors other than price; a paradigm shift in collective consciousness where environmental impact is at the forefront of decisions rather than an afterthought.

Public school teachers are in the best position to teach the fundamentals of environmental education, which will arm students with the knowledge set they need to live a life that accounts for the human impact on ecosystems and make informed decisions for the rest of their lives. How to optimize the effectiveness of environmental education in classes K-12 is the question this course will explore.

We will examine several environmental education models, then focus on California's Education and the Environment Initiative as the leader, as being the largest lever ever attempted to raise environmental literacy to the same level of importance as the three "Rs": reading, 'riting and 'rithmetic. We'll learn how the landmark legislation came about that created the curriculum and consider the efforts of other countries and states already hoping to duplicate its success. We'll use case studies to assess implementation in the school districts that have adopted it over the last three years.

We'll explore ways of making the curriculum adoption even more widespread. And we'll discuss how success can be measured. We'll explore education theories including studies that show better student engagement when topics are taught through an environmental lens. We'll discuss theories about how learning happens and how it affects behavior change, looking especially at the Transcendent Function. And we'll discuss the efficacy of using the education system to foster behavior change. We'll also look at the important functions that a partnership between a private non-profit organization and the state can play in advancing environmental education.

The class will be conducted mostly as a seminar, with some short lectures, a lot of discussion, debates, and presentations. There will be some reading required outside of class.

Evaluation will be based on a 4-8-page essay and a PowerPoint presentation to the class on a topic of your choosing and approved by the instructor. Attendance and participation will also be taken into account.

No prerequisites: *Enrollment limit: 16.*

Cost: \$0.

Meeting time: Monday, Tuesday, Thursday from 10:00 to 12:00; there will be a guest speaker and a field trip to a local "green" school.

WILL PARISH '75 (Instructor)

FRENCH (Sponsor)

Will Parish '75, is CEO of Friends of Environmental Education, the non-profit organization that he founded to partner with the state of California bringing the state-approved environmental education to all the schools in the state. Will also serves on the Instructional Quality Commission of the California State Board of Education. From 2002-2012, he was a public high school teacher in San Francisco where he taught Civics and Environmental Science. In the 1990s, he ran an environmental organization that used airplanes to fly environmental education missions. In the 1980s, he founded an alternative energy development company that produced electricity for 40,000 people from cattle manure and crop wastes. He also practiced law in San Francisco. In the 1970's he was a professional flight instructor. In the two years after graduating from Williams, he drove a Jeep around the world. Will lives in San Francisco with his wife of thirty years where they raised two sons and many pets.

### **ENVI 15 Environmental Dispute Resolution**

In addressing environmental challenges, policy makers often encounter long-standing rifts among stakeholders. These impasses are not easily addressed through traditional regulatory processes, and this course will draw on scholarship in conflict resolution to examine when and how these divides can be overcome to achieve sustainable outcomes. This course will offer a hands-on approach to examining the potential of environmental mediation: most class meetings will consist of negotiation role-plays in which students will take on roles in a variety of environmental disputes pertaining to a wide range of topics such as toxic wastes, energy production, water management, urban planning and climate change.

Participants will have an opportunity to develop their own negotiation and mediation skills, as well as take a critical look at tactics and tools available to address some of the recurring challenges in environmental policy, including scientific uncertainty, value conflicts, miscommunications and injustice concerns.

Course readings to be completed outside of class meetings will include key readings on environmental negotiation (approx 60 pages per week), and preparatory materials for the negotiation role-plays (usually 40 pages per exercise). Students will keep a journal with regular entries reflecting on the negotiation exercises in the context of the assigned readings.

Schedule of class meetings will vary depending on the negotiation exercise. There will be at least two exercise that will need to be completed in a 5 or 6 hour block (so on at least two occasions we will meet from 10am-4pm).

At the end of the course, students will have an opportunity to apply the concepts introduced in the exercises to develop recommendations in resolving an ongoing environmental dispute. This conflict assessment will be carried out in groups who will present their recommendations to the course.

On average, students can expect to spend 12 hours a week in class (including role-plays) and 8 hrs a week completing reading, writing and research assignments.

Requirements: Preparation for, and full participation in, the negotiation role-plays and debriefs; regular journal entries tying assigned readings to lessons from role-plays; final group conflict assessment project applying concepts/skills to an unfolding environmental dispute and developing recommendations for a way forward.

No prerequisites. *Enrollment limit: 30. If overenrolled, selection on basis of detailed questionnaire.*

Cost: \$150.

Meeting time: blocks of time will vary by day to reflect the needs of different negotiation exercises, on at least 2 occasions the class will meet from 10am-4pm  
KOHLER

### **ENVI 25 California Agriculture**

Students will experience the incredible diversity of agricultural practices in California on farms from San Luis Obispo County vineyards, orchards and seed production; to the diversified (and sometimes mega-scale) grain, dairy, beef operations of the San Joaquin Valley; to the winter vegetables, artichokes, garlic, etc. of the Salinas Valley. We will examine agriculture on different scales, from small 5-acre single-person farms to mega-scale, confined animal feeding operations operated by corporations. We will examine a diversity of approaches within various crops, contrasting and comparing biodynamic and organic approaches with other forms of conservation agriculture and conventional petrochemical-intensive methods of producing food. We will also explore the production of non-conventional crops such as biofuels.

The field course will be structured to give students as much hands-on experience as possible by engaging them in half-day work experiences in exchange for interviewing the farm operators and touring the facilities. This will be arranged in advance in accordance with State health, safety and labor laws (and common sense). The WSP field trip course will have a transition to the spring 2013 seminar I will be teaching on the Ecology of Sustainable Agriculture.

Readings (some in advance, some in January): Starrs, P. and P. Goin, *Field Guide to California Agriculture*; Guthman, J., *Agrarian Dreams*; Estabrook, B., *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*; Nestle, M., *Politics of Food*; Hesterman, O.B., *Fair Food*; Pollan, M., *In Defense of Food*.

Evaluation will be based on a field journal in addition to a 10-page paper dealing with the intersection of the readings and field experiences.

Prerequisites: none, but since preference will be given to ENVI and BIOL majors, BIOL/ENVI 230 is suggested. *Enrollment limit: 10. Preference will be given to students registering for ENVI/BIOL 422 in the Spring Semester. If the demand still exceeds 10, students will be asked to submit a short essay giving reasons for*

wanting to participate in the course.  
Cost: \$1250 plus airfare to and from San José, CA.  
ART

### **ENVI 31 Senior Research and Thesis**

To be taken by students registered for Environmental Studies 493-494.

## **GEOSCIENCES**

### **GEOS 12 Landscape Photography (Same as ENVI 12)**

This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph. Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of digital photography, which will be reviewed at biweekly class meetings. In addition to photographing and critiquing images, the class will visit collections at the Clark Art Institute and WCMA to see original work and examine and discuss books on reserve at Sawyer Library. An overview of the history of landscape photography will be provided with an emphasis on American workers such as Carlton Watkins, Eadweard Muybridge, Alfred Stieglitz, Eliot Porter and Ansel Adams. We will also demonstrate examples of different cameras such as medium format, view cameras, and panorama cameras. Students will produce a body of successful photographs that will be projected at the Winter Study presentation day and on display at <http://dm.williams.edu/projects/>. Students will submit short written explanations with each of their photographic assignments.

Evaluation will be based on attendance, the student's photography, and their presentation.

Prerequisites: students will need a digital single lens reflex camera (DSLR) or a new generation electronic viewfinder (DSLR) camera such as those by Sony or Olympus. See <http://digital-photography-school.com/blog/how-to-buy-a-dslr-camera/>. *Enrollment limit: 15. Preference given to first-year students and sophomores.*

Cost: \$50.

Meeting time: mornings.

NICHOLAS WHITMAN (Instructor)

DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape photographs of power and depth. See more at [www.nwphoto.com](http://www.nwphoto.com).

### **GEOS 25 Field Geology in the Colorado Front Range—the Geologic Evolution of the Southern Rocky Mountains**

Rising 8000 feet vertically above Colorado Springs and the Great Plains, 14,000 foot Pikes Peak heralds the beginning, both topographically and geologically, of the Rocky Mountains. The region beneath the Peak vividly portrays one of the most complete records of geologic history in the West, spanning nearly 2 billion years. Precambrian granite plutons and their metamorphic wall rocks are the "basement" for a stratigraphic succession stretching from Cambrian to Pleistocene. Thickness and types of sedimentary layers, some tilted vertically, document repeated uplift and erosion of mountain ranges. Volcanism 40-20 million years ago produced flows of lava, glowing incandescent ash, and mud, as well as the major gold deposit at Cripple Creek. Fossil localities contain marine organisms, world-class dinosaur remains, and, at the Florissant Fossil Beds National Monument, one of the richest assortments of Tertiary plants and insects found anywhere. This winter study project culminates in a 10-day field trip to explore this geologically rich and diverse region. The program begins with a week and a half at Williams, where daily meetings will introduce the material and methods needed for the field work to follow. Classes and labs will deal with rock types, geologic structures and landforms, the time scale, and topographic and geologic maps. During this time each student will select a particular topic or locale to review independently and to present to the entire group while on-site in Colorado.

In Colorado we will be based at the 6000-acre Colorado Outdoor Education Center, adjoining the Florissant Fossil Beds National Monument. Daily field trips on foot and by van will take us to key outcrops that provide field evidence for the geologic and topographic evolution of the region. Observations and measurements at each site will be recorded in field notebooks, documenting a first-hand introduction to the region's physical and historical geology.

Evaluation: The quality of the independent site-specific study and its presentation in the field, along with the field notebooks, will serve as the basis for evaluation. Prerequisites: consent of the instructor. *Enrollment limit: 10. Preference to underclassmen with a strong interest in geology as well as to current upper-level geology majors, who may serve as mentors for less advanced students.*

Cost: All transportation, meals, and lodging will be covered by a grant from the Freeman Foote Field Trip Fund for the Sciences. Books (approx. \$50) and incidental expenses away from campus are additional.

Climate: The field area is a high semi-desert (~14" precipitation/year) ranging in elevation from 5000 to 10,000 feet. Abundant sunshine even in mid-winter will melt any rare snowfall, but cold and possibly windy conditions can be expected. Each participant should have suitable winter outer gear (similar to that needed to survive January outdoors at Williams).

WOBUS

### **GEOS 31 Senior Thesis**

To be taken by students registered for Geology 493-494.

## **GERMAN**

### **GERM S.P. Sustaining Program for German 101-102**

Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; storytelling; reading. No homework.

Requirements: active participation and regular attendance earn a "Pass" grade.

Prerequisites: German 101 or equivalent. Limited to German 101-102 students.

Cost: approximately \$5 for photocopied materials.

Meeting time: mornings, three times a week 9-9:50 a.m.

### **GERM 12 New/Old Netherland(s)—the Fourteenth, Forgotten Colony (See under HIST)**

(See under HIST 12 for full description.)

### **GERM 30 Honors Project**

To be taken by honors candidates following other than the normal thesis route.

### **GERM 31 Senior Thesis**

To be taken by students registered for German 493-494.

## **HISTORY**

### **HIST 10 Traveling through the Berkshires: The Past Meets the Present**

In this course, students will travel to important historical sites and museums throughout the Greater Berkshires to learn about the history of the region and to study how the past is presented to the public. The sites visited will chronicle the history of the region from its first settlement to the twentieth century. The content of each site visit will place the local history within a larger national context. Topics will include the Berkshires as a frontier outpost, as a place of revolution, as a site of the industrial revolution, and as a mecca for arts and culture. Visits will also introduce students to how history is preserved, commemorated, exhibited, and reenacted. Sites include museums, living history centers, historic buildings, battlefields, and monuments. As often as possible, students will meet with museum staff and other public history professionals who will talk about their work. Diaries, memoirs, and travel narratives from *The Berkshire Reader: Writings from New England's Secluded Paradise* and other sources will complement the historic sites visited.

Students will be required to complete three projects for the course. The class will work together to create a website that interprets the history of the region based on the site visits. Students will also keep individual blogs that chronicle their travels. Finally, the class will culminate with students attempting to recreate authentic food in a living history demonstration. Attendance on all trips is mandatory. Visits may include Bennington, Deerfield, North Adams, Albany, Sturbridge, and inside the 1753 House in Williamstown.

No prerequisites. *Enrollment limit: 15. If overenrolled, preference will be given to History majors and especially to those who have taken other classes with the instructor.*

Cost: \$25.

Meeting time: Mondays for one hour and on one other day during the week (which will vary) for a 5- to 6-hour trip/discussion.

SPERO

### **HIST 12 New/Old Netherland(s)—the Fourteenth, Forgotten Colony (Same as GERM 12)**

From 1609 to 1674 the Netherlands discovered, explored, governed and developed a big chunk of the pristine New World. Henry Hudson on the Dutch ship, the Halve Maen, sailed up the Groote Rivier to find the North West Passage to Asia. Instead Hudson had to return at Beverwijk (Albany), where beaver skins were eventually turned into "gold." In 1623 the West India Company (WIC) in Amsterdam was established and New Amsterdam (New York) was founded. Petrus Stuyvesant took the last stance in 1674 when the British overwhelmed the Dutch colonists for a last time. We will read excerpts of several journals (in translation) from the 17th century as well as excerpts from books and articles written by researchers and scholars in recent years. Two field trips: to the New Netherland Research Institute in Albany and to Hurley and Kingston on the Hudson will be undertaken.

Requirements: 10-page paper.

No prerequisites. *Enrollment limit: 20. History majors will get preference; otherwise by lottery.*

Cost: \$15 reading packet.

Meeting time: mornings.

ADRIANA MILLENAAR BROWN (Instructor)

SINIAWER and NEWMAN (Sponsors)

Adriana M. Brown taught a Winter Study crash course in the Dutch language at Williams for ten years. She has worked for the New Netherland Research Institute. She has given several talks in the area on this Forgotten Colony. She has published short stories and essays.

### **HIST 13 Urban Culture in Seventeenth Century China: The Fiction of Feng Menglong (Same as ASST 13)**

The short stories collected by Feng Menglong drew upon the tales of teahouse storytellers, novel currents in philosophical discourse, and the burgeoning world of urban commerce in early seventeenth century China. Written in a vernacular style, these stories contain highly unconventional depictions of merchant life, gender, sexuality, and ethics. In this course, we will examine Feng's stories in both their literary and historical contexts to examine the cultural world of late Ming Dynasty China. Readings will include selected stories as well as secondary works on literary history, commercial publishing, urban culture, and ethical philosophy.

Evaluation in the course will be based on presentations, brief papers, and a final project.

No prerequisites. *Enrollment limit: 30. Preference to those with a demonstrated interest in the topic.*

Cost: \$50.

Meeting time: afternoons; twice/week.

A. REINHARDT

### **HIST 14 Africa, Islam, and the Novel (Same as AFR 14 and REL 14)**

In the fourteen centuries since the origin of Islam, Muslims have played important roles in Africa's development. Muslims were important in the process of state-building, in creating commercial networks between parts of the continent, in introducing literacy, as well as in exchanges of inter-state diplomacy within Africa and beyond. This course will examine the representation of Islam and Muslims in novels written by Africans. How has gender, class, age, nationality, politics, and colonialism affected the relationships among African Muslims as well as their relationships with non-Muslims? How effective is the novel as a genre in representing these issues? Some of the novels we will read include: Tayeb Salih, *Wedding of Zein*, Mariama Ba, *So Long a Letter*, Sembene Ousmane, *Xala*, Hamidou Kane, *Ambiguous Adventure*, and Camara Laye, *Dark*.

Requirements: 10-page paper.

No prerequisites. *Enrollment limit: 30. Preference will be given to third and fourth year students.*

Cost: \$80-90 for books.

Meeting time: afternoons.

MUTONGI

### **HIST 16 American Wars: Directed Independent Reading and Research**

An independent reading and research course on American wars from colonial times to the present. All participants will share a few common readings, but there will be no formal classes. Instead, each participant will meet individually with the instructor to develop a unique reading list on a topic of their choice. Once their topic is decided, they will spend the rest of the Winter Study researching and writing a substantial paper (at least 25 pages) on their topic.

No prerequisites except interest in American military history.

Requirements: a research paper of at least 25 pages in length.

No prerequisites. *Enrollment limit: 20. Preference will be given to History majors and those students who have demonstrated an interest in the history of warfare.*

Cost: \$40.

Meeting time: individual meetings; no formal classes.

WOOD

### **HIST 20 How to Tell a Story (Same as ENGL 20)**

For you would-be journalists and writers, here's a chance to try your hand. NPR correspondent and author Barbara Bradley Hagerty offers some tips to writing stories (and exams) with grace and speed. We will go through the process of writing a story for publication or broadcast: Where you get ideas, whom you interview, how you conduct interviews, how to write on deadline, and most of all, how to tell a great story that no one will forget. We will watch some movies and read some great journalistic books. Evaluation will be based on regular in-class writing assignments, class participation, and a 10-page paper that requires reporting a controversy on campus or an unsolved crime in the Williamstown area.

Requirements: in-class writing assignments, 10-page final project and presentation.

No prerequisites, but this is for those with serious writing aspirations. *Enrollment limit: 15. Selection based on a brief essay telling me why they want to take this course. Some preference given to seniors and juniors.*

Cost: approximately \$60.

Meeting time: mornings.

BARBARA BRADLEY HAGERTY '81 (Instructor)

SINIAWER (Sponsor)

Barbara Bradley Hagerty, whose 30-year career includes reporting for *The Christian Science Monitor* (as a national and foreign correspondent) and (currently) for National Public Radio. She is the author of the bestselling book, *Fingerprints of God: The Search for the Science of Spirituality*.

### **HIST 22 Realities and Representations of Native Americans**

In this course, we will explore the lives and times of four iconic Native Americans - as well as how their stories are constantly interpreted and reinterpreted - as a way of understanding more about the history of Native North America. Most of these figures are familiar from textbook and legend: Pocahontas, the original "Indian Princess"; Squanto, who famously taught the Pilgrims how to cultivate maize; Sacagawea, the quintessential guide, interpreter, and cultural go-between of the Lewis and Clark expedition; and Crazy Horse, a Lakota warrior and leader who participated in the Battle of the Little Big Horn. By considering how these individuals' stories have been told through a variety of media such as films, websites, historic sites, sculpture, and more, we will explore the symbolic uses of these individuals in American culture. We will also delve into the realities behind the symbols to contrast the actual experiences of diverse Native peoples with the stereotypes that continue to evolve into the present day. We will meet three days a week for two hours, and students will view films and other media and complete secondary reading assignments outside of class.

Requirements: 10-page paper analyzing at least three popular representations of a Native American individual.

No prerequisites. *Enrollment limit: 25. Preference will be given to History majors.*

Cost: \$50.

Meeting time: mornings.

LAURA SPERO (Instructor)

SINIAWER (Sponsor)

Laura Spero received her Ph.D. in History at the University of Pennsylvania. She is currently a post-doctoral fellow at the Omohundro Institute of Early American History and Culture. Her research interests include colonialism, Native North America, and gender studies.

### **HIST 23 Gaudino Winter Study Fellows Program**

The Gaudino Winter Study Fellow designation is available to up to ten students who create their own independent projects that involve critical, reflective, and experiential learning during Winter Study. Each student works independently under the direction of a faculty sponsor, who will help shape and monitor the project. The project must receive approval from the Winter Study Committee, as well as from the Gaudino Scholar and Gaudino Board of Trustees. The Gaudino

Board is looking for projects that address specific intellectual problems through direct experience, undertaken preferably in a social milieu that is previously unfamiliar or even uncomfortable to the applicant. Projects must be academically rigorous and worked out carefully with faculty sponsors. Projects should also entail systematic self-reflection on how the experiences affect students personally, and students may be asked to discuss their project with the Gaudino Board after it is completed. The Gaudino Scholar will meet with students as a group before and after Winter Study. All students whose projects are approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to \$2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College. Students selecting this course will register for HIST 23. More information about the Gaudino Fellows Winter Study Program and guidelines for applying can be found at: <http://www.williams.edu/resources/gaudino/overview.php>.  
BERNHARDSSON

**HIST 26 Teaching, Doctoring and Living With Refugees and Immigrants (Same as AMST 26 and SPEC 26)**  
(See under SPEC 26 for full description.)

### **HIST 31 Senior Thesis**

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of WSP.  
SINIAWER

## **INTERNATIONAL STUDIES**

**INST 15 Orham Pamuk, Nobel Laureate (Same as ARAB 14, COMP 17 and ENGL 15)**  
(See under ENGL 15 for full description.)

### **INST 25 Art of Experience in Egypt: Visual Documentation of Journey and Encounter**

This course is a studio art course that immerses students in the contemporary culture of Egypt through travel in Luxor, Aswan and Cairo. Using watercolor, graphite, and pen, students explore approaches for visually documenting experiences and encounters. As traveling artists, we repeatedly return to the following questions: How do we make sense of new and sometimes disorienting visual information? How do we translate experience into a visual language? What does it mean to be an artist traveler?

In the fall before departure, students attend several studio art classes and cultural orientation sessions. While in Egypt, students are expected to visually document their day's encounters in sketchbooks, attend studio workshops and critique sessions, and complete drawing and watercolor assignments. We spend the first 4 days in Cairo where students visit artist studios, museums and other cultural sites. Students then spend one week in Luxor, Upper Egypt where they have the opportunity to work with art students and faculty from the Luxor College of Fine Art. Through sketchbook work and assignments on larger format paper, students will draw at cultural and historical sites like Hassan Fathy's New Gourni Village and Karnak Temple, in the marketplace, and on the Luxor College campus. We will then spend four days in Aswan with a focus on landscape drawing, and then finish our time in Cairo with visiting the Giza Pyramids and participating in a final group critique.

Note: This course requires more preparation than is usual for a WSP course; there will be mandatory evening orientation meetings and a studio workshop during the Fall semester. Preliminary sketchbook work and assigned readings including a complete text by a contemporary Egyptian author must be completed by the start of Winter Study Period. The first three days of Winter Study will take place on the Williams College campus for reading discussions, presentations, and studio workshops. Only those who can attend from the first day of Winter Study are eligible for this trip. Students will mount an exhibition of their artwork on campus after the trip, and present their work to the Williams Community.

Requirements: completed sketchbooks and assignments, participation in group critiques, and successful execution of final project. In addition, a supportive demeanor throughout the trip and group critique participation are required.

No prerequisites, but drawing experience highly recommended. *Enrollment limit: 10. Selection will be based on application essays, interviews, references and seniority in that order.*

Cost: \$3300.

JULIA MORGAN-LEAMON (Instructor)

BERNHARDSSON (Sponsor)

Julia Morgan-Leamon is a painter, installation artist, and media producer. She received her MFA in Visual Arts from Vermont College of Fine Arts, and her BA in Studio Art from Mount Holyoke College. In 2009, she was one of 25 international artists invited to participate in the Luxor International Painting Symposium and residency.

### **INST 30 Senior Honors Project**

To be taken by candidates for honors in International Studies.

## **JUSTICE AND LAW**

### **JLST 13 United States Environmental Law: Its Historic Past, Its Uncertain Future (Same as ENVI 13)**

Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly forty years since the modern era of environmental law began. As a preface, we will consider the significantly more limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation. We will examine the reasons why the law's early application in the first half of the 20th century almost exclusively to the conservation and preservation of natural resources took on in the second half a markedly different approach, one emphasizing pollution control and all but ignoring resource conservation.

The course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature.

The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss) but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future.

In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal solutions imposed. Cases decided at the appellate level will be introduced and examined through their trial court memoranda opinions in order to observe how the legal system actually works and how frequently the reasoning behind the trial judge's decision changes as the case works its way through the appellate process.

This course will be presented from a litigator's point of view, that is to say, both the practical and the theoretical, emphasizing what is possible to achieve in the litigator's real world as informed by what the academician would present from the security of the classroom. Evaluation will be based on attendance and classroom participation. Students will prepare several short papers, including single page "clerk's notes," which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues.

No prerequisites. *Enrollment limit: 15. Extensive readings with only 5 one-page, single-spaced papers on historical and legal subjects designed to further the class discussions. This course is appropriate for students eager to explore the material presented and prepared to argue assigned positions on important legal, literary and historical issues.*

Cost to students: approximately \$80 for books and materials.

Meeting time: mornings, 3 two-hour sessions a week.

PHILIP R. MCKNIGHT '65 (Instructor)

SHANKS (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

### **JLST 14 Mock Trial: Simulation of a Civil Trial**

This course provides the opportunity for students to simulate the role of a civil trial attorney formulating trial strategy, opening statement, direct and cross examination of witnesses, and closing argument. Using case materials from the American Mock Trial Association which has a website at [www.collegemock-trial.org](http://www.collegemock-trial.org), teams of 5-6 students will prepare for a civil trial. The initial class will review the role of trials in the American legal system, the anatomy of a trial, approaches to witness presentation, styles for direct and cross examination, and the role of opening statement and closing arguments. After the initial lecture, the



students will go through the process using the materials provided to select the necessary witnesses to present their case as both plaintiff and defendant. Students on each team will then play the roles of the attorneys and witnesses to present their case, once as the plaintiff and once as the defendant. Evaluation will be based on the following: (1) short (2-3 page) memo on the strategy for the case as plaintiff/defendant and reasons for witness selection; (2) preparation of direct and cross examinations; (3) preparation of opening and closing arguments; (4) effectiveness as witnesses and (5) oral presentation of the case to a panel of "judges" as plaintiff and defendant.

No prerequisites, but interest in the legal system and potential career in law helpful. *Enrollment limit:* 24.

Cost: less than \$100 for photocopying of case materials.

Meeting time: two 4-hour sessions on Mondays at 12:00 to 4:00 and Tuesdays at 10:00-2:00.

DAVID C. OLSON '71 and GENE M. BAUER '71 (Instructors)

SHANKS (Sponsor)

David C. Olson graduated from Williams in 1971 and then from Ohio State's Law School in 1978. He joined what is now Frost Brown Todd 33 years ago and practices as a civil trial attorney. He handles a wide range of complex civil matters with a concentration on construction cases. Please see his attached firm profile for more details.

Gene M. Bauer graduated from Williams in 1971 and then from Harvard Law School in 1974. He held a variety of positions with law firms in New York for 6-7 years and thereafter assumed several positions as Associate General Counsel, General Counsel and other senior management positions with companies in New York, New Jersey and Massachusetts. Please see his attached Career Summary for more details.

### **JLST 17 Learning Intervention for Troubled Teens (LIFTT)**

The objective of this program and winter study course is to provide an alternative sentence for adolescents involved in the Juvenile Court system in Berkshire County. Many of these children cut school, are disruptive in the classroom, and do not find learning stimulating. The goal of this program is to teach these children, through experience, that learning can be fun, providing them with the motivation to succeed in school. These students, under the guidance of Williams College undergraduates, will select a topic of interest and learn how to research and present this topic to their peers in the program, with access to Williams College facilities. Williams undergraduate students will gain experience in teaching and motivating troubled teenagers and will also present a topic of their choosing to the students in the program, modeling a classroom setting. Furthermore, Williams students will be exposed to the Juvenile Court system, gaining insight into the causes of and solutions to the incidence of juvenile crime. Williams students will be expected to read relevant training materials, meet with their teenagers three times a week in the afternoon, give a final presentation, and keep a weekly journal detailing the meetings.

Evaluation will be based on the quality of the journal and the Williams students' own topic presentations.

No prerequisites. *Enrollment limit:* 8. *Preference to sophomores, juniors, and seniors. Students will be asked to write a paragraph describing why they want to take the course.*

Cost: \$0.

Meetings with the teens will be from 3-5 pm three times per week.

MICHAEL WYNN '93 (Instructor)

SHANKS (Sponsor)

Mike Wynn is the Chief of the Pittsfield Police Department and graduated from Williams in 1993.

## **LATINA/O STUDIES**

### **LATS 13 Virtual Communities: Ethno-Racial Identity, Gender, and Class Online (Same as AMST 13 and WGSS 13)**

This interdisciplinary course will explore the dynamics of media self-representation and online community creation, with a specific focus on the ways in which ethno-racial identity, gender, and class are expressed, interpreted, and studied on the Internet. Building on the notion that our virtual and "real" lives are inextricably linked, we will consider the everyday offline realities that shape our online experiences. Finally, we will devote particular attention to the unique role that the Internet plays in the construction and maintenance of virtual communities ranging from Facebook to blogs to online chat rooms. Course meetings will be held twice a week in a three-hour seminar format. Coursework will consist of assigned readings, one-two group discussion leadership sessions, and two five-page essays.

Requirements: participation, one-two group discussion leadership sessions, and two 5-page essays.

No prerequisites. *Enrollment limit:* 10. *If overenrolled, preference will be given to Latina/o Studies concentrators, American Studies majors, and Women's, Gender, and Sexuality Studies majors by seniority.*

Cost: \$65.

Meeting time: mornings.

CEPEDA

### **LATS 25 Transnational Narratives on the Mexico-US Border (Same as COMP 25)**

(See under COMP 25 for full description.)

### **LATS 31 Latina/o Honors Thesis Seminar**

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Prerequisite: approval of program chair. *Enrollment limited to senior honors candidates.*

## **LEADERSHIP STUDIES**

### **LEAD 10 Institutional Leadership and Social Responsibility**

This course will examine a wide variety of issues related to leadership and responsibility, in both public- and private-sector settings. We will explore these issues through the experiences of men and women who have held leadership roles in these contexts. We will look at issues of corruption and fraud in the private sector. We will examine the changing role of lawyers in advising and guiding their clients. We will look at environmental issues from the perspective of both private institutions and government regulators. We will discuss issues facing leaders in higher education. We will look at questions of responsibility facing political leaders at the state level in our federal system. And we will examine leadership issues as they have arisen in historical contexts, including crucial questions regarding the origins and development of American involvement in Asia. The majority of class sessions will be led by guest speakers, most, though not all, of whom are distinguished alumni of the college. Students will be expected to take an active role in introducing and helping to lead discussions involving the guest speakers.

Evaluation will be based on attendance, preparation, and participation in class discussions, and a final 10-page paper. You should do the readings assigned before class. All readings are online with the exception of one reading packet, which will be handed out in class, and one book. You are expected to purchase the latter, available at Water Street Books: Profiles in Leadership, edited by Walter Isaacson.

No prerequisites. *Enrollment limit:* 18.

Cost: \$0.

Meeting time: mornings.

EARL DUDLEY and PETER BEREK (Instructors)

MELLOW (Sponsor)

Earl Dudley—Professor of Law, University of Virginia School of Law, 1989-2008; Private law practice, Washington, DC 1968-1975, 1977-1989; General Counsel, Judiciary Committee, U.S. House of Representatives, 1975-1977.

Peter Berek—Professor of English, Williams College, 1967-1990; Dean of the College, Williams, 1975-78; Special Assistant to the President, Williams, 1987-90; Dean of Faculty and Provost, Mount Holyoke College, 1990-1998 (Interim President, Fall 1995); Professor of English, Mount Holyoke, 1990-2011; Visiting Professor of English, Amherst College, 2009-present.

### **LEAD 13 Enlightened Leadership (Same as COMP 13)**

(See under COMP 13 for full description.)

### **LEAD 14 The CIA and the War on Terror: A Scalpel, not a Broadsword (Same as PSCI 14)**

(See under PSCI 14 for full description.)

### **LEAD 18 Wilderness Leadership**

This Winter Study project is for students who would like to participate in an off-campus experiential education opportunity. Students will be required to research an appropriate accredited program i.e., National Outdoor Leadership School, Outward Bound etc., that will provide a suitable learning environment and be at least 22 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required 10-page paper based on their journals will be required immediately after their return to campus for the start of third quarter. There

will also be a follow up class to debrief the experience in the first week of February. All programs must meet with the approval of the Outing Club Director. In addition to off-campus opportunities, there will be a Wilderness First Responder Emergency Care course that will take place on campus. Contact Scott Lewis for details.

Requirements: course approval by WOC Director, daily journal writing with focus on leadership and group dynamics, 10-page paper and 2 class meetings pre and post trip. Student assessment will be based on ten page paper and class discussions.

No prerequisites. *Off-campus opportunities are not open to first-year students. Interested students must consult with WOC Director before registration. Enrollment limit: 20.*

Cost to student will vary depending on the program selected-range is generally from \$1,500-3,000.

TBA, Interim Director of the Outing Club

#### **LEAD 19 Social Entrepreneurship: Innovating in the Social Sector (Same as ECON 17 and POEC 17)**

(See under ECON 17 for full description.)

#### **LEAD 25 Justice and Public Policy (Same as PSCI 15)**

The course will examine several public policy issues which have been resolved by the judicial system. These may include affirmative action and other gender and racial issues, death penalty, free speech/obscenity, and environmental issues. The focus of the course will be on the process involved in resolving the issues in the courts, including the importance of the trial courts in that process, the competing interests involved, the public impact of the decisions and, in most cases, the difficulty of resolution. Students will spend the second week in Boston where they will have the opportunity to witness activities at the Office of the Attorney General for Massachusetts and meet with representatives of the federal and state judiciary.

Requirements: 10-page paper/oral report and regular participation in class.

No prerequisites. *Enrollment limit: 10; not open to first-year students. If overenrolled, students will be asked to write a short essay to determine selection.*

Cost: \$7777\*; students will be responsible for obtaining lodging for four nights in Boston, MA and will be responsible for transportation to and from Boston and most meals.

Meeting time: at Williams, one morning and one afternoon, the first and third week; in Boston, Monday through Thursday, all day during the second week. Students will meet in December prior to break to discuss logistics and expectations for the course.

MARTHA COAKLEY '75 and MICHAEL KEATING '62 (Instructors)

MELLOW (Sponsor)

The course will be taught by Michael B. Keating '62, a trial lawyer with the Boston law firm of Foley Hoag LLP, and Martha Coakley '75, Attorney General for the Commonwealth of Massachusetts.

### **MARITIME STUDIES**

#### **MAST 10 Ultimate Wellness: Concepts for Living a Happy Healthy Life**

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today. We will be approaching post-modern nutrition concepts such as: Bio-individuality, crowding out, deconstructing cravings, and primary food through discussion, reading material, and videos. Students will develop a healthy eating and feasible living approach that includes: Menu planning, food label reading, navigating the grocery store, overcoming sugar addiction, self-care, physical activity, journaling, and achieving balance. Evaluation will be based on completion of assignments, class participation, reflective 10-page paper or equivalent creative project, and final presentation that demonstrates a level of personal growth.

After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process.

We will meet twice a week for three-hour sessions.

There will be several books, videos, grocery store field trip and simple cooking required for this class.

Requirements: 10-page paper or project and presentation.

No prerequisites. *Enrollment limit: 15. If overenrolled, selection will be based on a statement of interest.*

Cost: \$100.

Meeting time: mornings.

NICOLE ANAGNOS (Instructor)

KARABINOS (Sponsor)

Nicole Anagnos is a local Health & Nutrition Coach and the founder and director of Zen Tree Wellness. She also holds a masters degree in education.

### **MATHEMATICS AND STATISTICS**

#### **MATH 10 LQWURGXFWRQ WR FUBSWRJUDSKB**

The ability to encode information so that only certain recipients can read it (or, conversely, to read information you are not supposed to have!) contains some of the most exciting applications of pure and applied mathematics. Since at least the time of Julius Ceasar (the title to this course is encoded with the cipher he made famous), codes and ciphers have been used to protect important information. We'll discuss various cryptosystems used over the years. The course will be a mix of history and theory.

Requirements: TeX-ing solutions to problems, small writing assignments, possible presentation.

No prerequisites. *Enrollment limit: 18. Selection will be based on a short essay and background.*

Cost: \$0.

Meeting time: mornings.

MILLER

#### **MATH 11 A Taste of Austria**

This course introduces students to elements of the Austrian culture around the turn of the 19th century up to today. Students will learn about significant contributions to the arts and science from Austrians such as musician Gustav Mahler, artist Gustav Klimt, scientist Karl Landsteiner or poet Stefan Zweig. Other activities include learning how to dance the Viennese waltz composed by Johann Strauss (in case you want to attend Austria's main annual society event, the Opemball in Vienna) and how to bake Sachertorte (the delicious cake offered by the Hotel Sacher in Vienna). We will also pursue typical Austrian winter activities such as down hill or cross country skiing, sledding or skating. The course will be conducted in German and English.

Evaluation will be based on attendance, small weekly group presentations on some topic of Austrian significance, followed by class discussions and a final 10-page paper.

No prerequisites, although some fluency in German is welcome. *Enrollment limit: 12.*

Cost: \$90 (Lift ticket plus equipment rental for skiing, less if no lift ticket is purchased).

Meeting time: mornings.

SOPHIA KLINGENBERG (Instructor)

S. JOHNSON (Sponsor)

Sophia Klingenberg was born in Graz, Austria. She graduated from the Vienna University Medical School with a doctorate in Medicine in 2004. She has worked at the University of Florida, Dept. of Pathobiology as a research scholar for three years and is currently a resident at the Department of Internal Medicine at the Hospital in Fuerstenfeld, Austria.

#### **MATH 12 Modern Dance—Muller Technique**

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom I danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free-flowing dance that is wonderful to do and to watch. The class will be multi-leveled and open to both men and women alike. Previous dance experience preferred, but not required. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups.

Class will meet 4 times per week, 2 hours at a time. Preferably M, T, TH, F, from 10:30 am - 12:30 pm.

Requirements: We will finish the course with a short lecture-demonstration illustrating what we have learned.

No prerequisites; no previous dance experience necessary. *Enrollment limit: 20.*

Cost: \$0.

Meeting time: mornings.

SYLVIA LOGAN (Instructor)

S. JOHNSON (Sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York City for five years.

#### **MATH 14 Introductory Photography: People and Places (Same as SPEC 12)**

This is an introductory course in photography, with an emphasis on color photography and using the digital camera. The main themes will be portraiture and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards.

Students will be expected to spend a considerable amount of time practicing their own photography outside of class. There will be one required local half-day field trip. Students will also be introduced to the program Photoshop, and will work on their own pictures with this program.

Evaluation will be based on class participation, an in-class quiz and a final project.

No prerequisites. *Enrollment limit: 10. Selection will be based on an email questionnaire.*

Cost: \$50 for book.

Meeting time: mornings.

SILVA

#### **MATH 15 The Science of Star Trek (Same as PHYS 15)**

(See under PHYS 15 for full description.)

#### **MATH 17 Tournament Bridge**

We'll study, prepare, and play in as many bridge tournaments in the area as possible, coupled with analysis, reading, and writing. Tournament play followed by analysis and the writing up of lessons learned is an essential part of the study of bridge. At this level, it is much more than a "game": it is an intense intellectual and academic activity. Tournament time (including days, nights, and weekends) averaging about 10 hours per week, other class time about 6 hours per week.

Reading List: *Commonsense Bidding* by William Root; *How to Play a Bridge Hand* by William Root; *How to Defend a Bridge Hand* by William Root; *Modern Bridge Conventions* by Root and Pavlicek; *5 Weeks to Winning Bridge* by Alfred Sheinwald. A good supplementary text is *Bridge* by Audrey Grant, especially as supplemented by the related columns in the ACBL Bulletin. In addition there are many excellent collections of illustrative bridge hands. Fortunately much is on the web, with new ones appearing every month. Three excellent websites are Bridge Clues at <http://www.bridgeclues.com/> by Michael Lawrence, Frank Stewart's daily column <http://www.baronbarclay.com/stewart.html>, and Larry Cohen's website <http://www.larryco.com/BridgeArticles/>

Evaluation will be based on participation in all activities and the writing.

Prerequisites: you have to know how to play bridge. *Enrollment limit: 15. Selection will be based on bridge playing experience.*

Cost: \$150 for entry fees and 1-3 overnights (you provide your own food on the road).

Meeting time: tournament time (including days, nights, and weekends) averaging about 10 hours per week, other class time about 6 hours per week.

MORGAN

#### **MATH 25 The History, Geography and Economics of the Wines of France**

In this course, during the first week in Williamstown, we will study the factors that have resulted in the French wine industry of today. The history of wine making in France is long, dating back to the Greeks and later the Romans. Not surprisingly, the first areas to be planted were the areas around present day Marseille, (Massalia in Ancient Greece) in Provence, and the areas just north farther up the Rhône river valley. We will study the history of wine in France from the Romans through the middle ages, the influence of monasteries on wine production, the impact of the French revolution and the evolution of the modern classification system in the 19th century which is still in place today. The late 19th century saw a series of catastrophes that had devastating effects on both the quantity and quality of wine produced. The solutions to these problems are varied and fascinating and resulted in the hybridization of American and French vines which exist to this day. Recent history includes the spread of quality wines to the Languedoc area which now rivals some of the more prestigious traditional areas of Bordeaux and Burgundy. Later, we will visit the Agricultural Research Center (INRA) in Montpellier which both helped with understanding the Phylloxera epidemic of the 1850's, and also contributes to the continuing evolution of the quality of the Languedoc wine industry.

Geography and climate play an essential and important role in grape growing. Due to its temperate and incredibly varied climates, France, while not holding a monopoly on fine wine production, is blessed with being able to grow a wide range of different styles of grapes whose sugar and acidity lend themselves to the production of quality wines. We will visit four different areas of French wine production: Bordeaux, Languedoc and the two oldest areas of the Rhône and Provence. During our first week we will also study the impact of global warming on the future of wine production in France and the potential economic impact. We will look at temperature data and study the relationship between temperature change and quality using statistical regression analysis. Finally, we will discuss the role of wine in French cuisine and the importance of wine to French culture.

STRUCTURE OF THE COURSE:

During the first week in Williamstown, we will read about the history of wine production, study the geography of France and perform various statistical analyses relating to quality, temperature and production. In particular we will study the relationship between price and quality as judged by experts for the 2000 Bordeaux vintage. Depending on the ages of the students, we may do some wine tasting and discussion as well.

Proposed itinerary

Day 1: Fly from Albany to Paris, arriving in the morning. We will get acclimated and in the afternoon I plan to organize a lecture by a wine merchant who will give his perspective on the current state of the French wine industry (at the store Les Caprices de l'Instant).

Days 2-4: Train to Bordeaux. We will visit the famous wine town of St. Emillion and visit several chateaux during our 3 days in this area. Possible chateaux to visit include Haut Brion (or if still being renovated La Mission Haut Brion), Chateau Pichon Longueville, Chateau Margaux and Chateaux Mouton-Rothschild. Visits will include tours of the facility and a history of each chateau, some of which date back to the 16th century.

Days 5-7 We next travel to Montpellier the center of the Languedoc wine region. We will visit INRA (the agricultural research center) where we will talk with experts about the history of wine production in the area including the devastation of the Phylloxera epidemic as well as the evolution of the past 30 years which has seen the region go from an area which produced only table wine to some of the most prestigious wines of the world. We will visit several producers in the region, possibly Mas de Daumas Gassac, Domaine de La Grange des Pères and Château La Roque. Side visits will include a trip to Saint-Guilhem-le-Désert, one of the most beautiful medieval villages of France.

Days 8-10 Next is the Rhône with possible stops in Hermitage for a visit to the cave of M. Chapoutier, the domaine of Trevallon in Baux les Provinces, an incredible wine that lost its "appellation" for political reasons and it now a designated only as a "vin de table", but it sought after by chefs all over France, and at least one Chateaufort du Pape vineyard, possible Beaucautel or Domaine de la Janasse. One day will be spent in Avignon to visit the Palais des Papes the papal site during the 14th century. From Marseille we will take the train back to Paris and then fly back to Albany on day 11 or 12.

*Enrollment limit: 10. Not open to first-year students.*

Cost: \$3900.

DEVEAUX

#### **MATH 30 Senior Project**

To be taken by candidates for honors in Mathematics other than by thesis route.

#### **MATH 31 Senior Thesis**

To be taken by students registered for Mathematics 493-494.

## **MUSIC**

#### **MUS 10 Microtonal Eartraining, Performance and Composition**

Instrumentalists, vocalists, and composers are invited to explore the still new and growing field of microtonal music. The course begins with basic ear training: hearing, singing, and playing quartertones, then sixth tones, and finally twelfth tones (in the context of 72-note equal temperament). This will be of great value to all who perform and listen to any kind of music.

The course continues with the creation of short composition and improvisation exercises as presented in the textbook "Preliminary Studies in the Virtual Pitch Continuum" by Joseph Maneri, as well as through written exercises developed by Julia Wertz (currently teaching the microtonal course at the New England Conservatory of Music). Playing and discussing these exercises in class will provide an opportunity for the group to explore the aesthetic and stylistic implications of using these new sonorities, topics that often lead to fundamental questions about what we expect from music. Students will perform their own (or their classmates') short compositions at the end of the course.

To put these pursuits in context, we will consider explorations of microtonality from the end of the 19th century to the present: the music of Carrillo, Ives, Wyschnegradsky, Haba, Partch, Johnston, Boulez, Bancquart, Stahnke, Maneri, and others. By listening to recordings and studying scores, we will try to answer the question, "Why microtones?"

We will meet three times each week for 2-hour sessions, during which we will sing and play each others' written exercises, do eartraining drills and listen to a

wide variety of microtonal music. Written work and supplementary listening exercises are expected to be completed outside of class time. Evaluation will be based on completion of written assignments; a class presentation of either a performance or composition of a brief microtonal piece; a journal of response to listening assignments; attendance and participation.

Prerequisites: basic music reading ability and instrumental or vocal experience. *Enrollment limit: 15. Preference to seniors.*

Cost: \$50.

Meeting time: afternoons.

JAMES BERGIN (Instructor)

SHEPPARD (Sponsor)

James Bergin is the executive director of the Boston Microtonal Society, and a composer, violist and educator. He is the head of the orchestra department at Broude Brothers Limited, and maintains a private teaching studio in Williamstown.

### **MUS 11 The Rite of Spring, Rhythm Unlocked**

To celebrate the hundredth anniversary of the 1913 premiere of Igor Stravinsky's "Le Sacre du Printemps" (The Rite of Spring), and as a prelude to the March performances by the Berkshire Symphony, Dance and Theater Departments, the Departments of Music and Dance will collaborate on an interdisciplinary project studying Stravinsky's "Rite."

Arguably no 20th century composition so influenced the art of music as this seminal work. Participants will study the conceptual themes and percussive elements of the music. In addition we will demonstrate how rhythm, released from the traditions of the 19th century, unlocked new rhythmic possibilities for composers from that point forward. Relying on musicians both playing their instruments and or singing, we intend to perform sections of the score. Musicians will join with the Dance Department to recreate sections of the ballet, studying Nijinsky's original choreography as well as performing sections with more contemporary approaches. The course will be part lecture, in class study of film, and listening to audio recordings.

Participants will study the history of the riotous first performance.

Independent reading will include: Peter Hill's *Stravinsky: The Rite of Spring*, Robert Craft's, *Stravinsky: Glimpses of Life*.

Requirements: individual preparation of music, participating in discussion, written journal.

Prerequisites: students who read music. *Enrollment limit: 25. Preference given to instrumentalists first.*

Cost: \$50.

Meeting time: afternoons; classes will be held of Mondays, Wednesdays, and Thursdays from 1-3 The course will culminate in a performance.

FELDMAN

### **MUS 12 Composers Without Borders**

Focus will be on the creation, performance, analysis, and critique of cutting edge composition both individually and as a group.

Emphasis will on "work for public spaces" in connection with the I/O Festival in early January as well as at least one group composition also for performance on one of the festival concerts. Other activities include working with guest composers, analysis of works presented at the festival and others to be chosen, musical criticism when no criteria for evaluation exist, the use of simple electronics, and possibly the invention of new instruments as appropriate. Will require some evenings and weekend meetings.

Requirements: interim and final projects.

Prerequisites: music literacy, i.e., music reading skills required, some performance and/or composition experience highly desirable, Music 203 or 204 desirable.

*Enrollment limit: 8. Selection based on composition and performance experience.*

Meeting time: evening rehearsals and performances as well as afternoon meetings.

KECHLEY

### **MUS 17 Cabaret: Creation and Performance (Same as THEA 17)**

(See under THEA 17 for full description.)

### **MUS 25 The Calusa Indians of Southern Florida: The Cultural Legacy and Inspiration of an Extinct Civilization**

This course will focus on creative work inspired by the Calusa Indians, their legacy, and history. We will discuss the history and culture of the Calusa Indians, their system of government, construction of canal system, their religion, and the many art forms that they created. We will also discuss the relationship of the Calusas with other cultures, and their impact and legacy to our society. Students will use the knowledge acquired during field trips, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts, literature, and theater. They can create their projects individually or could form teams to create interdisciplinary works. If teamwork is selected for the creation of a project there will be a limit of one student per discipline in each team.

Projects will be discussed with the instructor prior to our departure, during our first meeting at Williams on January 3rd. We will travel to Florida on January 6th and will stay in South West Florida until our return to Williams on January 24th. Once in Florida we will visit Research Centers that specialize on the Calusa Indians, meet specialists on this subject, and will visit museums and historical sites. Field trips will be scheduled during the mornings. Afternoons will be dedicated to study articles on the Calusas and individual or team creative work. Students will have a travel journal reflecting on their experiences and their artistic response as they occur. Their projects in progress will be shared with members of the Pine Island community. Student creative projects will be shared with the Williams College community after our return to Williams. Students will keep a journal describing their creative response to each one of the field trips.

Prior to our departure for St. James City, Florida, students should have read the following book: MacMahon, Darcie A. and Williams Marquardt 2004 "The Calusa and their Legacy: South Florida People and their Environments" University Press of Florida, Gainesville.

Requirements: creative project and travel journal, as specified above.

No prerequisites. *Enrollment limit: 7. Priority given to students interested in creating original works in response to field trips and visits to Research Centers and museums. Preference will be given to students interested on music composition, theater, studio art, anthropology, English, and comparative literature.*

Cost: \$2424.

ILEANA PEREZ VELAZQUEZ

### **MUS 31 Senior Thesis**

To be taken by students registered for Music 493, 494.

## **NEUROSCIENCE**

### **NSCI 31 Senior Thesis**

To be taken by students registered for Neuroscience 493-494.

## **PHILOSOPHY**

### **PHIL 10 The Later Foucault: Biopolitics and Self-Government**

Michel Foucault's later course lectures at the College de France on biopolitics, neoliberalism, and governmentality continue to exert a powerful influence on critical theorists. This course will be attractive to students interested in the emergence of and transformations in the power to administer and manage human life at the level of populations and individuals. In this seminar we will do close readings of selections from several of Foucault's recently translated course lectures (such as *The Birth of Biopolitics*, *The Government of Self and Others*, and *The Courage of Truth*) to assess their value and relevance for thinking about how power is exercised today.

Requirements: two 4- to 5-page seminar papers—one of which may be presented in a tutorial format.

Prerequisites: one upper-level course in critical or political theory or permission of instructor. *Enrollment limit: 10. The instructor will request that students provide information about their reason for selecting the course.*

Cost: \$60.

Meeting time: afternoon seminars and perhaps some tutorial meetings.

SAWICKI

### **PHIL 11 The 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. Evaluation will be based on class participation and problem assignments.

Requirements: class participation, 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.*

Cost: \$50 for books.  
Meeting time: afternoons.  
GERRARD

### **PHIL 31 Senior Thesis**

To be taken by students registered for Philosophy 493-494.

## **PHYSICS**

### **PHYS 10 Light and Holography**

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and student 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 to students with no physics above Physics 109; then seniors, juniors, sophomores and first-years.*

Cost: \$50 for holographic film and chemicals.

Meeting time: lectures will be in the morning, labs will be in the afternoon.

LOPES

### **PHYS 11 Elementary Cooking Techniques**

Students will practice fundamental cooking skills, visit area farms, and tour commercial kitchens over 18 sessions. All sessions are mandatory. The kitchen sessions will teach basic cooking skills, including knife cuts, stocks, sauces, and soups, as well as five cooking techniques: roast, sauté, braise, pan fry, and shallow poach. The field trips will offer insights to farm-to-table cooking from the perspective of farmers and chefs. It is important to note that this course teaches cooking methods; students will not prepare full meals or collect a significant number of recipes. The field trips include visits to two area farms, two Berkshire County restaurants, and a tour of the kitchens of prominent farm-to-table restaurants in New York City. This field trip to New York City will take place on Saturday, January 19, and it will take all day.

Students will be evaluated on their ability to successfully implement the cooking techniques assigned to them, and on their ability to plan and execute a complete meal during the final week of the course. This meal will be served to Professor Peter Pedroni's wine students in a wine pairing exercise. Assigned readings focus on the philosophies of historic and contemporary chefs, culinary science, and culinary culture. A final 10-page paper will ask students to assess the role of professional chefs in consumer education about food and taste.

No prerequisites. *This course is strictly limited to 10 students. Preference will be given to first-year students who demonstrate a keen interest in fostering a stronger cooking culture at Williams; seniors will not be admitted to this course.*

Meeting times: All sessions are mandatory. Please carefully study the hours of the course, which fall outside of typical class meetings times.

Monday through Friday: 12:00 p.m.-4:00 p.m.

Saturday, January 19: 6:00 a.m.-9:00 p.m.

January 24: afternoon and evening; TBD

Each student must provide:

- \* clean apron
- \* clean hat (baseball cap is fine)
- \* 9" to 12" whisk
- \* chef's knife (8" or 10" blade; forged blades are highly recommended over stamped blades)
- \* paring knife (3" or 4" blade)
- \* large cutting board, of wood or plastic

Cost: \$400.

BRENT WASSER (Instructor)

AALBERTS (Sponsor)

Brent Wasser manages the Williams College Sustainable Food & Agriculture Program. He is a graduate of The Culinary Institute of America and has worked in professional bakeries and kitchens. Brent has taught food and culture travel courses at The Culinary Institute of America, and he holds a Diploma in Wine and Spirits from The Wine and Spirit Education Trust.

### **PHYS 12 Drawing as a Learnable Skill**

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing, accompanied by a text on brain research and how it pertains to drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill.

Students will be expected to attend and participate in all class sessions as well as mandatory study sessions in museums once a week. They will also be required to keep a sketchbook recording their progress and complete a final project. Evaluations will be based on participation, effort, and development. All class sessions are mandatory as well as one session per week at the Clark and Williams College Museums.

No prerequisites. *Enrollment limit: 18. If overenrolled, selection will be based on seniority.*

Cost: textbook (*Drawing on the Right Side of the Brain*) and \$5 for materials.

Meeting time: mornings.

STELLA EHRLICH (Instructor)

AALBERTS (Sponsor)

Stella Ehrlich lived in Italy for sixteen years, where she spent seven years studying figurative realism in the atelier of Nera Simi in Florence. She holds an MFA in painting from Bennington College. Stella is a professional painter whose work includes portraits, landscapes and still life subjects.

### **PHYS 13 3D Printer Construction: A Self-Replicating Printer (Same as CSCI 13)**

(See under CSCI 13 for full description.)

### **PHYS 14 Electronics**

Electronic instruments are an indispensable part of modern laboratory work throughout the sciences. This course will cover the basics of analog electronic circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. Evaluation will be based on participation, completion of both laboratory work and occasional homework, and the quality of the final project or paper. Prerequisite: Mathematics 104 or equivalent calculus. No prior experience with electronics is required. Enrollment limit: 16 Cost to student: \$50 for course packet and electronic parts. Meeting time: afternoons, for a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. In the last week, students will design and build a final project, or will write a 10-page paper.

Requirements: final project or 10-page paper.

Prerequisites: Mathematics 104 or equivalent calculus. No prior experience with electronics is required. *Enrollment limit: 16. Priority given to seniors first, first-years last.*

Cost: \$50.

Meeting time: afternoons.

STRAIT

### **PHYS 15 The Science of Star Trek (Same as MATH 15)**

Comprising eleven motion pictures and five major television series, totaling over 500 hours of film, Star Trek has had a profound impact on pop culture and the scientific imagination. In this Winter Study course, we will board Star Trek as a vehicle towards a critical discussion of science, technology, and their consequences to society. We will boldly question topics such as the nature of reality, the (uni/multi)verse according to quantum theory and general relativity, the origins of consciousness and the possibility and consequences of extraterrestrial and artificial intelligence. We will view select episodes and films from the franchise, discussing their basis in actual science and using them as a prism to understand issues facing us on Earth.

Evaluation: class participation, the completion of two short essays (3 to 4 pages) and a final project, and the Kobayashi Maru test.

No prerequisites. *Enrollment limit: 25. Selection based on a small assignment and/or conversations with the instructors.*

Additional: No prerequisites, course costs at most \$15, enrollment limit: 25

Meeting time: Three two-hour meetings each week, time and place TBD.

For more details, see: [http://www.williams.edu/Mathematics/sjmiller/public\\_html/1701](http://www.williams.edu/Mathematics/sjmiller/public_html/1701).

Cost: at most \$15.

Meeting time: three two-hour meetings each week, time and place TBD.

STRAUCH and MILLER

### **PHYS 16 Quantum Mechanics and the Nature of Reality**

Quantum mechanics is perhaps the most deeply strange theory in all of science. Its description of the world is wildly at odds with our everyday intuition; it draws a seemingly unnatural line between an observer and the system they observe; and it seems to constrain the amount of information we can obtain about a system. Since its inception, scientists and philosophers have struggled to make sense of what quantum mechanics is actually telling us about the nature of the Universe. This course will examine the various interpretations of quantum mechanics that have been advanced over the years, from the early debates between Bohr and Einstein to more recent approaches such as decoherence and the many-worlds interpretation. We will also consider quantum mechanics from a philosophical standpoint, particularly regarding the limits it seems to place on our knowledge of the Universe and on what can be said to be "real" in this theory. This course will be primarily qualitative, rather than quantitative; no mathematical knowledge will be assumed beyond high-school algebra. Class meetings will consist of faculty- and student-led discussions based on readings (from a primary text and supplementary journal articles) done outside of class.

Requirements: participation in class discussions and a 10-page final paper.

No prerequisites. *Enrollment limit: 20. Preference will be given to juniors and seniors.*

Cost: \$100 for books.

Meeting time: mornings.

SEIFERT

### **PHYS 22 Research Participation**

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a 5-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Cost: \$0.

Meeting time: to be arranged with instructor.

TUCKER-SMITH and members of the department

### **PHYS 31 Senior Thesis**

To be taken by students registered for Physics 493, 494.

## **POLITICAL ECONOMY**

### **POEC 17 Social Entrepreneurship: Innovating in the Social Sector (Same as ECON 17 and LEAD 19)**

(See under ECON 17 for full description.)

### **POEC 21 Fieldwork in Public Affairs and Private Non-Profits (Same as PSCI 21)**

(See under PSCI 21 for full description.)

### **POEC 22 Volunteer Income Tax Assistance (Same as ECON 22)**

(See under ECON 22 for full description.)

### **POEC 23 Institutional Investment**

This course is an internship with the Williams College Investment Office in Boston. This unique opportunity is a structured program designed to give students an overview of endowment and investment management. Through formal training and project work, students will gain a better understanding of how an institutional investment portfolio is managed and how investment managers are selected and monitored. Students will learn about global equities, hedge funds, venture capital, buyouts, commodities, real estate and fixed income. Students are integral members of the Investment Office team and will assist on projects that influence investment and operational decisions. Students will sharpen their professional skills and have the opportunity to meet investment professionals from across the investment industry. The instructors are investment professionals in the Williams College Investment Office.

The work will be based in Boston and will run for four weeks during Winter Study (January 3-January 25). Students are expected to work at the office for a minimum of 32 hours a week (four days/week), complete a set of relevant readings, keep a journal, and write an analytic essay. No prerequisites are required.

To apply for enrollment, please select this course (WS POEC 23) as your first choice when registering for Winter Study. Additionally, please send an email with your resume and a cover letter discussing why you are interested in this course and what you hope to gain from it to: [investmentoffice@williams.edu](mailto:investmentoffice@williams.edu) by 11:59 PM ET on Thursday, October 11, 2012. *Enrollment limit: 2. If oversubscribed, students will be selected via interviews.*

Students are responsible for the cost of food, and incidentals. The Investment Office will provide help in locating low-cost/no-cost housing in the Boston area if needed.

COLLETTE CHILTON, Chief Investment Officer (Co-instructor)

ABIGAIL WATTLE, Investment Associate (Co-instructor)

ANNA SOYBEL, Investment Analyst (Co-instructor)

SHARA SINGH, Investment Analyst (Co-instructor)

### **POEC 31 Honors Thesis**

To be taken by students registered for Political Economy 493.

## **POLITICAL SCIENCE**

### **PSCI 10 Occupy Wall Street and Beyond: Activists and Activism**

A new wave of resistance from below is challenging the corporate-political-military class at the same moment that the global neo-liberal economic order confronts the crises of its own contradictions.

After activists took the streets in the Middle East and parts of Europe, the emergence of Occupy Wall Street signals to some the rise of a new political movement in the United States. At hundreds of local 'Occupies' in cities across the country, thousands of people protest economic inequality, corporate power, and other issues—and confront the often-violent force that police, coordinating with Homeland Security, use to disperse them.

Despite this police repression and ambivalent media coverage, Occupy activists continue organizing to build a broad and popular movement.

In this class, we delve into issues surrounding Occupy and other movements by talking directly with activists. We will read about and discuss the history of social movements and discuss the relationship of culture and identity to politics. Students will conduct in-person or mediated interviews with activists and explore a research question of their design. The instructor will work with the student to arrange contacts and design interviews.

Students will be evaluated on the basis of a final paper, fieldwork, and in class discussions.

No prerequisites. *Enrollment limit: 15. Preference to seniors, juniors, sophomores, then first-year students.*

Cost: \$100 for audio recording device, \$50 for books.

Meeting time: mornings; class will meet 3 hours twice a week and may include guest presenters and trips to sites of activism.

JAMES OWENS (Instructor)

CRANE (Sponsor)

James Owens is an activist and researcher who works with Occupy Wall Street as well as national coalitions for peace, political rights, and media justice. He is a co-founder of organizations such as the Committee to Stop FBI Repression and Chicago Media Action. He has published research on media and politics and holds an MA in Communication from the University of Illinois at Chicago.

### **PSCI 11 Politicization of American History**

Politicians today use American history to fit their political agendas such as Tea Partiers who claim their views are the same as those of the Founding Fathers. Also, History text book publishers, for profit, choose material to accommodate political views of school committees in large states. This course will challenge students to sort out historical fact from political fiction to better understand today's political discourse about history. For example: Was America founded as a Christian nation? Were corporations intended to be persons with constitutional rights? Can the president, as commander-in-chief, act above the law? Should America celebrate Columbus? Were political parties part of the Founders governing plan?

Evaluation will be based on classroom participation and a 10-page paper in two parts, one a review of the books "Lies My Teacher Told Me: Everything You're American History Teacher Got Wrong" by James W. Loewen and "The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History" by Jill Lepore. The other part of the paper will be on the student's view of today's political use of American history.

No prerequisites, other than the reading of the two above books either before or during the course. *Enrollment limit: 30. Preference given to Political Science majors.*

Cost: none, unless a student cannot get these books from the library and must purchase one or both.

Meeting time: afternoons.

ROBERT JAKUBOWICZ (Instructor)

CRANE (Sponsor)

Robert Jakubowicz has extensive experience in politics. One of his interest in writing columns for the Berkshire Eagle and lecturing at local venues like the Osher Lifetime Learning Institute and winter study courses is to debunk the nonsense politicians peddle about American history.

### **PSCI 12 The Art of War (Same as ASST 12)**

This course will examine the meaning and uses of the classical Chinese text, *The Art of War*, by Sun Tzu. Students will consider Sun Tzu's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sun Tzu in historical and philosophical context; the second half will examine how *The Art of War* has been used in a variety of modern fields.

Evaluation will include mandatory class attendance and participation, and a 10-page paper.

No prerequisites. *Enrollment limit: 15. Seniors and juniors will have priority.*

Cost to student: price of books.

Meeting time: mornings.

CRANE

### **PSCI 13 The Political Theology of Bob Marley (same as AFR 13 and REL 13)**

(See under AFR 13 for full description.)

ROBERTS

### **PSCI 14 The CIA and the War on Terror: A Scalpel, not a Broadsword (Same as LEAD 14)**

This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. One of the final class sessions will focus on how the Agency may be influenced by the November 2012 presidential election.

Requirements: 10-page paper.

No prerequisites. *Enrollment limit: 18. Political Science majors and Leadership Studies concentrators receive preference.*

Cost: \$40.

Meeting time: afternoons.

DONALD GREGG (Instructor)

CRANE (Sponsor)

Gregg served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society.

### **PSCI 15 Justice and Public Policy (Same as LEAD 15)**

(See under LEAD 15 for full description.)

### **PSCI 16 Aikido and the Art of Persuasive Political Speech**

Aikido is a Japanese martial tradition that combines the samurai arts of sword and grappling with the philosophical desire to forge a path of harmony in the midst of chaos. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies-social, psychological, or political that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches more than simply how to survive; it also teaches us how to physically express our noblest intentions—our compassion—in movements that protect not only ourselves but the attacker as well. Put another way, Aikido is ethical persuasion made physical.

Political oratory seeks to inspire one's dedicated allies, undercut one's committed opponents, and persuade the undecided in a context where, typically, use of force is not an option. Gifted and strategic oratory is therefore the ammunition and armament occupying the nonviolent side of Clausewitz's infamous equivalency ("war is a mere continuation of politics by other means").

The physical training (two hours each morning on mats in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw their friends across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques.

The academic component of the course will engage with how the physical training resonates with the tactical practices of successful political rhetoric and the strategic thinking that it helps implement. Students will read influential speeches (by Lincoln, Churchill, Roosevelt, Gandhi, King, Reagan, Obama, etc.) and analyze the linguistic (framing), acoustic (cadence, rhythm), narrative, and cultural elements that made them successful. Students will also be responsible for crafting speech text, inspired by the great speeches they've analyzed and their growing understanding of aikido principles, suitable for the Inauguration on January 20th.

By integrating physical and intellectual components, the course seeks to forge in each student a more coherent perspective on how the pursuit and embodiment of harmony can eliminate the conflict that some falsely contend is endemic and inevitable. The course also seeks to provide an opportunity for students to imagine and articulate what full commitment to an integrated and conflict-free life would be like, and for one intensive month, to live it. Additional relevant experiences, such as meditation practice, outdoor misogi, and episodes from *West Wing* will be an integral part of the course.

Students will be evaluated on the quality of their participation in both physical and intellectual course components, and on the quality of the proposed text they generate, and present, for the upcoming inaugural address.

No prerequisites. *Enrollment limit: 20. If overenrolled, selection will be based on a questionnaire.*

Cost: approximately \$175 (100 for uniform and wooden training weapons; 35 for books and incidental expenses).

Meeting time: daily, 10 a.m.-noon for aikido training, 2-3 times a week for academic discussions, typically over lunch.

ROBERT KENT '84 (Instructor)

MAHON (Sponsor)

Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied since 1991 at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is currently President of Aiki Extensions, Inc, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He is also founding coordinator for The PeaceCamp Initiative (a scholarship program that seeks to use Aikido principles to heal the Israeli/Palestinian conflict a few kids at a time) for which he won Ben & Jerry's 2008 Peace Pioneer Prize. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the seventh time he has offered an Aikido-based Winter Study course.

### **PSCI 21 Fieldwork in Public Affairs and Private Non-Profits (Same as POEC 21)**

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity; Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contacts with an institution or agency. The instructor and members of the Political Science department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed by the 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: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Paula Consolini.

No prerequisites. *Enrollment limit: 30. Selection will be based on a resume and letter of interest*

Cost: approximately \$15 for readings, student covers transportation costs to and from internship site.

Meeting time: some meetings will take place prior to Winter Study and at the end, as students are off-site in internships during the term.



Paula Consolini is the Coordinator of Experiential Education at Williams.

**PSCI 25 Eye Care and Culture on the Atlantic Coast of Nicaragua**

In cooperation with Ray Hooker, President and founder of FADCANIC (the Foundation for the Autonomy and Development of the Caribbean Coast of Nicaragua) and optometrists from the New England College of Optometry, we prescribe and dispense reading and distance glasses to people in remote and often impoverished communities. In this, the eleventh iteration of the course, we will return to a number of small villages on the rim of Pearl Lagoon where we have not visited for 6 or 7 years, then head north to Wawashan, the experimental school and from where students spend time in regular demanding high school classes and also learn how to tend their own farm when they graduate. If time and weather permits we may spend the last day of our stay on a trip to the Pearl Keys for a day of relaxation and recuperation after 11 solid days of clinics and travel to widely dispersed and seldom visited communities.

Evaluation will be based on a journal and final 10-page paper.

No prerequisites; not open to first-year students. *Enrollment limit: 12. Selection will be based on enthusiasm and preparation.*

Cost: approximately \$2700.

Meeting time: mornings.

ROBERT PECK (Instructor)

CRANE (Sponsor)

Former Athletic Director of the College, Robert Peck has been doing this trip for ten years.

**PSCI 31 Senior Thesis**

To be taken by students registered for Political Science 493-494.

**PSCI 32 Individual Project**

To be taken by students registered for Political Science 495 or 496.

## PSYCHOLOGY

**PSYC 10 The Group Experience**

In this course students will learn about group dynamics and their roles in groups through experiential group process. The groups will be facilitated by the instructor and will include didactic and question/answer period following each 1.5 hr group to debrief and integrate the reading material. The experiential aspect of this course has the potential for therapeutic benefit but is NOT a therapy group. As the experiential part of the course is so central, attendance is mandatory at teach 3 hour meeting twice a week.

Requirements: 3-page paper at the beginning of the course and a 5-page paper for the final assignment.

No prerequisites. *Enrollment limit: 10. Selection based on seniority.*

Cost: \$50.

Meeting time: mornings.

PAUL GITTERMAN (Instructor)

ZIMMERBERG (Sponsor)

Paul Gitterman holds a Masters Degree from the Smith College School for Social Work and a Masters Degree in Psychoanalytic Developmental Psychology from the University College London and the Anna Freud Center. He is a Certified Group Psychotherapist, an adjunct assistant professor for the Smith College School for Social Work, and has facilitated groups in a variety of human services settings. In addition, Paul provides psychotherapy services for Williams College Psychological Services and has a private practice in Williamstown and Pittsfield, MA.

**PSYC 12 Alcohol 101: Examining and Navigating the College Drinking Scene**

Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of readings, videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body differently in men and women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from emergency personnel about alcohol-related medical emergencies and problem-solve strategies to stay safe when choosing to use alcohol. Statistical data from colleges here in the Northeast will be reviewed, including survey results from the Core Institute and the Harvard School of Public Health Alcohol study.

Requirements: in-class participation and the final presentation of a project aimed at educating peers.

No prerequisites. *Enrollment limit: 20. Preference to first-year students.*

Cost: \$60 for course packet.

Meeting time: afternoons.

KATHRYN NIEMEYER (Instructor)

ZIMMERBERG (Sponsor)

Kathy Niemeyer holds an M.A. in Counseling Psychology from Boston College and is a Licensed Mental Health Counselor with current private practices in Williamstown and Pittsfield. She has worked in Fitchburg State and Stonehill College Counseling Centers and was also the AOD Prevention Program Coordinator at Stonehill. She taught Alcohol and Other Drugs at Boston College and has been a regular guest lecturer at Williams.

**PSYC 14 Mindfulness and Psychotherapy**

Mindfulness meditation has been increasingly integrated into evidenced-based treatments for psychopathology. This course will provide students with an understanding of current mindfulness-based psychotherapy approaches, including the effectiveness of these approaches as well as their underlying mechanisms of change. Course meetings will include lecture, discussion and mindfulness practice. Outside of class, students will be expected to practice mindfulness on a daily basis and complete short readings, including scientific journal articles. Required field trips will include visits to local centers offering mindfulness-based practice, including meditation and yoga. Students will be expected to complete a ten page paper and lead the class through mindfulness practice.

Requirements: 10-page paper, lead a mindfulness practice.

Prerequisites: Psychology 101. *Enrollment limit: 12. Priority given to Psychology majors, seniors, juniors.*

Cost: \$50.

Meeting time: mornings.

STROUD

**PSYC 15 Ephquilts: An Introduction to Traditional Quiltmaking**

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Sitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor.

Requirements: attendance of all classes (two field trips inc), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects.

No prerequisites. *Enrollment limit: 15. Priority given to seniors, juniors, sophomores and then first-years.*

Cost: \$250.

Meeting time: afternoons.

DEBRA ROGERS-GILLIG (Instructor)

ZIMMERBERG (Sponsor)

Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for 33 years, and teaching classes and coordinating shows and exhibits for 28 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

**PSYC 19 Psychology Internships**

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full time during winter study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for

locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the winter study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation.

Prerequisites: approval of Professor Heatherington is required. *Enrollment limit: 20.*

Cost: travel expenses in some cases.

HEATHERINGTON

### **PSYC 22 Introduction to Research in Psychology**

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. Required Activities: A minimum of 20 hours per week of research participation will be expected of each student.

Evaluation will be based on the quality of research participation, student's lab journal and either an oral presentation or a written 10 page report of the research project.

Prerequisites: permission of instructor. *Enrollment limit: space available in faculty research labs. Selection will be based on evaluation of departmental application and number of faculty available as mentors.*

Cost: \$0.

Meeting time: mornings.

M. SANDSTROM

### **PSYC 31 Senior Thesis**

To be taken by students registered for Psychology 493-494.

CROSBY

## **RELIGION**

### **REL 11 Love, Ancient and Modern (Same as CLAS 12 and COMP 12)**

(See under CLAS 12 for full description.)

### **REL 12 Yoga, Wellness, and the Art of Fully Thriving**

The art and science of yoga invites us into an ongoing conversation of who we are, why we are here and how we manage our energy of mind, body, and heart. Inquire into the rich fabric of your life as you explore:

- \* The stress reductive effects of breath, yoga, attention, and meditation.
- \* The power of healthy food and non-dogmatic conscious nutrition.
- \* Practical tools to align what you think, feel, say and do to live the life you have always wanted.
- \* The potency of re-inhabiting your physical body with ease and grace.
- \* The way yoga poses have direct impact on the primary systems of the body including our nerves, heart, lungs, hormones, digestive organs and lymph.

Requirements: class participation, projects, readings, yoga mat and blanket, and a final 5-page reflective paper on the value of course to you.

No prerequisites. *Enrollment limit: 30. Selection based on a statement of interest.*

Cost: \$60.

Meeting time: mornings.

DANNY ARGUETTY (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Danny Arguetty, M.A., E-RYT, has studied and practiced extensively in the Anusara and Kripalu approach to yoga. He blends a mix of skillful alignment cues, playful postures, and creative vinyasa flows to facilitate a heart-opening journey of conscious inquiry. He is a faculty member at Kripalu Center for Yoga & Health and leads Yoga Teacher Trainings in Southern California and India.

### **REL 13 The Political Theology of Bob Marley (same as AFR 13 and PSCI 13)**

(See under AFR 13 for full description.)

ROBERTS

### **REL 14 Africa, Islam, and the Novel (Same as AFR 14 and HIST 14)**

(See under HIST 14 for full description.)

### **REL 15 American Muslims**

Islam's historical presence in America has deep roots, but has only recently become prominent given the increase in the size of the American Muslim population. Especially relevant in that prominence is the rich multicultural character of that community, the encounter of native born with immigrants from around the world, as well as the rise of Islamophobia as a consequence of the international events. In this course we will investigate through historical inquiry, literature and film and a mandatory site visit to Hartford, CT, the variety and vibrancy of the American Muslim community. Topics to be considered include the Islamic presence in African slavery in the south, the waves of immigration from different parts of the Islamic world, the rise of the Moorish Temple and the Nation of Islam, the encounters between immigrant and American born Muslims, conversion to Islam, discussions about shari'a and other sources of religious identity, the organization of the American Muslim community and their integration into the American religious fabric. The class will meet six hours per week, plus film viewing and at least one mandatory two-day field trip to Hartford, CT.

Requirements: 10-page paper or equivalent final project.

No prerequisites. *Enrollment limit: 15. Selection will be random.*

Cost: \$150.

Meeting time: mornings.

DARROW

### **REL 16 Stained Glass Self-Portraits: An Interaction Between Emotion, Expression, Tools and Technique**

This hands-on glasspainting course provides insight into the technical aspects of stained glass and explores how materials, medium, tools and technique affect creative expression.

Using self-portraits as a vehicle, students learn how to translate photographs into stained glass through a process of graphic analysis. Visual information from a photograph is 'traced' onto vellum using different brushes, quills and other tools. Photocopies of these drawings are then rendered (shaded or modeled) with charcoal using the original photo as a reference.

The vellum drawing is placed under a pane of glass and the image "traced" over with vitreous enamels. The glass is kiln-fired to fix the drawing permanently into the surface of the glass. Using the rendered photocopy as reference, two or more subsequent layers of paint are added and kiln-fired to add texture and shading. This is an inexact process because you cannot simply copy a drawing from one medium to another. The viscosity of the paint, the intention and emotion of the painter, the tools employed, and the method of application all affect the outcome.

Each student will paint several portraits over the course of Winter Study, using different tools. Technical limitations are specified for some of these in order to frustrate any natural desire to be precise and accurate. This provides personal and visceral insight into how tools, materials and technique can handicap and/or enrich the outcome of a specific intention. These exercises generally produce pleasant surprises as well as frustration, and it's an opportunity to explore how uncomfortable and/or liberating it is to have our 'control' button disabled when we're trying to achieve a particular goal.

The curriculum also includes time for individual expression and free choice of subject matter. Students are required to design and paint decorative borders and backgrounds for their portraits.

The role of glasspainting in historic and contemporary stained glass will be covered briefly through video and slide presentations.

Instructional sessions on the use of tools and safe handling of materials are included where necessary.

Exhibition of work on the last day of Winter Study is mandatory.

Evaluation will be based on quality of completed assignments plus 6- to 12-page written paper, and includes an assessment of content, effort, technique and personal expression. Overall attendance, participation in group critiques, and teamwork whilst mounting final exhibition will also be taken into account.

Prerequisites: no previous drawing or painting experience required. Applicants should have an interest in drawing and creativity, reasonably good hand skills, a willingness to visit new artistic territory, and be able to commit to minimum required attendance on the days specified. *Enrollment limit: 8. Preference given to*

seniors.

Cost: \$236 covers materials (colored mouth-blown glass, enamels); wood frame for permanent display of stained glass; general art supplies; photocopies/prints; transportation to the studio location in Vermont; lunches at the studio.

Meeting time: instruction and supervised workshop sessions will be held Tuesdays and Thursdays, 10 am-4.30 pm in Readsboro, Vermont (25 mins drive from Williams College campus). Attendance is mandatory because the schedule requires mini-deadlines to accommodate multiple kiln firings. Lunch will be provided. Studio facilities will also be available for independent study on Wednesdays from 10 am-4.30 pm or by arrangement.

DEBORA COOMBS (Instructor)

BUELL (Sponsor)

Debora Coombs is a Fellow of the British Society of Master Glass Painters with an MFA from London's Royal College of Art. She has 35 years experience in the design and fabrication of stained glass windows and her work is exhibited and commissioned internationally. <http://www.coombscriddle.com>.

### **REL 25 Jerusalem: One City, Two Cultures, Three Faiths, Many Narratives**

Students will read Karen Armstrong's *JERUSALEM* to learn Jewish, Christian, and Muslim orientations of the city. We will read Mark Twain's *INNOCENTS ABROAD* to learn about the differences between being a "traveler" or a "tourist," and thinking about "expectations" with regard to Jerusalem in particular. Additional articles and videos are available on our GLO site. Seven class sessions will explore the Jewish, Christian, and Muslim perspectives, Pilgrimage and Crusades, Zionism and other claims, and Modern History of the Ottoman, British, and Israeli eras in Jerusalem.

Requirements: a 10-page reflection paper will give students an opportunity to wrestle with the spinning/conflecting/confusing narratives they will have collected. No prerequisites. *Enrollment limit: 10. Not open to first-year students.*

Cost: \$3500.

ROBERT SCHERR, Jewish Chaplain for the College (Instructor)

BUELL (Sponsor)

### **REL 26 Touring Black Religion in the 'New' South (Same as AFR 25)**

(See under AFR 25 for full description.)

JAMES MANIGAULT-BRYANT and RHON MANIGAULT-BRYANT

### **REL 31 Senior Thesis**

To be taken by students registered for Religion 493 or 494.

## **ROMANCE LANGUAGES**

### **FRENCH**

#### **RLFR S.P. Sustaining Program for French 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period. There are five 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

TBA (Teaching Associates)

#### **RLFR 30 Honors Essay**

To be taken by candidates for honors other than by thesis route.

#### **RLFR 31 Senior Thesis**

To be taken by students registered for French 493-494.

### **ITALIAN**

#### **RLIT S.P. Sustaining Program for Italian 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

NICASTRO

### **SPANISH**

#### **RLSP S.P. Sustaining Program for Spanish 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

TEACHING ASSOCIATES

#### **RLSP 30 Honors Essay**

To be taken by candidates for honors other than by thesis route.

#### **RLSP 31 Senior Thesis**

To be taken by students registered for Spanish 493-494.

### **RUSSIAN**

#### **RUSS S.P. Sustaining Program for Russian 101-102**

Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.

Regular attendance and active participation required to earn a "Pass." Open to all.

Meeting time: mornings; 9-9:50 a.m.

TBA

#### **RUSS 16 "Crime and Punishment": the Novel and Its Adaptations (Same as COMP 16)**

A masterpiece of nineteenth-century Russian literature, Dostoevsky's *Crime and Punishment* (1866) is a novel that speaks, above all, to the universality of human existence across cultures and generations. For this reason, it remains one of the most "translated" and "translatable" texts in the world canon—not only from one language into another, but also from the language of literature into the language of theater, cinema and other creative media. The main question raised in this seminar will be, how and why do Dostoevsky's characters, plot and ideas contribute to the ever growing variety of such "intersemiotic translations" and adaptations? Discussions will include—though will not be limited to—the following: the role of the city of St. Petersburg in *Crime and Punishment* in comparison with its adaptations involving a different urban setting; the reception of Dostoevsky's novel across cultures, languages and historical periods (for example, based on book reviews); *Crime and Punishment* as a "hypertext" of world literature and culture; the role of the social "depths" in writing a work of world literature; the differences between "adaptation," "appropriation" and "rewriting"; etc.

Requirements: class attendance and participation, one presentation (10-15 minutes), a final paper (7-10 pages) or a creative project based on *Crime and Punishment* (upon approval of the instructor)

No prerequisites. *Enrollment limit: 30. Priority given to Russian and Comparative Literature majors.*

Cost: \$30-70.

Meeting time: mornings.

KLOTS

#### **RUSS 25 Williams in Georgia (Same as SPEC 25)**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of

Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience. Knowledge of Russian or Georgian is not required.

Requirements: 10-page paper.

No prerequisites. *Enrollment limit: 8. Not open to first-year students.*

Cost: \$2100.

CASSIDAY

### **RUSS 30 Honors Project**

May be taken by candidates for honors other than by thesis route.

### **RUSS 31 Senior Thesis**

To be taken by students registered for Russian 493-494.

## **SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY THEATRE**

### **THEA 12 Shakespeare in Film (Same as ENGL 22)**

The greatest English language playwright composed his dramas for a remarkably spare and simple theatrical setting. Yet that same playwright is undoubtedly the one whose work has spawned more film productions and adaptations than any other in history. (Wikipedia lists over 410 full-length film and TV versions of his works.) How do we reconcile Shakespeare's minimalist Elizabethan theatrical vision with his explosion onto the high-tech screens of the 20th and 21st centuries? What happens when the "unworthy scaffold" of the Globe Theater's "wooden O" morphs into wide angles, cross cuts, live action, and even digital animation. This Winter Study course will investigate these questions through reading and then viewing film versions of a selection of Shakespeare's major plays. Classes will involve discussion, viewing, eating popcorn, and bridging the aesthetic gap of 400 years. Participants will each present a short presentation on a selected film, and engage in a final imaginative exercise detailing the filmic possibilities of his or her own hypothetical Shakespearean adaptation.

Requirements: final presentation with written, visual, and audio components.

No prerequisites. *Enrollment limit: 15. Preference given to active or prospective Theatre and English majors.*

Cost: \$0.

Meeting time: mornings.

BAKER-WHITE

### **THEA 13 The Art of Producing (Same as ENGL 13)**

(See under ENGL 13 for full description.)

### **THEA 16 What's Playing on the New York Stage and Why**

The course will look at the theatre seasons for selected Regional Theatres in the United States, and abroad, and travel at least twice during the Winter Study period to see theatre productions in New York City.

Requirements: a "Theatre Critic's review" of all plays we will have seen in New York. And a presentation to the class about a regional theatre season.

No prerequisites. *Enrollment limit: 10. Selection based on past theatre experiences and theatre-going.*

Cost: \$100.

Meeting time: afternoons.

EPPEL

### **THEA 17 Cabaret: Creation and Performance (Same as MUS 17)**

This studio class will be dedicated to the creation and performance of original cabaret performance. Students will develop skills in song writing, staging, character development, performance and the use of the emotional voice through the creation of their own short cabaret performances individually or in small groups. The official class meetings (6 hours/week in the Studio) will have to be supported by a substantial commitment to collaborative work and rehearsal.

Requirements: final performance

No prerequisites. *Enrollment limit: 15. Preference given to Theatre and Music majors.*

Cost: \$0.

Meeting time: Tuesday/Thursday afternoons.

ABIGAIL BENGSON and SHAUN BENGSON (Instructor)

EPPEL (Sponsor)

The Bengsons are internationally renowned performers, activists, and teachers, known for developing their own unique brand of performance dubbed Vaudevil-  
lian Indie Folk.

### **THEA 32 Senior Honors Thesis**

See description of Degree with Honors in Theatre.

## **WOMEN'S, GENDER and SEXUALITY STUDIES**

### **WGSS 13 Virtual Communities: Ethno-Racial Identity, Gender, and Class Online (Same as AMST 13 and LATS 13)**

(See under LATS 13 for full description.)

### **WGSS 25 Computer Trainings for HIV Positive Youth in Rural Uganda**

In this fourth decade of the global AIDS pandemic, and with increasing global availability of treatment, we are now facing a new phenomenon: a generation of youth who were born and have grown up with the virus in their bodies. Now in their teens and twenties, these youth have become, or are becoming sexually active and often want to have children of their own. They are crucial actors in the future of the pandemic, whether it will become more deeply entrenched in intergenerational cycles of stigma, poverty and inequality or communities will be able to lift themselves out of those spirals. When supported and mobilized they make extraordinary activists. Yet many of these positive youth find themselves isolated and stigmatized, unable to disclose their status to friends, colleagues or teachers, or find support from other youth in similar situations.

Among African countries Uganda is at the forefront of these issues. The country was hit early and hard by the epidemic, with the prevalence rate peaking in 1991 at around 15% of all adults, and 30% of urban pregnant women. Civil society and government mobilized in response, and Uganda continues to be a model of active engagement, although not without serious problems. Uganda presents such a successful experience of mobilizing HIV positive youth that the leaders of this process are now being asked to promote such mobilization in other African countries, but at the same time there are still areas of Uganda with little or no support or activism among youth. We propose to exploit this disjuncture to create a pilot project in Southwest Uganda, working alongside positive Ugandan youth from the capital, Kampala, to build the capacity of a fledgling support group for positive youth in the community around Kisoro, a town close to the borders with Rwanda and the DRC.

This WSP project will build on Honderich's experience taking a group from Bennington College to Kisoro in January/February of 2012. That group first trained HIV positive youth in Kampala to make and edit videos, then brought them to Kisoro to train positive youth in that town. While the trainings were very successful in creating video trainers among the Kampala activists, we found that the situation in Kisoro was so difficult that more basic strategies were needed. Positive youth there are heavily stigmatized, isolated, and silenced, feeling unable to reveal their status, and unable to find support in one another. The economy of the area is challenging for any youth, with very high population density resulting in fragmentation and concentration of land ownership, and flows of refugees through a nearby UNHCR camp producing instability and economic distortions. For positive youth these difficulties can be attenuated, with some relatives feeling reluctant to 'waste' school fees on them, and employers also being wary. The formation of a stable support group is difficult when members lack the resources to pay for transport into town for meetings, and need help to meet their basic needs - food, school fees, and clothing. During our video training we found that only 1 of the 8 young trainees had ever sat in front of a computer before, but that they were thrilled and excited to have the chance to learn computer skills, and that particularly the youngest (teenage) members of the group picked things up extremely quickly.

Our proposal, then, is to return to Uganda in January 2013 with a group of 10 Williams students and 10 donated laptop computers. The students will work in pairs to train first Kampala activists and then (working alongside the Kampala activists) Kisoro youth in computer maintenance, repair, and the computer programs that have been judged most useful to the capacity of their group to do outreach and sensitization in their community, begin to generate income, and build the skills and education of individual members. The Kampala activists are a very important component of this work: first, by training them to become trainers themselves we leave the networks with the capacity to multiply these trainings after our departure. And second, the activists are a vital resource for the Kisoro youth in their experience of living positively and openly with HIV and mentorship on issues such as disclosure, treatment adherence, and activism.

Kisoro displays the common pattern that on the one hand, the membership of such groups as exist for HIV+ youth or adults is heavily tilted towards girls and

women, but on the other hand computer skills and assets are more often gendered male. The fact that the training would push against this pattern in both directions seems an important benefit. The District Office in Kisoro has promised to give the group an office that would be a secure space to leave the computers and a meeting place to continue with trainings, meetings and income-generating activities.

Our Ugandan partners will be two networks based in Kampala, the Global Coalition of Woman against AIDS in Uganda (GCOWAU) and the Ugandan Network of Young People with AIDS (UNYPA). Both of these networks are dynamic nationwide networks that work to empower, do advocacy, and build the capacity of small grassroots organizations across Uganda. Honderich has worked with them both for more than five years, on projects including video trainings, a care labor training, and a 2009 summer fieldwork project pairing 5 Williams students with 5 students from Makerere University. The national coordinators of both networks, Flavia Kyomukama and Paddy Masebe, are very enthusiastic about this computer project and optimistic that this will be the first step in building something larger and longer term. In the long term, we are particularly interested in how best to convert this seed training into marketable skills, perhaps as a group enterprise, and to explore opportunities for outside financing to finance a larger initiative.

Ashok Rai has worked on income-generation and microfinance in Western Kenya (and other development contexts). Kieran Honderich has taken several travel WSP classes to Senegal, Tanzania and Uganda to do capacity building work with grassroots activists.

*Enrollment limit: 10. Not open to first-year students.*

Cost: \$3570.

HONDERICH and RAI

### **WGSS 30 Honors Project**

To be taken by candidates for honors other than by thesis route.

## **SPECIALS**

### **SPEC 10 Teach Public Speaking (Same as COMP 14)**

(See under COMP 14 for full description.)

### **SPEC 11 Science for Kids (Same as CHEM 11)**

(See under CHEM 11 for full description.)

### **SPEC 12 Introductory Photography: People and Places (Same as MATH 14)**

(See under MATH 14 for full description.)

### **SPEC 13 What Was Monet Thinking?—Understanding Art, for Non-Art Majors (Same as CHEM 13)**

(See under CHEM 13 for full description.)

### **SPEC 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as CHEM 14)**

(See under CHEM 14 for full description.)

### **SPEC 15 Contemporary American Songwriter (Same as AMST 15)**

This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform, and possibly record two original songs. These songs must be conceived during the course period (previously written material in not usable). Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class.

No prerequisites. Students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register. (Bernice.Lewis@williams.edu). *Enrollment limit: 15.*

Cost: books plus \$35 lab fee for recording and xeroxing costs.

Meeting time: M, Tu, W, Th, F 10 a.m.-noon.

BERNICE LEWIS (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Bernice Lewis is an accomplished singer, songwriter, producer and educator. She has been a national touring artist for over twenty years and has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington, D.C. She was recently chosen by the National Park Service to be an Artist in Residence. She has released six recordings of original material.

### **SPEC 16 Peer Support Training**

Are you the person your friends seek out for support? Are you currently serving other students directly in an advising or counseling role? Good listening and communication skills are vital for students interested in these roles and in the helping professions, in particular. This course will help you improve your listening and relational skills, assist others with social, academic and personal relationships, facilitate decision-making without imposing your own values, and assess risk. You will learn how to communicate about sensitive issues, develop your identity in the helping role, and consider various other parameters such as personal limits and how/when to refer. This is an experiential training augmented by relevant readings and out-of-class assignments designed to deepen your understanding and practice of communication and helping skills. We will hold 2 3-hour afternoon sessions each week.

Evaluation is based on attendance, class participation, and a 10-page paper composed of journal entries and a summary response to your experience and learning in the course.

Prerequisites: you MUST be able to attend the first class meeting in order to take in the class. *Enrollment limit: 18. Selection based on a case by case evaluation.*

Cost: 0.

Meeting time: afternoons.

KAREN THEILING, LMHC (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Karen Theiling is a psychotherapist at Williams College Psychological Counseling Services and a licensed mental health counselor in private practice in Northampton, MA. She has led a variety of psychosocial, educational and mindfulness groups at Williams and in the Pioneer Valley of Massachusetts.

### **SPEC 17 Coming Down from the High: 12 Step Recovery and Counseling**

This course will explore the history and culture of the 12 Step Recovery Movement as well as diagnostic rubrics and methods of counseling/interventions that are commonly used at clinics and Employee Assistance Programs throughout the world. Students will read the text *Slaying the Dragon*, a variety of texts published by different 12 Step groups and watch movies such as *Days of Wine and Roses*, *My Name is Bill*, *Clean and Sober*, and *When Love is not Enough: The Lois Wilson Story*. Guest speakers will come to class and report on their personal experiences in recovery. Students will report on their impressions of at least three different 12 Step meetings that they will attend during the month of January, do some fieldwork, and take short quizzes. There will be a final research paper (5-7 pages) on a topic chosen by the student. This class is designed to help familiarize students with the disease model of addiction and help them act proactively when encountering addiction and the problems that can come from the disease(s) in personal, social, or professional contexts.

No prerequisites. *Enrollment limit: 25.*

Cost: approximately \$50 for books and course packet.

Meeting time: Monday and Wednesday 7:00-9:40 p.m.

RICK BERGER (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Rick Berger earned his M.A. in 2009 from Hazelden Graduate School of Addiction Studies.

### **SPEC 18 The Evolution of Sportswriting: From Grantland Rice to Grantland.com**

Students will study the art and craft of sportswriting across a timeline that begins in the early 20th century, when the likes of Grantland Rice penned reverential, poetic newspaper paens from the distance and comfort of the press box; to the latter half of the century, when sportswriters pulled back the curtain on athletes and institutions with aggressive reporting, detail-driven longform features and investigations; and to the current day blogosphere, where the internet has created a new chapter of sports journalism that is heavy on snark and statistical analysis, where many writers (in some ways, much like Grantland Rice) make no attempt to interact with their subjects and yet where writing has never been better. And worse. And where social media (most pointedly, Twitter) has become the strongest driving and disseminating force behind sportswriting.

Class time will consist of two three-hour sessions per week and will be utilized to 1) Examine and discuss the works of notable writers like Grantland Rice, Damon Runyon, Red Smith, W.C. Heinz, Dan Jenkins, The "Chipmunks" of New York writing in the 1960s, Jim Murray, Frank Deford, Gary Smith, Leigh

Montville, Rick Reilly Peter King, Charles P. Pierce, Bill Simmons and many others (including the instructor); and 2) Practice writing pieces utilizing the various forms of sportswriting studied.

Students will be asked to follow and read daily a variety of websites, including the New York Times, ESPN, Sports Illustrated, Grantland and a changing list of others that will include suggestions from students. Sites will be studied during class time, as well as outside class. Students should bring laptops to class.

Requirements: a final 10-page paper, constructed as a piece of sportswriting in one of the forms studied, as agreed upon by instructor and student. Class time may be utilized to organize and hone the project.

No prerequisites. *Enrollment limit: 15. Preference will be given to students who have shown an interest in sports journalism.*

Cost: \$20 (for one-month subscription to the *New York Times*).

Meeting time: mornings; two three-hour sessions per week.

TIM LAYDEN (Instructor)

FARLEY (Sponsor)

Tim Layden '78 has been a senior writer at Sports Illustrated and SI.com for the last 19 years, and a professional sports journalist for more than three decades. He has covered multiple Super Bowls, Olympic Games and Final Fours and written more than 100 cover stories for SI on some of the most significant athletes and issues in modern sports.

### **SPEC 19 Medical Apprenticeship**

Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

A 5-page reflective paper is required, as is attendance (for those shadowing near campus) at three Tuesday evening programs. Students will meet from 6:30-8:30 p.m. over dinner to hear from invited speakers from the medical community as a stimulus to discussion about their apprenticeship experiences.

Prerequisites: Interested students must attend an information meeting in early October. *Local enrollment is limited by the number of available practitioners. Preference for placements will be given on the basis of seniority and demonstrated interest in the health professions.*

Cost: local apprenticeships: required vaccinations, local transportation and possibly lunches. Distant apprenticeships: costs will vary based upon location.

TEACHING ASSOCIATES (Instructors): STEVEN ANISMAN, M.D.; DAVID ARMET, P.T.; CHILDSY ART, M.D.; DEBORAH AUGUST, M.D.; VICTORIA CAVALLI, M.D.; JONATHAN CLUETT, M.D.; LEE DELANEY, D.V.M.; MARIANNE DEMARCO, M.D.; MICHAEL DISIENA, D.O.; PAUL DONOVAN, D.O.; SIMON DREW, M.D.; STUART DUBUFF, M.D.; WILLIAM DUKE, M.D.; ROBERT FANELLI, M.D.; WADE GEBERA, M.D.; DAVID GORSON, M.D.; ALISON HASTINGS, D.O.; DEBORAH HENLEY, M.D.; ERIC HOLMGREN, D.D.S./M.D.; JUDITH HOLMGREN, M.D.; ORION HOWARD, M.D.; LAURA JONES, D.V.M.; JOSHUA KLEEDERMAN, D.M.D.; WILLIAM KOBER, M.D.; JONATHAN KRANT, M.D.; WILLIAM LEVY, M.D.; REBECCA MATTSO, D.V.M.; MARK MCDERMOTT, M.D.; RONALD MENSCH, M.D.; GRAHAM MOORE, M.D.; BORIS MURILLO, M.D.; CHARLES O'NEILL, M.D.; JUDY ORTON, M.D.; DANIEL PERREGAUX, M.D.; FERNANDO PONCE, M.D.; RICHARD PROVENZANO, M.D.; DANIEL ROBBINS, M.D.; OSCAR RODRIGUEZ, M.D.; SCOTT ROGGE, M.D.; PAUL ROSENTHAL, M.D.; ROBERT SILLS, M.D.; THEMARGE SMALL, M.D.; ANTHONY SMEGLIN, M.D.; ANNE MARIE SWANN, M.D.; ELIZABETH TOOMAJIAN, N.P.; SPYRIDON TRIANTOS, M.D.; ELIZABETH WARNER, M.D.; ELIZABETH WHATLEY, M.D.; JAMES WHITTUM, M.D.; KATIE WOLFGANG, D.V.M.; NICHOLAS WRIGHT, M.D.; JEFFREY YUCHT, M.D.; MARK ZIMPFER, M.D.; and others.

JANE CARY Health Professions Advisor

### **SPEC 20 Student Leadership Development**

As students move through their time in college, many will opt to take on roles of leadership in their community. This desire to be engaged and involved leads to the development of life skills and abilities that become highly desirable traits post-graduation. Student Leadership Development is focused on assisting students in developing a new understanding of the involvement and activities they already do/plan to participate in as students and as leaders in their groups, college, community, and world. Additionally, this course will supply student development theories, and best practices through case study analysis and class discussion. Topics of focus will include the social change model, identifying your own leadership style, ethical leadership, community building strategies, communication tactics, working with constructive feedback, personal assessment, developing purposeful programming, transferrable skill set development and expression, professionalism, servant leadership, and finding balance. Through the duration of the course, students will engage in ongoing dialogue as a whole class, and will also have the opportunity to create and share a small group presentation connected to one of the topics of focus as related to a selected case study. Students will leave the course having an intimate awareness of their own leadership skills, the skills of their peers, and the research and depth of development that goes along with the day-to-day interactions that culminate into their experience as student leaders and eventually engaged citizens and community builders.

Requirements: Students will be evaluated via 2 papers (total of 10 pages combined), involvement in class discussion and activities, and a small group presentation.

No prerequisites: *Enrollment limit: 20. Preference given to first-years and sophomores.*

Cost: approximately \$50 for books and photocopies.

Meeting time: Monday, Tuesday for 3 hours each, plus 1 hour each week for planned small group work.

BENJAMIN LAMB and PATRICIA LEAHEY-HAYS (Instructors)

WINTER STUDY COMMITTEE (Sponsor)

Benjamin Lamb is the Assistant Director for Student Involvement in the Office of Student Life at Williams, Ben has worked in higher education for the last 4 years, specializing in student leadership and involvement, but also has experience in Career Services, Admissions, College Access, Community Service and Residence Life.

Patricia Leahey-Hays is the Assistant Director for Upperclass Residential Programs in the Office of Student Life at Williams has worked in the field higher education since 2003 in the areas of Residential Life and Education as well as the Co-operative Educational Experience, Professional Development and Business Ethics. Prior to 2003 Patricia worked at The White House under the Clinton Administration and in the Government Relations office of the accounting firm, Arthur Anderson, during the Enron financial crisis.

### **SPEC 21 Experience the Workplace: an Internship with Williams Alumni/Parents**

Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parent acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness.

Intellectual Merit: Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.

Requirements: It is expected that students will complete assigned readings, keep a daily journal, and write a 5- to 10-page expository review and evaluation that will become public record as a resource for other students. Required activities and meeting times: The expectation is that each student will be in the field to observe some aspect of the profession for the better part of the day, five days per week. In addition to observation there may be an opportunity to work on distinct projects generated by the instructor depending upon appropriateness.

Prerequisites: interested students must attend an information meeting in early October, and meet individually with John Noble to go over the details of their placements. *Enrollment is limited by the number of available teaching associates (instructors). Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest. Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest. Teaching associates will make the final selections.*

Meeting times: each student will be in the field to observe some aspect of the profession five days per week, at least 6 hours per day.

Cost: local apprenticeships—local transportation.

Distant apprenticeships—costs will vary based upon location, BUT ARE THE RESPONSIBILITY OF THE STUDENT. The college has no extraordinary funding to support the internship.

Teaching Associates (Instructors): Williams College alumni and parents of current Williams students will be recruited to become instructors for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course director in person or via telephone conference.

JOHN NOBLE, Director of the Career Center (Sponsor)

If students arrange internships with alumni/parents on their own, they may petition the course director to be included in the course. Deadline for such request is November 16th.

### **SPEC 23 Literary Journalism in Practice**

What are the best methods we can borrow from long-form journalism masters to tell a story? In this course, we'll explore ways to tell a story in depth, thinking about techniques from fiction, academic disciplines, and the arts. Classwork will include a number of brief assignments to focus on specific elements—ways to physically describe something, overhearing and transcribing dialogue, conducting interviews, and finding the right tone of voice. During our meetings, we'll read and critique each other's work to consider what works. We'll include regular readings from masters of nonfiction—ranging from early and overlooked pioneers like Mark Twain and Jack London, through popular writers like Tom Wolfe, Hunter S. Thompson, and David Foster Wallace.

Requirements: the final piece will be a minimum 10-page profile of a person or institution around campus that will go through several revisions.

No prerequisites. *Enrollment limit: 10. Preference for students with a demonstrated interest in a career in journalism or a related field.*

Cost: \$75.

Meeting time: afternoons.

CHRISTOPHER MARCISZ (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Christopher Marcisz is a freelance writer and editor based in Williamstown whose work has appeared in places like *The Boston Globe*, *The International Herald Tribune*, and the *Moscow News*. For many years he was a reporter for the *Berkshire Eagle*, where he wrote arts and cultural features and editorials. He now works as a book editor.

### **SPEC 25 Williams in Georgia (Same as RUSS 25)**

(See under RUSS 25 for full description.)

### **SPEC 26 Teaching, Doctoring and Living With Refugees and Immigrants (Same as AMST 26 and HIST 26)**

Without getting on an airplane, you can have an international experience that gives you the chance to truly live and reflect upon critical issues in your Williams courses such as national identity, migration, immigration, human rights, the state of our public schools and health care facilities, and ultimately your own identity. Sponsored by the Gaudino Scholar and Gaudino Fund since 2008, this Winter Study course will allow a small group of students to have a relatively low-cost (compared to abroad trips) but rich and rewarding international experience in the U.S. Portland, Maine, a refugee resettlement city for over 30 years, with only 65,000 people has over 60 languages spoken by students in its schools, and residents from over 80 countries all over the world. Inspired by the transformative Williams-at-Home program, each student will live with a refugee or immigrant host family, and work either as a teacher or medical apprentice. Most students will work in one of the Portland school or adult education classrooms with students whose families are new to America. The Williams student will gain practical experience as a teacher, tutor, and mentor in multiple classrooms with many diverse students. Students will also have a chance to talk with senior teachers and administrators about the challenges facing 21st century American schools in an increasingly diverse society and global economy. There will also be an opportunity for a student or two seeking medical or public health experience to shadow doctors and nurses in the Portland community clinic with low income residents, including refugees who were tortured.

Students will learn a great deal not only about others, but also about their own assumptions and values. In December students will receive articles and orientation materials to prepare for their experience, and must write a 5-page reflective essay due on arrival in Maine on how forces like ethnicity, national identity, race, and class have impacted them personally up to now. Each student must also keep a journal during the program and at the end turn in a 5-page reflective essay addressing how her or his impressions, assumptions, or values were challenged or changed concerning those topics addressed in the opening essay. We will meet weekly to share insights and challenges, and also share a host families-student pot luck.

Prerequisites: Open only to sophomores, junior and seniors. Information sessions will be held on campus approx. September 20-21. *Enrollment limit: 6 (A car is not required; but if a car is brought, the instructor may accept more than 6).*

Cost: \$625 (\$25/day) for room and board to host families, plus travel to and from Portland. Students on Financial Aid will receive Gaudino funding as determined by the Financial Aid office.

JEFF THALER '74 (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Jeff Thaler '74 participated in Williams-at-Home with Professor Robert Gaudino in 1971-72. After Professor Gaudino's death in 1974, Jeff and some other alumni developed an initiative that eventually became the Gaudino Memorial Fund. Jeff served on the Board of the Fund for many years, including as its Chair; in 2010 he was elected to come back onto the Board, and now is Vice-Chair. Jeff graduated from Yale Law School in 1977, worked as a public defender in New York City from 1977-79, and has lived in Maine since 1979, where he has worked as a trial and environmental attorney. He taught a course on refugee issues as an adjunct professor at the University of Southern Maine, as well as courses at Maine Law School and Bowdoin College. Jeff has volunteered with many refugee groups in Portland; was elected in 2009 to the Williams College Tyng Scholarship Committee; and has worked as a group facilitator for the past ten years at the Center for Grieving Children.

### **SPEC 28 Class of 1959 Teach NYC Urban Education Program**

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs—estimated at \$400 for the term. Further assistance is available for financial aid students.

Evaluation will be based on a journal and a 5-page paper.

Prerequisites: sophomore, junior or senior standing. *Enrollment limit: 12.*

Cost: \$400.

Meeting time: off-campus fieldwork: daily 8:30 a.m.-3 p.m. and weekly seminar dinners.

TRACY FINNEGAN (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

### **SPEC 35 Making Pottery on the Potter's Wheel**

Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for every class. Pottery making classes will be held in the mornings, 9 AM to 12:15 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes as required by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on several different handbuilding projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on Campus. One written paper exploring the work of a contemporary ceramic artist will be required as part of the course. After the tenth pottery making class meeting, all completed work will be biscuit-fired. The eleventh meeting 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, held at Oak Bluffs Cottage Pottery early in the new Semester, will be devoted to a "final project" (positive-orientation) critique in the studio of your finished work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making. All classes except the slide show take place at Oak Bluffs Cottage Pottery.

Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.

No prerequisites or pottery-making experience necessary. *Enrollment limit: 9.*

Cost: \$315 lab fee, plus makeup class fees (\$48.00 per class) if applicable.

Meeting time: mornings, plus one afternoon slide presentation.

RAY BUB (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All classes except the slide show and final project exhibition take place at Oak Bluffs Cottage Pottery.

### **SPEC 39 "Composing a Life: Finding Success and Balance in Life After Williams"**

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "compos-



ing 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 life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices. Questions about the course: please contact Michele Moeller Chandler at (413) 458-8106 or michele.chandler2@gmail.com.

Requirements: regular attendance, class participation, field interview, and a 10-page final paper. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises.

No prerequisites. *Enrollment limit: 15.*

Cost: approximately \$30 for cases/reading materials.

Meeting time: mornings, 2-hour classes three times a week.

MICHELE MOELLER CHANDLER and CHIP CHANDLER (Instructors)

S. BOLTON (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past sixteen years. They have been both personally and professionally engaged in the course topic. Michele, a former college administrator, has an M.A. from Columbia, and a Ph.D. from Northwestern. Chip, a retired McKinsey senior partner, has an M.B.A. from Harvard, and currently teaches in the Leadership Studies Program.

#### **SPEC 42 International Student Curricular Practical Training (CPT)**

International students, in F1 status are allowed under US immigration law, to do any training that domestic students customarily do, with certain limited exceptions (that don't apply to Williams College such as flight training, English Language instruction) and within parameters set forth in regulations. The regulations for Curricular Practical Training (CPT) allow International students to work on campus, work off-campus, engage in summer training, and otherwise do the typical things that college students do as part of their education. The purpose of CPT is to allow international students to gain the same types of educational work experiences that domestic students are required or encouraged to experience such as on campus and summer work. CPT is available to international students after completion of at least one full academic year at the F-1 sponsoring institution and must be within a framework that is "an integral part of an established curriculum." Winter Study CPT allows Williams students to meet the criteria set out by US Citizenship and Immigration Services (USCIS) and engage in practical training work. Winter Study CPT will earn the international student academic credit. However, Winter Study CPT will not count toward the Winter Study graduation requirement. International students participating in Winter Study CPT must take another Winter Study course to meet their graduation requirement. The course "Winter Study CPT" does not meet the Winter Study graduation requirement.

The method of evaluation for the Winter Study CPT course for F-1 international students will be as follows: The international student will maintain a weekly journal during the practical training experience. Using the journal entries, the international student will write a capstone paper on how their Curricular Practical Training experience relates to their academic major. The capstone paper must be a minimum of three (3) pages. The international student must also prepare a five (5) minute presentation which will combine oral presentation with another media (e.g., demonstration of skills acquired, photographs of work environment, creative mixed media presentation depicting the experience).

The learning objectives for the course are:

- 1) Recognize and understand how US institutions work in their chosen field of study,
- 2) Interpret and apply personal skills and perspectives to be able to contribute to the institution or project,
- 3) Analyze and evaluate personal experience and critique behaviors that need to be altered to improve success for continued participation in the field of study.

JENIFER HASENFUS and BOLTON (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

## **PRESIDENTS OF WILLIAMS**

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Zephaniah Swift Moore, D.D., 1815-1821  
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Mark Hopkins, M.D., D.D., LL.D., 1836-1872  
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881  
Franklin Carter, Ph.D., LL.D., 1881-1901  
John Haskell Hewitt, LL.D., Acting President, 1901-1902  
Henry Hopkins, D.D., LL.D., 1902-1908  
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934  
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937  
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961  
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973  
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985  
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993  
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999  
Carl William Vogt, LL.B., LL.D., 1999-2000  
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-2009  
William Gilson Wagner, B.Phil., D.Phil., Interim President, 2009-2010  
Adam F. Falk, Ph.D., 2010-

## **TRUSTEES 2012-2013**

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Stephen Harty '73, M.P.P.M., Kalispell, Montana  
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Barbara A. Austell '75, B.A., Villanova, Pennsylvania  
Yvonne Hao '95, M.A., Boston, Massachusetts  
Michael R. Eisenson '77, M.B.A., J.D., Boston, Massachusetts  
Fred Nathan, Jr. '83, J.D., Santa Fe, New Mexico  
Sarah Keohane Williamson '84, M.B.A., Boston, Massachusetts  
Kate L. Queeney '92, Ph.D., Northampton, Massachusetts  
Joey Shaista Horn '87, M.B.A., Oslo, Norway  
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Eric L. Cochran '82, M.S., J.D., New York, New York  
Robin Powell Mandjes '82, M.B.A., Cambridge, Massachusetts  
O. Andreas Halvorsen '86, M.B.A., Greenwich, Connecticut  
Liz Robinson '90, M.B.A., New York, New York  
Brian D. Carpenter '86, M.A., Ph.D., Saint Louis, Missouri  
James B. Lee, Jr. '75, B.A., New York, New York  
Caron Garcia Martinez '81, S.M., M.F.A., Washington, D.C.  
Clarence Otis, Jr. '77, J.D., Orlando, Florida  
Martha Williamson '77, B.A., San Marino, California

## TRUSTEE COMMITTEES 2012–2013

*Reported below are the committee appointments for 2012–2013.*

Executive Committee: The President\*, Gregory M. Avis, Chair; Barbara A. Austell, Patrick F. Bassett, Michael R. Eisenson, Jonathan A. Kraft, Robert G. Scott, Laurie J. Thomsen, Sarah K. Williamson.

Investment Committee: Michael R. Eisenson, Chair; Gregory M. Avis, O. Andreas Halvorsen, Jonathan A. Kraft, Liz Robinson, Laurie J. Thomsen, Sarah K. Williamson.

Faculty and Instruction Committee: Stephen Harty, Chair; Barbara A. Austell, Patrick F. Bassett, Brian D. Carpenter, Caron Garcia Martinez, Dennis R. O'Shea, Kate L. Queeney, Laurie J. Thomsen, Martha Williamson.

Committee on College Relations and Public Affairs: Laurie J. Thomsen, Chair; Brian D. Carpenter, O. Andreas Halvorsen, Joey S. Horn, Robin Powell Mandjes, Caron Garcia Martinez, Dennis R. O'Shea, Martha Williamson, Sarah K. Williamson.

Student Experience Committee: Kate L. Queeney, Chair; Brian D. Carpenter, O. Andreas Halvorsen, Yvonne Hao, Jonathan A. Kraft, Caron Garcia Martinez, Clarence Otis, Jr., Liz Robinson, Sarah K. Williamson.

Audit Committee: Liz Robinson, Chair; O. Andreas Halvorsen, Joey S. Horn, Robin Powell Mandjes, Sarah K. Williamson.

Operations and Planning Committee: Jonathan A. Kraft, Chair; Eric L. Cochran, Michael R. Eisenson, Yvonne Hao, James B. Lee, Jr., Fred Nathan, Jr., Clarence Otis, Jr., Robert G. Scott.

Committee on Degrees: Joey S. Horn, Chair; Patrick F. Bassett, Eric L. Cochran, James B. Lee, Jr., Robert G. Scott, Laurie J. Thomsen, Martha Williamson.

Budget and Financial Planning Committee: Robert G. Scott, Chair; Michael R. Eisenson, Jonathan A. Kraft, James B. Lee, Jr., Fred Nathan, Jr., Clarence Otis, Jr., Liz Robinson.

Governance Committee: Eric L. Cochran, Chair; Barbara A. Austell, Patrick F. Bassett, Yvonne Hao, Stephen Harty, Kate L. Queeney.

Nominating Committee: Barbara A. Austell, Chair; Michael R. Eisenson, Stephen Harty, Robin Powell Mandjes, Fred Nathan, Jr., Dennis R. O'Shea.

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\*The President is an ex-officio member of all Trustee committees.

## FACULTY EMERITI

Roger E. Bolton	<i>William Brough Professor of Economics, Emeritus</i>	30 Grandview Drive
David A. Booth	<i>Vice Provost and Lecturer in Political Science, Emeritus</i>	44 Willshire Drive
James R. Briggs	<i>Assistant Professor of Physical Education, Emeritus</i>	350 Stratton Road
Eleanor Brown	<i>Lecturer in Biology, Emerita</i>	Westwood, Massachusetts
Fielding Brown	<i>Charles L. MacMillan Professor of Physics, Emeritus</i>	Westwood, Massachusetts
Kim B. Bruce	<i>Frederick Latimer Wells Professor of Computer Science, Emeritus</i>	Claremont, California
Henry J. Bruton	<i>John J. Gibson Professor of Economics, Emeritus</i>	300 Syndicate Road
James MacGregor Burns	<i>Woodrow Wilson Professor of Government, Emeritus</i>	604 Bee Hill Road
John W. Chandler	<i>President of the College, Emeritus</i>	416 N Hemlock Lane
Raymond Chang	<i>Halford R. Clark Professor of Natural Sciences, Emeritus</i>	Bainbridge Island, Washington
Phebe Cramer	<i>Professor of Psychology, Emerita</i>	20 Forest Road
Stuart J. B. Crampton	<i>Barclay Jermain Professor of Natural Philosophy, Emeritus</i>	54 Grandview Drive
Andrew B. Crider	<i>Mary A. &amp; William Wirt Warren Professor of Psychology, Emeritus</i>	770 Hancock Road
Phyllis L. Cutler	<i>College Librarian, Emerita</i>	Milton, Massachusetts
Robert F. Dalzell Jr.	<i>Fred Rudolph Professor of American Culture, Emeritus</i>	189 Stratton Road Apt. B4
Samuel Y. Edgerton Jr.	<i>Amos Lawrence Professor of Art, Emeritus</i>	940 Hancock Road
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Antonio Gimenez	<i>Professor of Romance Languages, Emeritus</i>	Madrid, Spain
George R. Goethals II	<i>Dennis A. Meenan '54 Professor of Leadership Studies, Emeritus</i>	Richmond, Virginia
William C. Grant Jr.	<i>Samuel Fessenden Clarke Professor of Biology, Emeritus</i>	155 Sweetbrook Road
Suzanne L. Graver	<i>John Hawley Roberts Professor of English, Emerita</i>	117 Forest Road
Fred Greene	<i>A. Barton Hepburn Professor of Government, Emeritus</i>	135 South Street
Philip K. Hastings	<i>Professor of Psychology and Political Science, Emeritus</i>	156 Bulkley Street
Victor E. Hill IV	<i>Thomas T. Read Professor of Mathematics, Emeritus</i>	North Adams, Massachusetts
John M. Hyde	<i>Brown Professor of History, Emeritus</i>	20 Jerome Drive
Marcus E. Johnson	<i>Charles L. MacMillan Professor of Natural Science, Emeritus</i>	33 Jerome Drive
Robert M. Kozelka	<i>Professor of Mathematics, Emeritus</i>	Chapel Hill, North Carolina
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Kai N. Lee	<i>Rosenburg Professor of Environmental Studies, Emeritus</i>	Piedmont, California
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William E. McCormick	<i>Assistant Professor of Physical Education, Emeritus</i>	Springhill, Florida
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Douglas B. Moore	<i>Mary A. and William Wirt Warren Professor of Music, Emeritus</i>	108 S Hemlock Brook
Glyn P. Norton	<i>Willcox B. and Harriet M. Adsit Professor of International Studies, Emeritus</i>	Menands, New York
Francis Oakley	<i>Edward Dorr Griffin Professor of the History of Ideas, Emeritus; President,</i>	

	<i>Emeritus; and Senior Oakley Fellow</i>	54 Scott Hill Road
Daniel D. O'Connor	<i>Mark Hopkins Professor of Intellectual and Moral Philosophy, Emeritus</i>	36 Hawthorne Road
Robert H. Odell	<i>Assistant Professor of Physical Education, Emeritus</i>	Berwyn, Pennsylvania
Robert R. Peck	<i>Director of Athletics, Emeritus</i>	Pownal, Vermont
Norman R. Petersen Jr.	<i>Washington Gladden 1859 Professor of Religion, Emeritus</i>	Bristol, Rhode Island
C. Ballard Pierce	<i>Professor of Physics, Emeritus</i>	Los Alamos, New Mexico
George Pistorius	<i>Gagliardi Professor of Romance Languages, Emeritus</i>	South Bend, Indiana
Kenneth C. Roberts Jr.	<i>A. Barton Hepburn Professor of Music, Emeritus</i>	Bennington, Vermont
Richard O. Rouse	<i>Mary A. &amp; William Wirt Warren Professor of Psychology, Emeritus</i>	85 Harmon Pond Road
Frederick Rudolph	<i>Mark Hopkins Professor of History, Emeritus</i>	234 Ide Road
Carl R. Samuelson	<i>Assistant Professor of Physical Education, Emeritus</i>	575 Water Street
John B. Sheahan	<i>William Brough Professor of Economics, Emeritus</i>	320 Syndicate Road
Harry C. Sheehy III	<i>Director of Athletics and Assistant Professor of Physical Education, Emeritus</i>	Hanover, New Hampshire
Anne R. Skinner	<i>Senior Lecturer in Chemistry, Emerita</i>	714 Stratton Road
Guilford L. Spencer II	<i>Frederic Latimer Wells Professor of Mathematics, Emeritus</i>	Lenox, Massachusetts
Richard H. Stamelman	<i>Professor of Comparative Literature, Emeritus</i>	Norwich, Vermont
Robert C. Suderburg	<i>Class of 1924 Professor of Music, Emeritus</i>	41 Manning Street
Kurt P. Tauber	<i>Class of 1924 Professor of Political Science, Emeritus</i>	94 Southworth Street
Mark C. Taylor	<i>Cluett Professor of Humanities, Emeritus</i>	235 Stone Hill Road
Alex W. Willingham	<i>Professor of Political Science, Emeritus</i>	25 Lee Terrace
Gordon C. Winston	<i>Professor of Economics and Orrin Sage Professor of Political Economy, Emeritus</i>	4 Windflower Way
Reiko Yamada	<i>Professor of Japanese, Emerita</i>	189 Stratton Road

# FACULTY 2012-2013

\*On leave 2012-2013

\*\*On leave first semester

\*\*\*On leave second semester

\*\*\*\*On leave calendar year (January-December 2012)

Daniel P. Aalberts, Professor of Physics—B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T.

Sayaka Abe, Visiting Assistant Professor of Japanese—B.A. (1997) State University of New York, Buffalo; Ph.D. (2007) State University of New York, Buffalo  
W. David Ackerson, Visiting Lecturer of Physical Education and Acting Director of the Williams Outing Club—B.A. (1999) SUNY, Cortland; M.S. (2000) SUNY, Cortland

\*Colin C. Adams, Thomas T. Read Professor of Mathematics—B.S. (1978) M.I.T.; Ph.D. (1983) University of Wisconsin

Jeannie R. Albrecht, Assistant Professor of Computer Science—B.S. (2001) Gettysburg College; Ph.D. (2007) University of California, San Diego

Laylah Ali, Professor of Art—B.A. (1991) Williams; M.F.A. (1994) Washington University

Marsha I. Altschuler, Professor of Biology—B.S. (1972) University of Rochester; Ph.D. (1979) Indiana University

Henry W. Art, Rosenburg Professor of Environmental Studies and Biology—A.B. (1966) Dartmouth; Ph.D. (1971) Yale

\*Quamrul H. Ashraf, Assistant Professor of Economics—B.A. (1999) Trinity; Ph.D. (2003) Brown

\*Duane A. Bailey, Professor of Computer Science—B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts

Robert Baker-White, Professor of Theatre—B.A. (1980) Williams; Ph.D. (1990) Stanford

Jon M. Bakija, Professor of Economics—B.A. (1990) Wesleyan; Ph.D. (1999) University of Michigan

Lois M. Banta, Associate Professor of Biology—B.A. (1983) Johns Hopkins; Ph.D. (1990) California Institute of Technology

Ashley Barnes, Visiting Assistant Professor of English—B.A. (1995) University of Virginia; Ph.D., (2012) University of California, Berkeley

Alix Barrale, Assistant Professor of Physical Education—B.A. (1993) Williams; M.S. (1996) Smith

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- Sylvia B. Kennick Brown, *College Archivist/Special Collections Librarian*  
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- David A. Chalifoux, *Library Shelving Facility Supervisor*  
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- Lori A. DuBois, *Reference and Instruction Librarian*  
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**Appointments and Promotions (CAP):** Denise Buell, Andrea Danyluk, D. L. Smith, Adam Falk\*, Will Dudley\*, Peter Murphy\*.

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**Book Store Advisory:** Jim Shepard, *Chair*, Sherron Knopp, Alan White.

**Calendar and Schedule:** Jon Bakija, *Chair*, Ed Gollin, Bud Wobus, Bud Fisher\*, Stephen Sneed\*, Barbara Casey\*, Tiffany Chang '14, two student to be announced.

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**Discipline:** Cheryl Shanks, *Chair*, Dieter Bingemann, Jerry Caprio (fall), Christi Kelsey, Neil Kubler, Susan Loepp, Amy Podmore, Olga Shevchenko (spring), Fred Strauch, Sarah Bolton\*, students to be announced.

**Diversity and Community:** Claire Ting, *Chair*, Joan Edwards, Eva Grudin, Kris Herman, Steve Kuster, Rhon Manigault-Bryant, Christian Thorne, Li Yu, Chalita Washington '13, Jaliz Albanese '13, David Michael '13, Reema Sharma '13, Carly Valenzuela '13, Jen Chan '14, Kate Flanagan '14, David Lee '14, Phonkrit Saejia '15.

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**Faculty Interview Panel:** Steve Fix, Sarah Hammerschlag, Wendy Raymond, Karen Swann, Scott Wong, Bill Wootters.

**Honorary Degrees:** Daniel Aalberts, Bob Bell, Anna Fishzon, Jefferson Strait\*, Keli Kaegi\*, students to be announced.

**Information Technology:** Henry Art, *Chair*, Deb Brothers, Jason Josephson, Steve Souza, Will Dudley\*, David Pilachowski\*, Dinny Taylor\*, two administrators appointed by the Provost\*, Andy Quinn '13, Garrett Welson '15.

**Lecture:** Susan Engel, *Chair*, Layla Ali, Cesar Silva, Dorothy Wang, Menghan Zhao '13 (*Student Chair*), Catherine Gerkins '14, Ayodele Ekhaton '15, Michael Madding '15.

**Library:** Julie Cassiday, *Chair*, Larry Kaplan, Pat Spero, Peter Murphy\*, David Pilachowski\*, Robert Volz\*, David Michael '13 (*Student Chair*), Connor Dempsey '13, Nana Taylor '13, Angela Liu '15.

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**Graduate Fellowships and Scholarships:** Katerina King

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

NSF Scholarships

Rhodes, Marshall, Mitchell Scholarships

Harry S. Truman Scholarship

Udall Scholarship

Watson Fellowship



*Graduate Schools of Arts and Sciences:* Department Heads  
*Health Professions Advisor:* Jane D. Cary  
*International Student Advisor:* Laura B. McKeon  
*Law Schools:* Michelle Shaw  
*National Science Foundation:* Department Chairs  
*Peace Corps:* John Noble  
*Public and International Affairs Schools and Foreign Service:* James McAllister, John Noble  
*Special Academic Programs:* Molly L. Magavern  
*Student Writing Tutorial Program:* Stephanie E. Dunson  
*Study Abroad Programs:* Laura B. McKeon  
*Teaching, M.A.T. Programs:* Susan L. Engel, John Noble  
*Williams College Fellowships:* Katerina King  
*Winter Study Practice Teaching:* Susan L. Engel

## SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. All advisors have received training in sexual harassment and other discrimination advising.

Gina Coleman, *Associate Dean, Hopkins*  
David Johnson, *Associate Dean, Hopkins*  
Laura McKeon, *Associate Dean, Hopkins*  
Barbara Casey, *Interim Registrar, Hopkins*  
Justin Adkins, *Queer Life Coordinator, MCC, Jenness*  
Marcela Peacock, *Program Coordinator, MCC, Jenness*  
Liliana Rodriguez, *Director, MCC, Jenness*  
Taj Smith, *Assistant Director, MCC, Jenness*  
Michael Reed, *Vice President for Strategic Planning and Institutional Diversity, Hopkins*  
Carmen Whalen, *Associate Dean for Diversity, Hopkins*  
Martha Tetrault, *Director, Human Resources, B&L Building*  
Robert Wright, *Associate Director, Human Resources, B&L Building*  
Richard Spalding, *Chaplain, Paresky Center*  
Donna Denelli-Hess, *Health Educator, Thompson*  
Ruth Harrison, *Director of Health Services, Thompson*  
Michael Semensi '13  
Abigail Davies '13  
Laurie Heatherington, *Psychology, Bronfman*  
Enrique Peacock-Lopez, *Chemistry, Bronfman*  
Paula Moore Tabor, *Alumni Relations, Mears*  
Bruce Wheat, *Information Technology, Jesup*

## STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination (see handbooks) is appointed from a standing panel consisting of thirty-two persons, drawn from several College panels and from the College Council. Its membership also includes a minority faculty and staff representative. Two panel members—one a member of the faculty, the other of the staff—stand ready to chair the grievance committee appointed to hear a particular case.

**Faculty Review Panel:** Lois Banta, Edan Dekel, Joan Edwards, Stephen Fix, Jacqueline Hidalgo, Amy Holzapfel, Tim Lebestky, Gretchen Long, Luana Maroja, Nicole Mellow, Ngonidzashe Munemo, Amanda Wilcox.

**Provost's Panel:** Barbara Casey, Michael Frawley, Gary Guerin, Robin Kibler, Richard Nesbitt, Elizabeth Reynolds.

**Vice President's Panel:** Heather Clemow, Marc Field, Kelly Kervan, Jeanette Kopczynski, Paula Moore Tabor, Terry Waryjasz.

**College Council Panel:** Sharona Bollinger '14, Alida Davis '14, Harry Gilbert '14, Jeremy Gold '14, Sunny Velez '13, one student TBA.

**Minority Faculty-Staff Representatives:** Appointed by the President.

**Faculty Chair:** Appointed by President.

**Staff Chair:** Appointed by President.

# OFFICES OF ADMINISTRATION 2012-2013

## Office of the President

Adam F. Falk, *President*

B.S. (1987) University of North Carolina; Ph.D. (1991) Harvard

Keli A. Kaegi, *Assistant to the President and Secretary of the College*

B.A. (1988) Wellesley College; M.S. (1991) University of Rochester

James G. Kolesar, *Assistant to the President for Public Affairs*

B.A. (1972) Williams

## Office of the Provost

William Dudley, *Provost*

B.A. (1989) Williams; Ph.D. (1998) Northwestern

Chris Winters, *Associate Provost*

B.A. (1995) Williams; M.S./M.B.A. (1996) Northeastern University, GSPA

Courtney Wade, *Director of Institutional Research*

B.A. (1997) Yale; M.P.A. (2000) New York University; M.S. (2005) University of Massachusetts, Amherst

Anita Gutmann, *Administrative Coordinator*

A.S. (1976) Berkshire Community College

## Office of the Dean of the Faculty

Peter T. Murphy, *Dean of the Faculty*

B.A. (1981) Yale University; D. Phil. (1986) Johns Hopkins University

John P. Gerry, *Associate Dean of the Faculty*

A.B. (1984) Grinnell College; Ph.D., A.M., A.L.M. (1993) Harvard University

Sally L. Bird, *Administrative Coordinator of Faculty Affairs*

Paula M. Consolini, *Coordinator of Experiential Education*

A.B. (1981) Lafayette College; Ph.D. (1992) University of California, Berkeley

Carolyn Greene, *Academic Program Coordinator*

B.A. (2002) Williams

## Office of the Dean of the College

Sarah R. Bolton, *Dean of the College*

B.S. (1988) Brown; Ph.D. (1995) University of California, Berkeley

David C. Johnson, *Associate Dean for First-Year Students*

B.A. (1971) Williams; M.A. (1995) Williams

Stephen D. Sneed, *Associate Dean*

B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University

Charles R. Toomajian, Jr., *Associate Dean and Registrar*

A.B. (1965) Bowdoin; Ph.D. (1974) Cornell

Gina Coleman, *Associate Dean*

B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts; Ph.D. (2007) University of Nebraska

Laura B. McKeon, *Associate Dean and Director of International Study*

B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago

Katerina P. King, *Director of Fellowships*

B.A. (1988) McGill University; Ph.D. (1998) Harvard University

Cynthia G. Haley, *Executive Assistant to the Dean*

## Office of the Vice President for Alumni Relations and Development

John M. Malcolm, *Vice President for College Relations*

Juan G. Baena, *Assistant Director of Alumni Relations and Director of Technology/Affinity Programs*

B.A. (2007) Williams College

Robert V. Behr, *Alumni Travel Coordinator*

B.A. (1955) Williams; Ed.M. (1962) Harvard

Pam Besnard, *Director of Major Gifts*

B.A. (1984) Williams

Crystal A. Brooks, *Director of Research, Development Office*

B.A. (1995) Skidmore College

Kimberly A. Brown, *Manager of Mailing Services*

B.S. (1982) Massachusetts College of Liberal Arts

Michael A. Burdick, *Web Manager*

Elizabeth B. Burnett, *Senior Development Officer*

B.A. (1994) Williams College; M.F.A. (1999) University of Montana

Patricia M. Burton, *Assistant Director of Donor Relations*

B.A. (1984) Hartwick College

Mary Ellen Czerniak, *Director of Corporate and Foundation Relations*

B.A. (1972) DePaul University; B.A. (1977) University of Wyoming

David B. Dewey, *Senior Development Officer*

B.A. (1982) Williams

Diana M. Elvin, *Director of Donor Relations*

B.A. (1971) Wheaton College; M.A. (1990) Assumption College

Patti J. Exster, *Stewardship Officer*

Lewis E. Fisher, *Director of Major Reunion Giving Programs*

B.A. (1989) Williams

Brooks L. Foehl, *Director of Alumni Relations and Secretary of the Society of Alumni*

B.A. (1988) Williams

Virginia N. Gaskill, *Executive Assistant*  
 Gillien Graye, *Development Research Specialist*  
 B.A. (1988) Bard College; M.S. (1991) S.U.N.Y., New Paltz; M.L.S. (1998) St. John's University

Jennifer E. Grow, *Assistant Editor of Alumni Publications*  
 B.A. (1994) Mt. Holyoke College

B. Thomas Henry, *Senior Development Officer*  
 B.A. (1976) Princeton; M.L.A. (1979) Harvard University

Angela E. Hillman, *Development Research Assistant*  
 B.S. (2001) Trinity College; M.A. (2005) Arizona State University

Elizabeth L. Howard, *Development Officer, Alumni Fund*  
 A.B. (1977) Earlham College

Cindy L. Kimball, *Manager of Bio Administration*  
 Peter R. Landry, *Manager of Gift Administration*  
 A.S. (1991) Berkshire Community College

Dalit Lederman, *Events Manager*  
 B.S. (2002) Adelphi University

Amy T. Lovett, *Editor of Alumni Publications*  
 B.A. (1994) University of Richmond; M.A. (2000) S.U.N.Y., Albany

Rexford Lybrand, *Assistant Director of Alumni Relations and Director of Classes and Reunions*  
 B.S. (1999) Kennesaw State University

Sheila Mason, *Assistant Director of Major Reunion Giving Programs*  
 B.A. (1990) Massachusetts College of Liberal Arts

Margaret A. McComish, *Associate Director of Planned Giving*  
 B.A. (1991) University of Pennsylvania; M.A.R. (1993) Yale; J.D. (1998) University of Connecticut

Julie J. Menard, *Assistant Director of Advancement Information Systems*  
 B.S. (2000) Massachusetts College of Liberal Arts

Jane Nicholls, *Director of Parents Fund*  
 B.A. (1977) Pennsylvania State University; M.S. (1999) Oxford

Heather L. O'Brien, *Development Officer, Alumni Fund*  
 B.A. (1995) Trinity College, Burlington

Michael A. Reopell, *Director of Advancement Information Systems*  
 B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College

Elizabeth W. Reynolds, *Development Officer, Alumni Fund*  
 B.A. (1995) Williams

Donna M. Richardson, *Coordinator of Donor Relations Systems*  
 A.S. (1988) Berkshire Community College

Christine A. Robare, *Development Officer, Alumni Fund*  
 B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College

Rob P. Swann, *Assistant Director of Alumni Relations and Director of Off Campus Programs*  
 B.A. (1990) Williams; M.A. (1997) American University

Paula Moore Tabor, *Associate Director of Alumni Relations and Director of Lifelong Learning*  
 B.A. (1976) Williams; Ed.M. (1989) Harvard

Stephen M. Tomkowicz, *Assistant Director of Advancement Information Systems*  
 B.S. (1985) Massachusetts College of Liberal Arts

James H. Trapp, *Director of Annual Giving*  
 B.A. (1976) Williams

Christopher J. Vadnais, *Programmer/Analyst*

Teresa J. Waryjasz, *Production Manager*  
 A.S. (1980) Berkshire Community College

Robert H. White, *Director of Communications*  
 B.A. (1977) Colgate

Alice E. Wilson, *Director of 25th Reunion Program*  
 B.A. (1971) University of Iowa

Catherine M. Yamamoto, *Senior Development Officer*  
 B.B.A. (1973) University of Wisconsin

### **Office of the Vice President for Campus Life**

Stephen P. Klass, *Vice President for Campus Life*  
 B.A. (1975) Hobart College; M.S. (1994) University of Rochester

Aaron B. Gordon, *Deputy to the Vice President*  
 B.A. (2001) Franklin & Marshall; M.B.A. (2005) Union

Susan A. Morin, *Executive Assistant to the Vice President*

### **Office of the Vice President for Finance & Administration and Treasurer**

Frederick W. Puddester, *Vice President for Finance & Administration and Treasurer*  
*need degree info*

Adriana Cozzolino, *Associate Vice President for Administration*  
 B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)

Kristan Renish, *Budget and Planning Analyst*  
 B.A. (1981) Bates College

Jeffrey F. Jones, *College Counsel*  
 B.A. (1966) Williams College; J.D. (1973) Harvard Law School

Todd J. Hoffmann, *Budget Manager*

### **Office of the Vice President for Strategic Planning and Institutional Diversity**

Michael E. Reed, *Vice President for Strategic Planning and Institutional Diversity*  
 B.A. (1975) Williams; M.A. (1979) Howard University

### **Office of Admission**

Richard L. Nesbitt, *Director of Admission*  
B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania

Elizabeth Creighton, *Deputy Director of Admission*  
B.A. (2001) Williams; M.Ed. (2010) Massachusetts College of Liberal Arts

Ahmmad Brown, *Diversity Recruitment Director*  
B.A. (2007) Swarthmore

Frances B. Lapidus, *Associate Director of Admission*  
B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts

Sulgi Lim, *Associate Director of Admission*  
B.A. (2006) Williams

Karen J. Parkinson, *Associate Director of Admission*  
A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester

Derrick Robertson, *Assistant Director of Admission*  
B.A. (2001) Southern University and A & M College

Vivian Robertson, *Assistant Director of Admission*  
B.A. (2007) Stanford; M.A. (2011) Berkley

Jennifer Bees, *Admission Counselor*  
B.A. (2008) Williams

Tim Hickey-LeClair, *Admission Counselor*  
B.A. (2011) Williams

Kellen Williams, *Admission Counselor*  
B.A. (2004) Williams

### **Office of Campus Safety and Security**

David J. Boyer, *Director of Campus Safety and Security*  
B.S. (1982) Westfield State College

### **Office of the Chaplains**

Richard E. Spalding, *Chaplain to the College and Coordinator of Community Service*  
B.A. (1976) Yale; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY); D.Min. (2012) Hartford Seminary

Gary C. Caster, *Catholic Chaplain*  
B.A. (1988) Catholic University of America; Licentiate (1989) Catholic University of America; M.A. (1992) Mt. St. Mary's University; M.Div. (1992) Mt. St. Mary's University

Robert S. Scherr, *Jewish Chaplain*  
B.A. (1968) University of California, Berkeley; M.A. (1971) California State University (San Francisco); M.T.S. (2001) Harvard Divinity School

Bilal Ansari, *Muslim Chaplain*  
B.S. (2002) Springfield College; M.A. (2011) Hartford Seminary (Hartford, CT)

### **Office of the Chief Investment Officer**

Collette Chilton, *Chief Investment Officer*  
B.S. (1981) University of California, Berkeley; M.B.A. (1986) Amos Tuck School of Business Administration at Dartmouth

Kristin Corrigan, *Office Manager/EA*  
B.S. (1993) Bentley College

Walter Schaeffer, *Investment Office–Marketable Securities*  
A.B. (1997) Boston College

Shara Singh, *Investment Analyst*  
B.A. (2012) Williams College

Anna Soybel, *Investment Analyst*  
B.A. (2011) Williams College

Abigail Wattle, *Investment Associate*  
B.A. (2005) Williams College; M.B.A. (2010) Harvard Business School

Bradford Wakeman, *Director, Investment Operations and Risk Management*  
B.S. (1986) Bentley College

### **Office of Communications**

Angela P. Schaeffer, *Director of Communications*  
B.A. (1993) Dickinson College; M.S. (1994) Columbia University Graduate School of Journalism

Michael Burdick, *Digital Content Specialist*  
Certificate in web design (1999) Berkshire Community College

Heather Clemow, *Web Project Manager*  
B.A. (1975) Stephens College; M.S. (1976) Nova University

Kristian S. Dufour, *Associate Director of Communications for Sports Information*  
B.A. (1990) S.U.N.Y., Old Westbury

David Edge, *Senior Designer/Art Director*  
H.N.D. (1984) Manchester Metropolitan University (Stockport College)

Jennifer E. Grow, *Assistant Director of Communications for Publications*  
B.A. (1994) Mt. Holyoke College

Kate Krolicki, *Web Developer*  
B.A. (1995) Williams

Amy T. Lovett, *Associate Director of Communications for Publications*  
B.A. (1994) University of Richmond; M.A. (2000) S.U.N.Y., Albany

Dick Quinn, *Associate Director of Communications for Sports Information*  
B.A. (1973) Holy Cross; M.S. (1989) Iona College

Suzanne Silitch, *Associate Director of Communications for the Arts*  
B.A. (1995) Mary Washington College; M.F.A. (2000) S.U.N.Y., Stony Brook

Carl Strolle, *Director of Web Strategy*  
B.A. (1990) Bowdoin College

Teresa J. Waryjasz, *Production Manager*  
A.S. (1980) Berkshire Community College

Robert H. White, *Deputy Director of Communications for Alumni Relations and Development*  
B.A. (1977) Colgate University

### **Office of the Controller**

Susan S. Hogan, CPA, *Controller*  
B.S. (1980) Syracuse

Karen P. Jolin, *Director of Financial Information Systems*  
B.S. (1982) Massachusetts College of Liberal Arts

David W. Holland, *Bursar*  
B.S. (1967) Suffolk University

Kelly F. Kervan, *Assistant Controller*  
B.S. (1990) North Adams State College

Robert Seney, *Investment Accountant*  
B.S. (1985) North Adams State College; M.B.A. (1989) University of Lowell

Lisa A. Gazaille, *Accounting Systems Technical Coordinator*  
B.S. (1993) North Adams State College

Christina M. Gregory, *Accountant*  
B.A. (2001) Massachusetts College of Liberal Arts

### **Office of Financial Aid**

Paul J. Boyer, *Director of Financial Aid*  
B.A. (1977) Williams

Betsy Hobson, *Associate Director of Financial Aid*  
B.S. (1989) University of Colorado

Timothy G. Carroll, *Assistant Director of Financial Aid*  
B.A. (2009) Carlton College

Michael Kekoa Huddy, *Assistant Director of Financial Aid*  
B.A. (1994) Eastern University; Master of Theological Studies (1999) Bangor Theological Seminary

### **Office of Health**

Ruth G. Harrison, *Director of Health Services*  
B.S. (1973) Hunter College; M.A. (1982) New York University

John A. Miner, M.D., *Psychiatrist*  
B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota

Craig Piers, Ph.D., *Psychotherapist*  
B.A. (1986) Salve Regina University; Ph.D. (1993) New School for Research

Karen Theiling, L.M.H.C., *Psychotherapist*  
M.A. (2000) Antioch College

Judith Win, Ph.D., *Psychotherapist*  
B.A. (1966) Bates College; Ph.D. (1998) The Fielding Institute

Margaret H. Wood, L.I.C.S.W., *Psychotherapist*  
B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany

Donna M. Denelli-Hess, *Health Educator*  
B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts

Alyssa Sporbett, *Health Educator*  
B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College

Deborah J. Flynn, F.N.P., *Nurse Practitioner*  
B.S.N. (1983) University of Massachusetts, Amherst; M.S.N. as F.N.P. (1996) University of Massachusetts, Amherst

Deanna Traversa, PA-C, *Physician Assistant*  
B.S. in Health Science/P.A. Certificate, Touro College of Health Science, Physician Assistant Program, Bayshore, NY

Maria Cruz, R.D., L.D.N., *Nutritionist*  
B.S. (1990) University of Wisconsin, Madison

### **Office of Human Resources**

Martha R. Tetrault, *Director of Human Resources*  
B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany

Robert F. Wright, *Associate Director of Human Resources*

Simone M. Anderson, *HRIS Manager*  
B.A. (1988) University of Rochester; M.S. (2002) New School University

Christa A. Waryas, *Payroll Manager*

Kristine A. Maloney, *Benefits Administrator*  
B.S. (2002) Business Administration, Massachusetts College of Liberal Arts

Danielle Gonzalez, *Employment Manager*

### **Office for Information Technology**

James F. Allison, *Project Manager*  
B.S. (1972) Tufts; M.B.A. (1994) Clark

Matthew J. H. Baya, *Network and Systems Administrator*  
B.S. (1992) Antioch College

Cheryl Brewer, *Budget and Facilities Administrator*

Michael Burdick, *Web Developer*

Peter Charbonneau, *Senior Networks and Systems Administrator*  
B.S.E.E. (1984) University of Colorado

Mark R. Connor, *Senior Desktop Systems Specialist*  
B.A. (1983) Berkshire Community College

Gretchen Eliason, *Database Administrator*  
B.A. (1990) Boston University; M.S. (1998) Boston University

Ashley W. Frost, *Senior Networks and Systems Administrator*  
B.A. (1992) Williams

John B. Germanowski, *Project Manager*  
B.A. (1986) Williams

Todd M. Gould, *Networks and Systems Administrator*  
B.A. (1996) Massachusetts College of Liberal Arts

Tamra L. Hjermstad, *Media Studios and Technologies Coordinator*  
B.A. (1990) Williams

Mika Hirai, *Instructional Technology Specialist*  
B.A. (1989) Obirin University, Japan; M.A. (2001) University of Iowa

Terri-Lynn Hurley, *Senior Desktop Systems Specialist*  
B.S. (1992) Westfield State College

Kenneth Konopka, *Administrative Systems Analyst/Programmer*  
B.S. (1990) Central Connecticut State; M.S. (1998) Rensselaer

Maggie Koperniak, *Project Manager*  
B.A. (1979) Massachusetts College of Liberal Arts; M.B.A. (1999) University of Massachusetts, Amherst

Criss S. Laidlaw, *Director of Administrative Information Systems*  
B.A. (1982) Carleton College

James Lillie, *Media Services Assistant*

Sharron J. Macklin, *Instructional Technology Specialist*  
B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono

Gabriel McHale, *Networks and Systems Administrator*

Lynn M. Melchiori, *Desktop Systems Specialist*  
B.A. (1978) University of Massachusetts, Amherst; M.Ed. (2001) Massachusetts College of Liberal Arts

Jacob Miller, *Desktop Systems Specialist*  
B.S. (2008) Massachusetts College of Liberal Arts

Jonathan Morgan-Leamon, *Director of Instructional Technology*  
B.A. (1989) Colgate, M.S. (2007) University of Massachusetts, Amherst,

Trevor Murphy, *Instructional Technology Specialist*  
B.A. (1994) S.U.N.Y. Potsdam; M.S. (1996) Oregon State University

Edward S. Nowlan, *Director of Networks and Systems*  
B.S. (1985) Southern Connecticut State University

Todd Noyes, *Desktop Systems Specialist*  
B.A. (2007) Massachusetts College of Liberal Arts

Scott Pittinsky, *Director of Web Operations*  
B.A. (1990) Brandeis

Guy Randall, *Desktop Systems Specialist*

Philip F. Remillard, *Media Services Specialist*  
B.A. (1978) Massachusetts College of Liberal Arts

Michael Richardson, *Desktop Systems Specialist*

Seth Rogers, *Director of Desktop Systems*  
B.A. (1989) Reed College

Douglas A. Rydell, *Project Manager*  
B.A. (1980) St. John's

Paul J. Smernoff, *Networks and Systems Administrator*

Dinny S. Taylor, *Chief Technology Officer*  
B.A. (1968) Connecticut College; M.Ed. (1970) Lesley

Courtney Wade, *Academic Application Developer*  
B.A. (1997) Yale; M.P.A. (2000) New York University; M.S. (2005) University of Massachusetts, Amherst

Jianjun Wang, *Senior Instructional Technology Specialist*,  
B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs

Christopher S. Warren, *Database Integration Specialist*  
B.A. (1996) Williams

Bruce Wheat, *Media Service Specialist*  
B.M. (1973) Eastman School of Music

### **Office of Physical Education, Athletics and Recreation**

Lisa Melendy, *Director of Athletics*  
M.S. (1985) University of Massachusetts

Judith L. Fraser, *Assistant Director of Athletics/Finance*  
B.S. (1979) University of Vermont; M.B.A. (1983) Wharton, University of Pennsylvania

Michael J. Frawley, *Director of Sports Medicine*  
B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion

Gary J. Guerin, *Associate Director for Operations, Athletics*  
B.S. (1975) Boston University

### **Office of the Registrar**

Barbara A. Casey, *Interim Registrar*  
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

### **Office of Student Life**

Douglas J. B. Schiazza, *Director*  
B.A. (1993) Hope; M.A. (1997) Geneva

Benjamin J. Lamb, *Assistant Director for Student Involvement*  
B.A. (2007) Massachusetts College of Liberal Arts; M.S.Ed. (2011) College of St. Rose



Patricia Leahey-Hays, *Assistant Director for Upperclass Residential Programs*  
B.A. (1999) Eastern Connecticut State; M.A. (2005) Sacred Heart

Ellen D. Rougeau, *Student Activities Coordinator*

Schuyler A. Hall, *Student Centers Coordinator*  
B.A. (2010) Williams

Gail A. Rondeau Hebert, *Student Housing Coordinator*

### **Special Academic Programs Office**

Molly Magavern, *Director of Special Academic Programs*  
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

### **Trust and Estate Administration Office**

Kathleen L. Therrien, *Director*  
B.S. (1997) Massachusetts College of Liberal Arts

### **Academic Resources**

Joyce P. Foster, *Director of Academic Resources*  
B.A. (1973) Northeastern University; Ph.D. (1997) Brown

### **Career Center**

John H. Noble, *Director of Career Counseling*  
A.B. (1975) Harvard; M.S. (1980) Bank Street College of Education

Karen M. Cardoza, *Assistant Director of the Career Center, Director of the Career Discovery Program*  
B.A. (1988) Haverford College; M.Ed. (1993) Harvard University; Ph.D. (2005) University of Massachusetts, Amherst

Jane D. Cary, *Associate Director of the Career Center and, Director of Science and Health Professions Advising*  
B.A. (1977) Bates College; M.A. (1981) Columbia University, Teachers College

Dawn M. Dellea, *Assistant Director of the Career Center*  
B.S. (1992) Northeastern University; M.Ed. (2003) Cambridge College

Kristen McCormack, *Assistant Director of Recruiting*  
B.S. (1987) Ithaca College; M.S. (1992) Lesley College

Robin L. Meyer, *Associate Director of the Career Center, Director of Recruiting*  
B.A. (1991) Gustavus Adolphus College; M.S. (1996) Mankato University

Michelle M. Shaw, *Assistant Director of the Career Center*  
B.A. (1995) Williams College; J.D. (2001) Rutgers University, School of Law

### **Center for Development Economics**

Gerard Caprio, Jr., *Chair, Executive Committee, Fall Semester*  
B.A. (1972) Williams; Ph.D. (1976) University of Michigan

Anand Swamy, *Chair, Executive Committee, Spring Semester*  
Thomas S. Powers, *Director*  
B.A. (1981) Williams; M.B.A. (1987) Harvard University

Rachel J. Louis, *Assistant Director*  
B.A. (1992) Kenyon College; M.A. and M.E.S. (1999) Yale University

Karima Barrow, *Assistant Director*  
B.A. (1990) Princeton University; M.S. (2003) Georgetown University

### **Center for Environmental Studies**

Jennifer L. French, *Director*  
B.A. (1995) College of William and Mary; Ph.D. (2001) Rutgers

Sarah S. Gardner, *Associate Director*  
B.A. (1985) Smith College; Ph.D. (2000) City University of New York

Andrew T. Jones, *Hopkins Memorial Forest Manager*  
B.A. (1986) Macalester College; M.F. (1994) Duke

Jay Racela, *Technical Assistant, CES and Morley Sciences Laboratories*  
B.A. (1986) Macalester College; M.F. (1994) Duke

### **Center for Foreign Languages, Literatures, and Cultures**

Jane Canova, *Administrative Director of the Center for Foreign Languages, Literatures and Cultures*  
B.S. (1976) Georgetown; M.S.W. (1980) New York University

### **Multicultural Center**

Edward A. Epping, *Faculty Director of the Multicultural Center*  
B.A. (1970) Western Illinois University; M.F.A. (1973) University of Wisconsin

Gail Bouknight-Davis, *Director of the Multicultural Center*  
B.A. (1988) Brandeis; Ph.D. (1997) Brown

Arif Smith, *Assistant Director of the Multicultural Center*  
B.A. (2002) Oklahoma State University

Marcela Villada Peacock, *Multicultural Center Program Coordinator*

### **Oakley Center for the Humanities and Social Sciences**

Leyla Rouhi, *John T. McCoy and John B. McCoy Professor of Romance Language, Director*  
B.A. (1987) Oxford University; Ph.D. (1995) Harvard University

### **Academic Support**

Norman R. Bell, *Coordinator of Science Facilities and College Safety Officer*  
B.S. (1990) Worcester State College; M.S. (1993) Miami University

Mary K. Bailey, *Systems Support Specialist*  
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts

Susan L. Engel, *Director of Education Programs*  
B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.

Linda A. Reynolds, *Visual Resources Curator*  
B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams

Anne R. Skinner, *Safety Officer*  
B.A. (1961) Radcliffe; Ph.D. (1966) Yale

### **Dining Services**

Robert Volpi, *Director of Dining Services*  
A.S. (1973) Hudson Valley; A.S. (1974) Weber State University; B.S. (1976) Southern Vermont College

I. Chris Abayasinghe, *Assistant Director, Student Dining*  
B.A. (2002) Eastern Connecticut State University

Jeanette Kopczynski, *Assistant Director, Faculty House/Catering*  
A.S. (1992) Berkshire Community College; B.A. (2011) Massachusetts College of Liberal Arts

Mark Thompson, *Executive Chef*

Sharon Marceau, *Assistant to the Director*  
A.S. (1984) Berkshire Community College

Molly O'Brien, *Manager, Driscoll/Eco Café*  
B.S. (2002) Johnson & Whales

Gayle L. Donohue, *Manager Mission Park*  
B.S. Hotel and Restaurant Management (1984) University of Denver; M.S. Organizational Leadership (2011) Norwich University

Jerry D'Acchille, Jr., *Manager, Paresky Center*  
A.O.S. (1983) Culinary Institute of America

Jerry Byers, *Associate Manager, Paresky Center*

Dan Levering, *Assistant Manager, Paresky Center*

### **Facilities**

TBA, *Associate Vice President for Facilities*

Jose V. Fierro, *Director of Facilities Operations*  
B.S. (1982) National University of Colombia; M.S. (1991) State University of New York at Binghamton

Annette V. Argueira, *Director of Planning and Construction*  
B.S. Civil Engineering (1992) University of Florida

Beatrice M. Miles, *Associate Director of Custodial Services*

Timothy J. Reisler, *Assistant Director for Administrative Services*  
B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College

Mary Kate Shea, *Director of Conferences and Events*  
B.A. (1981) Williams College; M.S. (1983) University of Massachusetts

Thomas A. Bona, *Architectural Maintenance Supervisor*  
B.S. (2000) Westfield State College

Edward Bourdon, *Custodial Supervisor*  
B.A. (1974) North Adams State College

Michael R. Briggs, *Senior Project Manager*  
Donald B. Clark, *Utility Program Manager*  
B.S. (1971) St. Lawrence University

Bruce J. Decoteau, *Senior Project Manager*  
David F. Fitzgerald, *Horticulturist and Grounds Supervisor*  
B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University

Kenneth L. Jensen, *Mechanical Maintenance Supervisor*,  
David Lamarre, *Custodial Supervisor*  
A.S. (1980) Berkshire Community College; (1991) New England Culinary Institute

Thomas R. Mahar, *Project Manager*  
A.S. (1999) Berkshire Community College

Peter Mason, *Custodial Supervisor*

Thomas E. Miller, *Supervisor of the Heating Plant*  
A.A. (2012) Community College of Vermont

Jason Moran, *Project Manager*  
B.S. (2001) Worcester Polytechnic Institute

Jean F. Richer, *Conferences and Events Facilitator*  
A.S. (1967) St. Joseph College

### **'62 Center for Theatre and Dance**

Cosmo A. Catalano, Jr., *Production Manager for the Theatre Department, Lecturer and, Technical Supervisor for the '62 Center for Theatre and Dance*  
B.A. (1976) University of Iowa; M.F.A. (1979) Yale

Deborah A. Brothers, *Costume Designer and Lecturer*  
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts

Maia Robbins-Zust, *Technical Director, Department of Theatre*  
B.F.A. (2000) Massachusetts College of Liberal Arts

Nathanial T. Weissner, *Technical Director, MainStage*  
B.A. (2004) Trinity College

### **Williams College Museum of Art**

Tina Olsen, *Class of '56 Director of the Williams College Museum of Art*

Elizabeth Gallerani, *Manager of Mellon Academic Programs*  
B.A. (2003) Cornell University; M.A. (2005) University of Massachusetts, Amherst

Joann Harnden, *Coordinator of Education Programs*  
B.A. (1998) Colby College

Diane Hart, *Museum Registrar*  
B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University

Christine Naughton, *Director of Museum Donor Relations*  
B.A. (1999) Massachusetts College of Liberal Arts

Hideyo Okamura, *Exhibition Designer and Chief Preparator*

B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts

Kathryn Price, *Curator of Special Projects*

B.A. (2000) The College of Wooster; M.A. (2002) Williams

Rachel Tassone, *Associate Registrar*

B.F.A. (1991) Colby-Sawyer College

Raymond Torrenti, *Museum Membership and Special Events Manager*

B.A. (1977) Barrington College; M.Div. (1984) Weston School of Theology; Ph.D. (1985) Boston University

Cynthia Way, *Director of Education and Visitor Experience*

B.A. Brown University; M.F.A. Columbia University

### **Zilkha Center for Environmental Initiatives**

Stephanie Boyd, *Director*

B.Eng. (1983) Dalhousie University; M.B.A. (1990) Memorial University of Newfoundland; LEED AP

## DEGREES CONFERRED JUNE, 2012

### *Conferring of the Degree of Master of Arts*

Susannah Evelyn Blair  
Christianna Susan Bonin  
Jaimee Kathleen Comstock-Skipp  
Caitlin Whitham Condell  
Jesse Noah Feiman  
Alan Hirsch  
Ashley Elizabeth Lazevnick  
Edward M. Lessard  
Alexandra Tory Nemerov  
James Baetjer Pilgrim  
Zoë Carbarnes Samels  
Lucie Rose Slesin Steinberg

### *Conferring of the Degree of Master of Arts in Policy Economics*

Yeva Aleksanyan  
Naveed Ullah Bakhshi  
Bui Thi Trang Dung  
Beageorge Matue Cooper  
Karla María Córdova Pérez  
Dabure Liyanage Nihal  
Arnaud G. Dakpogan  
Madav Dangal  
Khanyisile Pertunia Dlamini Dube  
Alexander Egorov  
Pablo Ernesto Evia Salas  
Akaki Gelazonia  
Momed Mussagy Abdul Satar Jamu  
Nino Javakhadze  
Daniel Jenya  
Jeevani Dilruksi Kotinkaduwa  
Olta Manjani  
Nakhonsy Manodham  
Janet Gladys Mataka  
Joel Mendizabal Cordova  
Nghiem Hong Giang  
Caroline Bernice Akishule Ntumwa  
Mansour Abdulkarim Rageh  
Razakamanantsoa Lalaniaina Mamisoa Christian  
Juan Carlos Sosa Valle  
Muzaffar Abdurasulovich Tilavov  
Mola Tin  
Romel Troissou  
Maliny Xavanna  
Ulvi Yusifov

### *Bachelor of Arts*

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\* Phi Beta Kappa  
+ Sigma Xi

---

#### *Bachelor of Arts, Summa Cum Laude*

\*+Victoria Frances Borish, with highest honors in Physics  
\*Evelyn Catherine Denham, with highest honors in History  
\*Daniel Spiegel Grossman, with honors in English  
\*Hilary Ruth Ledwell, with highest honors in Religion  
\*+Brian Timothy Li, with honors in Mathematics  
\*Shuai Ma  
\*Andrew The-An Nguyen, with honors in English  
\*Sidney Luc Robinson, with highest honors in Economics  
\*Hanna Marie Lie Saltzman, with highest honors in Anthropology  
\*+Antal Benjamin Spector-Zabusky, with honors in Computer Science

#### *Bachelor of Arts, Magna Cum Laude*

\*Ji Won Ahn, with honors in Mathematics  
\*Katelyn Sue Aldrin, with honors in Sociology  
\*+Praphruepong Athiwaratkun, with honors in Mathematics  
Francesca Grace Barrett  
\*Stella Grace Berke  
\*+Jack Edison Berry, with highest honors in Biology  
\*+Amber Marie Cardoos, with highest honors in Psychology  
\*David Austin Carlin, with highest honors in Psychology  
\*Zina Hill Cigolle  
\*Mariah Brennan Clegg  
Holly Elizabeth Crane, with highest honors in Comparative Literature  
Olivia Rachel Delia  
Susannah Grace Emerson, with honors in Art  
Brent Michael Eng  
\*Elizabeth Trillia Fidei-Bagwell  
\*Jeffrey Daniel Fieber  
\*Jack Lawrence Fitzhenry  
\*Colleen Winifred Fitzpatrick, with honors in Women's, Gender and Sexuality Studies  
\*Barry Anton Frett  
\*Lauren Tovah Goldstein-Kral, with highest honors in Biology  
Jill Elizabeth Greenberg  
\*Marcello Isaiah Halitzer  
Vanessa Morgan Harper, with honors in English  
\*Hannah Erin Hausman  
Zoe Louisa Jenkin, with honors in Philosophy  
Anser Aftab Kazi, with highest honors in Political Science  
\*Amanda Christine Keating  
\*Nora Christine Kern

\*Charlotte Anne Kiechel, *with highest honors in History*  
 Daniel Kosakoff Kohane, *with highest honors in Music*  
 \*+Murat Kologlu, *with honors in Physics*  
 \*+Kathryn Marie Kumamoto, *with highest honors in Geosciences*  
 \*Erin Caitlin Lauer  
 \*Erik Alexander Barfod Levinsohn  
 Michael David Levy, *with highest honors in International Studies*  
 +Aaron Changjo Lim, *with highest honors in Psychology*  
 Mary Anne Rodley Ludwig  
 \*Matthew Zachary Madden  
 \*John William Maher  
 \*Hannah Finlay Mangham, *with highest honors in Comparative Literature*  
 \*David Samuel Marsh  
 \*Hannah Jeannette Matheny, *with honors in Biology*  
 \*Lauren Marie McDonald  
 \*+Gregory Scott McElroy, *with honors in Biology*  
 \*Alexandra Mironoff, *with highest honors in English*  
 \*+Helena Ellis Nannes, *with highest honors in Psychology*  
 \*Quoc Anh Nguyen  
 Lindsay Oliver Olsen  
 \*Rachel Corinne Patel, *with honors in Chemistry*  
 \*William Adams Petrie, *with honors in English*  
 Matthew Benjamin Piltch  
 \*Nicholas Joseph Pugliese  
 \*Ryan Neil Purdy  
 \*David Lionel Reison  
 Marissa Akiko Robertson  
 +Margaret Groves Robinson, *with honors in Physics*  
 \*Noah Adam Schechter, *with highest honors in Theatre*  
 \*+Anders Erik Schneider, *with highest honors in Physics*  
 \*Niralee K. Shah  
 \*+Tarjinder Singh, *with highest honors in Biology*  
 \*Hannah Song  
 \*+Connor McKean Stern, *with honors in Mathematics*  
 Kimberly Ann Stroup  
 William Su, *with honors in Art*  
 \*Anna Jeanette Szymanski  
 \*Elana Rachel Teitelbaum  
 \*Christopher William Valle  
 \*Zina Berry Ward, *with honors in Philosophy*  
 \*Emily Lynn Wendell  
 \*+Gregory Allan White, *with honors in Mathematics*  
 \*Hannah Rae Wilson  
 \*Matthew Jackson Wyatt  
 David Parsons Zackheim  
 \*+Liyang Zhang, *with highest honors in Mathematics*  
 \*Tianyue Zhou

### *Bachelor of Arts, Cum Laude*

Michael Joseph Acierno  
 Anna Sergeeva Antonova, *with honors in English*  
 Patrick Anthony Aquino, *with highest honors in Economics*  
 +Chelsey Silberstein Barrios, *with honors in Psychology*  
 Nandita Omprakash Batheja, *with honors in English*  
 Megan Taylor Behrend, *with highest honors in English*  
 Andi Beqiraj  
 Sonja Minfay Boatman  
 Mary Claire Brunelli, *with honors in English*  
 Alexander Henry Cameron  
 Julian Adam Century, *with highest honors in Asian Studies*  
 Siwol Chang  
 Gina Chung  
 +Joel Thomas Clemmer, *with honors in Physics*  
 Evan Ross Cohen  
 Zeynep Coskun  
 Kevin R. Cowher  
 Matthew Arvid Crimp, *with honors in Sociology*  
 Natalie Fischer Davis  
 Daniel Joseph Doran  
 Sara Jean Dorsey  
 Roop Kumar Dutta, *with highest honors in Chemistry*  
 Rebecca Ann Eakins  
 Elleree Jane Erdos, *with highest honors in Art*  
 Chloë Iambe Naomi Illyria Feldman Emison  
 Davis Anthony Filippell  
 Katrina Elayne Flanagan, *with honors in Psychology*  
 Kathleen Grace Gathright  
 Robert James Geilfuss  
 Grace Helen Rebecca Gordon  
 Declan Sean Guilfoyle  
 Maya Kapell Harakawa, *with highest honors in Women's, Gender and Sexuality Studies*  
 +Matthew William Hosek Jr., *with honors in Astrophysics*  
 Regina Im  
 +Stephanie Ann Jensen, *with highest honors in Mathematics*  
 Chuan Ji  
 Chengjia Jin, *with honors in Economics*  
 Carolyn Standish Kaemmer  
 Gregory Walter Kaskan  
 Nathaniel Ross Kastan, *with honors in Biology*  
 Imran Karim Khoja  
 Thomas Michael Kuczmarski  
 Brianna Sangeeta Kumar  
 Claire Huntley Lafave  
 Pawel Langer  
 +Chansoo Lee  
 Donna Hyunju Lee, *with honors in Biology*  
 Alexander William Long  
 Marisa Beth Lupo  
 +Michael Thomas Mara, *with honors in Computer Science*  
 +Paloma Marin, *with honors in Biology*  
 Christina Marie Martin  
 Donald Bunichi Luu Maruyama, *with honors in Asian Studies*

Samuel Anthony James Black Mazzarella, *with highest honors in Music*  
 Elizabeth Grace McEniry  
 Emily Amanda McTague, *with honors in Economics*  
 Adriana Veronica Mendoza Leigh, *with honors in History*  
 Peter Grove Menking  
 +Jordan Lee Mickens, *with honors in Psychology*  
 Whitney MacGregor Mikell  
 Margaret Rita Moore, *with honors in English*  
 JenniferAnne Lorraine McLellan Morrison  
 Michaela Kathleen Morton  
 Sayantan Mukhopadhyay, *with honors in Comparative Literature*  
 Kenneth Tyler Murgo, *with honors in Chemistry*  
 Cam Van Nguyen, *with honors in Political Economy*  
 Amy Elise Nolan, *with honors in English*  
 Ian Daniel Page  
 Jinyoung Park, *with honors in Political Science*  
 +Emma Montserrat Pelegri-O'Day, *with highest honors in Chemistry*  
 David Daniel Phillips, *with honors in English*  
 Nina Grace Piazza, *with honors in Chinese*  
 Alison Strangis Pincus, *with honors in History*  
 Michael William Pizzi  
 Amanda M. Reid, *with highest honors in History*  
 Peter Edward Reznick  
 Mustafa Saadi  
 Eliana Brailovsky Saltzman  
 Joseph Paul Samuels  
 Kimberlee Diane Sanders, *with honors in Literary Studies*  
 Elizabeth Alexandra Schulte  
 Aaron Seong  
 Kevin Robert Shallcross  
 Matthew Phillip Staiger  
 Abigail Margaret Stark, *with honors in English*  
 Juliana Rose Stone, *with highest honors in Political Science*  
 Cordelia Elizabeth Tai  
 Inez Xue-Ting Tan, *with highest honors in English*  
 Justin Franco Troiani  
 Holly Jean Whitney  
 Zachary Alton Whitney  
 Fiona Elizabeth Wilkes, *with highest honors in Economics*  
 Lily Vung-Ling Wong, *with honors in History*  
 Tiffany Yu, *with honors in Sociology*  
 +Matthew Ning Zhou, *with honors in Chemistry*  
 Rachel Troy Zipursky, *with honors in Biology*

### *Bachelor of Arts*

Isaac Abedayo Abodunrin Jr.  
 Michael Alberto David Alcala, *with honors in Chemistry*  
 Kristin Marie Alotta  
 Matiullah Amin  
 Ashley Larwood Amos  
 Erik Matthew Anderson  
 Clarissa Chrystelle André, *with highest honors in Chemistry*  
 +Sameer Aryal, *with honors in Biology*  
 Hope Ruth Asher  
 Kesi A. Augustine, *with honors in English*  
 +Grace Carolyn Babula, *with honors in Chemistry*  
 Amlak Bantikassegn  
 Khalid Ali Bashir  
 +Ellen Monica Beauchamp, *with highest honors in Biology*  
 Eileen Anna Becker  
 Laura Irene Berk  
 Meira Beth Bernstein, *with highest honors in International Studies*  
 Alec Morse Blanz  
 Thomas Edward Bliska III  
 Courtney Wilcox Bogle  
 John Richard Borden II  
 Meagan Danielle Braun  
 Luke Martin Breckenridge  
 Meghan Patricia Breen, *with honors in Theatre*  
 Hayley Marie Brooks  
 Austin Michele Brown  
 Hawina Assefa Bulcha  
 Oscar Calzada, *with honors in Chemistry*  
 Daniel Michael Canina  
 Nancy Campbell Carnegie Cannon  
 Caroline Sheild Capute,  
 Laurel Appleton Carter  
 Thomas Michael Casserly  
 Kelvin Evelio Castro  
 Elizabeth Sarah Munne Chan  
 Niki Yoon-Jung Chang  
 Dicken Hadsley Chaplin  
 Susan Tyler Chapman  
 Susan Chen  
 Renzie David Chipman  
 Sabine Reza Chishty, *with highest honors in English*  
 Chelsea Ann Church  
 Sarah Jane Clark  
 Christopher Walker Cleary  
 Tyler Ashby Cole  
 Felipe Gustavo Colina  
 Kelsey Ann Kamanani Conklin  
 Benjamin Lewis Contini  
 Alexandra Julia Cornel  
 Leila Adams Crawford, *with honors in English*  
 +Thomas Nelson Crawford, *with honors in Mathematics*  
 Sean William Cumiskey  
 Colin Dowe Curzi  
 Amanda Louise Darling  
 Chase Edward Davenport  
 Sara Elizabeth Davidson  
 Austin Joseph Davis

Newton Livingston Davis Jr.  
 Jessica Noelle de la Cuesta, *with honors in Psychology*  
 Rodrigo de las Casas  
 Steven Paul Denza  
 Katherine Baker DiAngelo  
 Carlos Alfonso Diaz-Sullivan, *with highest honors in Art*  
 Maia Deccan Dickinson  
 David Eisert Doggett  
 Juliet Madeleine Domb  
 Elizabeth Bligh Dorr  
 Laura Li Dos Reis  
 Jonathan Dean Draxton, *with honors in Theatre*  
 Holly Rose Dwyer  
 Brett Kohl Eisenhart  
 Kaitlin Hathaway Ellis  
 Brian David Emerson  
 Vashti Louise Emigh, *with honors in Theatre*  
 Leah Anna Eryenyu  
 Amanda Esteves-Kraus, *with honors in Art*  
 Christopher Adrian Estrella  
 Kathryn Honor Evans  
 Zachary Robert Evans  
 Walter Lawrence Filkins IV  
 Taylor Alexander Fitzgerald  
 Taylor Diane Fleishhacker  
 Nicholas Jon Fogel  
 +Katelyn Michelle Foley, *with honors in Biology*  
 TiaMoya LaRae Ford  
 Eliza Ramsey Foster  
 Aaron Henry Freedman  
 Jordan Taylor Freking  
 Tarik Akil French  
 Taylor Raye French  
 Marguerite Elizabeth Fulton  
 Richard Daniel Fusco  
 Westcott Carol Gail  
 Katharine Frances Gallagher  
 Carolyn Frances Geller  
 Charles Graham Gephart  
 Lisa Mariko Gluckstein  
 Timothy Gerald Goggins  
 Shelby DeArmond Golan  
 David Ariel Gold  
 +Noah Nessim Goldberg, *with honors in Mathematics*  
 Allan Gonzalez  
 Elizabeth Amanda Greiter  
 +Daniel Adam Gross, *with honors in Chemistry*  
 John Joseph Guiffre, *with honors in Political Science*  
 William Leo Hadden IV  
 Benjamin Wiesner Halbower  
 Meeka Saragina Halperin  
 Jacob Bernard Halpert  
 Kelsey O'Brien Ham, *with honors in Biology*  
 Carlyn Marie Hansen-Decelles  
 Richard Samuel Tucker Hargrove  
 Sara Rose Harris  
 Allison Melissa Hart  
 Zehra Hassan  
 +Adena Emilia Hernandez, *with honors in Biology*  
 Sarah Pailoun Herr  
 Hillary Christina Higgs  
 Raven Hollie Hills  
 Aron Peter Holewinski  
 Matthew Timothy Horan  
 Stuart Charles Horgan  
 Sabrina Marie Howard, *with honors in American Studies*  
 Richard Carlton Iskra  
 Jonayah Marie Jackson  
 Marni Lisbeth Jacobs  
 Lisa Marie Jaris  
 Elizabeth Jimenez  
 +Gregory Charles Johnson  
 Jamaal Amiri Johnson  
 Samuel Nevin Jonynas  
 Benjamin Francis Kane  
 Hye Rim Kang  
 Ariel Sarah Kavoussi  
 Tomas Joseph Kearney  
 Angus McClain Kennedy  
 Ari Michael Kerstein  
 Aayush Khadka, *with honors in Political Science*  
 Adnan Mohammad Khan  
 Robert Paul Khederian Jr., *with honors in Art*  
 Timothy Joseph Kiely  
 Colin Joseph Killick, *with honors in Political Economy*  
 Brian Dong Kuy Kim  
 Aven Emerson King  
 Josephat Kipruto Koima  
 Elike Kwadzo Kumahia  
 +Andrew Frank Kung, *with highest honors in Chemistry*  
 Thomas Kuriakose  
 Gonpo Dorje Lama  
 Anna Aju Lee  
 Elizabeth Gordon Lee  
 Mindy Chaneil Lee, *with honors in Chemistry*  
 Pinsi Lei  
 Sarah Jean Lenfest, *with honors in Political Science*  
 Natalia Danielle Loewen  
 Christopher David Logan  
 Timothy Andrew Lorenzen  
 Marguerite Palmour Love, *with honors in English*  
 Dimitri Luethi  
 Allen Lum



Ariel Ashton Lyddane  
 Dorothy Brayton MacAusland  
 Jacquelin Denise Magby, *with highest honors in Africana Studies*  
 Wendy Vimbai Magoronga, *with honors in Economics*  
 Stephen Paul Maier II  
 Harrison Louis Marino  
 Ryan Christopher Marrano  
 Kyle Vincent Martin  
 Bianca Noelle Martinez  
 Mitchell Martinez, *with honors in Art*  
 Mario Joseph Mastromarino  
 James Muita Mathenge  
 Jane Routhier McClellan  
 Naima Carolyn McFarland  
 Orjana Maricela McGee  
 Erin Anne McGonagle, *with honors in Chemistry*  
 Lia Bers McInerney  
 Meisha Marqueya Arielle McIntosh  
 Alyson Beth McKinnon  
 James Wendell McKinsey III  
 Samuel Paul McManama  
 Michelle Marie McRae, *with honors in Chemistry*  
 Soraya Membreno, *with honors in English*  
 Raphael Toby Menko  
 Peter Sherman Mertz  
 Christopher Matthew Mezas  
 Daquan Marquese Mickens  
 +Nari Veda Miller, *with honors in Geosciences*  
 Adriann Louise Neutzman Mintzmyer  
 Nikola Vandervoort Mirkovic  
 Ali Elizabeth Mitchell  
 Martha Blessing Mitchell  
 Sylvia Molina  
 David Herman Monnich II  
 Jimi Noro Morales  
 Paula Victoria Moren  
 Andrew Coulter Morgosh, *with honors in Religion*  
 William Decatur Morris  
 Kathleen Yingqiao Morrison  
 Daniel Eugene Morrisroe  
 Patrick Joseph Morrissey  
 Karyn Alayne Moss, *with highest honors in Biology*  
 Meagan Marie Muncy  
 Lauren Elizabeth Mykrantz  
 +Daniel Christopher Nachun, *with honors in Biology*  
 Edward Winston Nadel  
 Viktor Nagy  
 Michael Kenworth Nelson Jr.  
 Noluthando Bridget Ngcobo, *with highest honors in Africana Studies*  
 Amy H. Nguyen  
 Emily Devereux Niehaus, *with highest honors in Chemistry*  
 Vincent Nicholas Nistico  
 +Diogenes Antonio Nunez Jr.  
 Evan Wood Oleson  
 Molly Dulcinea Olguin, *with highest honors in English*  
 Benjamin Mark Oliva  
 Daniel Bailey O'Mara  
 Eric David Outtersen  
 Matthew Lindsay Padien-Berhoff  
 +Bonnie Kaufmann Patchen, *with highest honors in Biology*  
 Theo Michael Patsalos-Fox  
 Evan James Persson  
 Faust Paul Petkovich  
 Isabelle Victoria Olcott Phelps  
 Jacqueline Olga Pineda, *with honors in English*  
 Xiomara Elizabeth Pinto  
 Sydney Alexandra Pitts-Adeyinka  
 Brad Michael Polsky  
 William Manegold Quayle  
 John David Rabiner  
 Anthony Rocco Raduazo  
 Rancia Mohammed Ramadan  
 Hetal Jiten Ray, *with honors in Chemistry*  
 +Zachary Donat Remillard, *with honors in Chemistry*  
 Laura Marie Renfro  
 Estefany Yamilet Reyes  
 Margaret Elizabeth Richmond  
 Katherine Leah Rieger  
 Jeannette Lizbette Rivera  
 Dominique Gisele Rodriguez  
 Jennifer Joanna Rodriguez, *with honors in Chemistry*  
 Michelle Judith Rodriguez  
 Taisha Rodriguez, *with honors in Latina/o Studies*  
 Ana Marie Rodriguez-Villa  
 +Cameron Randolph Rogers, *with honors in Chemistry*  
 Lucy Catherine Rollins  
 Evalynn Marie Rosado  
 Rebecca Stern Rosenblatt  
 Rigoberto Francisco Ruiz-Bonilla  
 Conor Patrick Ryan  
 Michael Sedgwick Ryan  
 Nargis Shavkatovna Sakhibova  
 David Anthony Samuelson, *with honors in History*  
 Takuto Sato  
 Jonathan Robert Schmeling  
 +Noah Emanuel Schoenholtz, *with honors in Psychology*  
 Matthew Alexander Schuck  
 Dylan James Schultz  
 Emily Rose Schwab, *with honors in Latina/o Studies*  
 Ryan James Scott  
 Julia Reynolds Seyferth  
 Nicole Oluchi Shannon  
 Kate Juliana Shaper

Gregory Daniel Shameson Sherrid  
 Lauren Emily Shuffleton, *with honors in American Studies*  
 +Taryn Ruth Siegel, *with honors in Astrophysics*  
 Sachi Katherine Siegelman  
 Kendra Demetria Sims  
 Shara Singh  
 Meera Diana Sivalingam, *with honors in Biology*  
 Taida Smailhodzic  
 Stephen Matthew Smith  
 Vernon Telford Smith IV  
 Vanessa Soetanto  
 Deonarine Samdeo Soogrim  
 +Mark Weston Springel, *with highest honors in Biology*  
 Ivette Alexandra Stanziola  
 Glynis Lundberg Startz, *with honors in History*  
 Nicole Jean Stenquist  
 Aubree Joelle Stephens  
 Katherine Scott Stevenson  
 Jon Charles Stickney Jr.  
 Shela Saebom Suh  
 Pamela Morita Summers  
 Cameron Daniel Susk  
 Hannah Kathryn Systrom  
 Jorge Sebastian Tena  
 Daniel Abraham Tessler  
 Kimberly Ruth Textor  
 Laone Tihanka Thekiso, *with highest honors in Music*  
 Brian Irad Thomas  
 Briana Anais Thomas  
 Logan Pamela Todhunter  
 Sydney Lauren Tooze  
 Jessica Altagracia Torres  
 Ai Le Tran  
 Alexander Wolcott Treco  
 Kristen Ann Tubbs  
 Ashley Elizabeth Turner  
 Tyisha Ja'naa Turner  
 Daniel William Vaczy  
 Heather Valenzuela  
 Philip Edvard Vestergaard  
 Kyle James Vilanova  
 Marsha Aracelliz Villarroel  
 Alexander Voloshin  
 Natanael Thompson von Euler-Hogan  
 Norman Joseph Walczak  
 Sara Clarkson Wallace  
 Benjamin Dayton Wampler  
 Diqian Wang  
 James Ting-Chieh Wang  
 Nancy Wang  
 Madura Rose Watanagase, *with honors in Economics*  
 Madeleine Rawlings Watson  
 Amanda Dickson Wawro Weatherhead  
 Stephen Maurice Weiss  
 William Timothy Palder Weiss  
 Carl Isaac Whipple  
 Melissa Ariana Whitaker  
 Ebryonna Michelle Wiggins  
 +Nicole Lee Wise, *with honors in Chemistry*  
 Sarah Lodzia Witowski  
 Lowell Rollins Jones Woodin  
 Grace Livingston Wright, *with highest honors in English*  
 Hewon Kari Yook  
 Bo Young Yoon  
 Chad Alexander Young  
 Syvad Jordan Young  
 Lauren Vonn Zachary  
 Ross Jiajun Zhang  
 Jared Jacob Zuckerman

## CONFERRING OF HONORARY DEGREES

David Brooks	D.Litt.
Delos M. Cosgrove III	D.Sc.
Mary K. Grant	LL.D.
Anna Deavere Smith	D.F.A.
Atul Gawande	D.Sc.

# PRIZES AND AWARDS—2011-2012

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2011. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. The recipients are Michael D. Levin, who teaches English literature, composition, and theater at Flagstaff Arts & Leadership Academy in Flagstaff, Arizona; Patrick R. O'Connor, a history teacher at Southwest High School in Minneapolis, Minnesota; Anne L. Thomas, a math teacher at Community High School in Ann Arbor, Michigan; and Mark R. Vondracek, who teaches physics at Evanston Township High School in Evanston, Illinois.

## Prizes Awarded in 2011-2012

John Sabin Adriance, Class of 1882, Prize in Chemistry Christopher W. Valle '12  
 Charles R. Alberti, Class of 1919, Award Austin J. Davis '12  
 Robert G. Barrow Memorial Prize for Music Composition Daniel K. Kohane '12  
 Beinecke Memorial Scholarship Kwan Y. Tang '13  
 The Michael Davitt Bell Prize David D. Phillips '12  
 The Erastus C. Benedict, Class of 1821, Prize in Biology (First Prize) Jack E. Berry '12  
 The Erastus C. Benedict, Class of 1821, Prize in Biology (Second Prize) Hannah R. Wilson '12  
 The Erastus C. Benedict, Class of 1821, Prize in Classics (Greek—First Prize) David A. Kealhofer '13  
 The Erastus C. Benedict, Class of 1821, Prize in Classics (Latin—First Prize) Kerry D. Goettlich '14  
 The Erastus C. Benedict, Class of 1821, Prize in Classics (Latin—Second Prize) Lydia C. Heinrichs '15  
 The Erastus C. Benedict, Class of 1821, Prize in Classics Sam D. O'Donnell '15  
 The Erastus C. Benedict, Class of 1821, Prize in French (First Prize) Mary C. Brunelli '12  
 The Erastus C. Benedict, Class of 1821, Prize in French (Second Prize) Michaela K. Morton '12  
 The Erastus C. Benedict, Class of 1821, Prize in German (First Prize) Evelyn C. Denham '12  
 The Erastus C. Benedict, Class of 1821, Prize in History (Second Prize) Evelyn C. Denham '12  
 The Erastus C. Benedict, Class of 1821, Prize in History (First Prize) Hilary R. Ledwell '12  
 The Erastus C. Benedict, Class of 1821, Prize in History (Second Prize) Charlotte A. Kiechel '12  
 The Erastus C. Benedict, Class of 1821, Prize in Mathematics (First Prize) Jared D. Hallett '14  
 The Erastus C. Benedict, Class of 1821, Prize in Mathematics (Second Prize) Craig M. Corsi '14  
 The Erastus C. Benedict, Class of 1821, Prize in Mathematics (Second Prize) Yang Lu '14  
 Gaius C. Bolin, 1889, Prize in Africana Studies Noluthando B. Ngcobo '12  
 Russell H. Bostert Fellowship Christine E. Schindler '13  
 Kenneth L. Brown, Class of 1947, Prize in American Studies Sabrina M. Howard '12  
 Kenneth L. Brown, Class of 1947, Prize in American Studies Lauren E. Shuffleton '12  
 Sterling A. Brown, Class of 1922, Citizenship Prize Daquan M. Mickens '12  
 Sterling A. Brown, Class of 1922, Citizenship Prize Brian I. Thomas '12  
 The Bullock Poetry Prize of the American Academy of Poets Alexander H. Cameron '12  
 The Bullock Poetry Prize of the American Academy of Poets Molly D. Olguin '12  
 W. Marriott Canby, Class of 1891, Athletic Scholarship Prize Victoria F. Borish '12  
 Class of 1945 Florence Chandler Fellowship Brent M. Eng '12  
 David Taggart Clark Prize in Latin Jacob D. Addelson '14  
 Horace F. Clark, 1833, Prize Fellowship Amy E. Nolan '12  
 Class of 1925 Scholar-Athlete Award Emma M. Pelegri-Oday '12  
 Williams College Community Builder of the Year Zachary R. Evans '12  
 Williams College Community Builder of the Year Lily V. Wong '12  
 The James Bronson Conant and Nathan Russell Harrington, Class of 1893, Prize in Biology Tarjinder Singh '12  
 Henry Rutgers Conger Memorial Literary Prize Madeline Y. Vuong '14  
 Doris deKeyserlingk Prize in Russian Meagan D. Braun '12  
 Garrett Wright DeVries, Class of 1932, Memorial Prize in Romance Languages Connor M. Stern '12  
 Dewey Prize Kyle V. Martin '12  
 Jean Donati Student Employee Award in Music TiaMoya L. Ford '12  
 Henry A. Dwight, Class of 1829, Botanical Prize Sara J. Dorsey '12  
 Ernest Brown Africana Arts Prize Jonayah M. Jackson '12  
 S. Lane Faison, Jr. 1929 Prize Josephine E. Cook '13  
 Freeman Foote Prize in Geology Kathryn M. Kumamoto '12  
 French Ministry of Education Teaching Assistantship Olivia R. Delia '12  
 Robert W. Friedrichs Award in Sociology Matthew A. Crimp '12  
 Robert W. Friedrichs Award in Sociology Katelyn S. Aldrin '12  
 Fulbright Grant Emma M. Pelegri-Oday '12  
 Fulbright Grant Michael W. Pizzi '12  
 Fulbright Grant Alexander W. Long '12  
 Fulbright Grant John W. Maher '12  
 Fulbright Grant Amanda M. Reid '12  
 Fulbright Grant Charlotte A. Kiechel '12  
 Fulbright Grant Dorothy B. MacAusland '12  
 Fulbright Grant Edward W. Nadel '12  
 Fulbright Grant Thomas M. Kuczmarski '12  
 Fulbright Grant Julian A. Century '12  
 Fulkerson Award for Leadership in the Arts William Su '12  
 Gilbert W. Gabriel, Class of 1912, Memorial Prize in Theatre Carl I. Whipple '12  
 Gates Cambridge Scholarship Evelyn C. Denham '12  
 Sam Goldberg Colloquium Prize in Computer Science Antal B. Spector-Zabusky '12  
 Sam Goldberg Colloquium Prize in Mathematics Niralee K. Shah '12  
 Sam Goldberg Colloquium Prize in Mathematics Erik A. B. Levinsohn '12  
 Patricia Goldman-Rakic Prize in Neuroscience Mark W. Springel '12  
 Frank C. Goodrich 1945 Award in Chemistry Zachary D. Remillard '12  
 William C. Grant Jr. Prize in Biology Lauren T. Goldstein-Kral '12  
 The Arthur B. Graves, Class of 1858, Essay Prize in Art Elleree J. Erdos '12  
 The Arthur B. Graves, Class of 1858, Essay Prize in Economics Zina B. Ward '12  
 The Arthur B. Graves, Class of 1858, Essay Prize in History Amanda M. Reid '12  
 The Arthur B. Graves, Class of 1858, Essay Prize in Philosophy Zina B. Ward '12

*The Arthur B. Graves, Class of 1858, Essay Prize in Political Science* Mariah B. Clegg '12  
*Arthur B. Graves, Class of 1858, Essay Prize in Religion* Hilary R. Ledwell '12  
*The Graves Prize for Delivery of Essay* Colin J. Killick '12  
*The Graves Prize for Delivery of Essay* Dimitri Luethi '12  
*The Graves Prize for Delivery of Essay* Sean W. Cummsiskey '12  
*Grosvenor Memorial Cup* Zachary R. Evans '12  
*Frederick C. Hagedorn, Jr., Class of 1971, Premedical Prize* Vanessa Soetanto '12  
*G. Stanley Hall 1867 Prize in Psychology* Amber M. Cardoos '12  
*Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies* Lauren T. Goldstein-Kral '12  
*C. David Harris, Jr., Class of 1963, Prize in Political Science* Christopher J. Higgins '14  
*Kate Hogan 25th Anniversary of Women in Athletics Award* Jill E. Greenberg '12  
*Willard E. Hoyt, Jr., Class of 1923, Memorial Award* Nicholas J. Pugliese '12  
*Charles W. Hufford Book Prize* Anser A. Kazi '12  
*Charles W. Hufford Book Prize* William M. Wright '13  
*Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize* Mustafa Saadi '12  
*Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize* Dominique G. Rodriguez '12  
*Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Art)* Carlos A. Diaz-Sullivan '12  
*Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Writing)* Inez X. Tan '12  
*Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Dance)* Kyle V. Martin '12  
*Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Theatre)* Noah A. Schechter '12  
*Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Music)* Laone T. Thekiso '12  
*Jeffrey Owen Jones 1966 Fellowship in Journalism* Julian A. Century '12  
*Arthur Judson Prize in Music* Lauren M. McDonald '12  
*Lawrence J. and Carolyn M. Kaplan Prize* Vanessa M. Harper '12  
*Arthur Kaufmann, Class of 1899, Prize in English* Daniel S. Grossman '12  
*Muhammad Kenyatta, Class of 1966, Community Service Prize* Lauren E. Shuffleton '12  
*William W. Kleinhandler Prize for Excellence in Music* Marni L. Jacobs '12  
*William W. Kleinhandler Prize for Excellence in Music* Matthew A. Schuck '12  
*William W. Kleinhandler Prize for Excellence in Music* Matthew N. Zhou '12  
*William W. Kleinhandler Prize for Excellence in Music* Brad M. Polsky '12  
*William W. Kleinhandler Prize for Excellence in Music* Nina G. Piazza '12  
*William W. Kleinhandler Prize for Excellence in Music* Gregory S. McElroy '12  
*William W. Kleinhandler Prize for Excellence in Music* Lia B. McInerney '12  
*William W. Kleinhandler Prize for Excellence in Music* Zina B. Ward '12  
*William W. Kleinhandler Prize for Excellence in Music* Sarah J. Lenfest '12  
*William W. Kleinhandler Prize for Excellence in Music* Tiffany Yu '12  
*Robert M. Kozelka Prize in Statistics* Hannah Erin Hausman '12  
*Richard Krouse Prize in Political Science* Juliana R. Stone '12  
*Richard Krouse Prize in Political Science* David S. Marsh '12  
*Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek (Greek)* Lauren E. Miller '15  
*Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek (Latin)* Sam D. O'Donnell '15  
*Jack Larned, Class of 1942, International Management Prize* Fiona E. Wilkes '12  
*Richard Lathers, Class of 1877, Essay Prize in Government* Dan Zhao '14  
*Mary and Nathaniel M. Lawrence Travel Fellowship* Daniel G. Schwartz '13  
*Lawrence S. Graver Prize in Theatre* Emily K. Ciavarella '13  
*Linen Grant for Summer Travel in Asia* Jared D. Hallett '14  
*Linen Grant for Summer Travel in Asia* Jason A. Hernandez '13  
*Linen Grant for Summer Travel in Asia* Bianca S. Brown '14  
*Linen Grant for Summer Travel in Asia* Thomas C. Engleby '14  
*Linen Grant for Summer Travel in Asia* Eugene A. Murphy '13  
*Linen Grant for Summer Travel in Asia* Alexandra C. Weaver '14  
*Linen Grant for Summer Travel in Asia* Anthony C. Miceli '14  
*Linen Grant for Summer Travel in Asia* Catherine H. Gerkis '14  
*Linen Grant for Summer Travel in Asia* Charles E. Hermann '14  
*Linen Grant for Summer Travel in Asia* Timothy G. Brock '14  
*Linen Grant for Summer Travel in Asia* Samuel Jeong '14  
*Linen Grant for Summer Travel in Asia* Rachel L. MacLean '14  
*Linen Grant for Summer Travel in Asia* Michael F. Neubauer '15  
*Linen Grant for Summer Travel in Asia* Eilin R. Perez '14  
*Linen Grant for Summer Travel in Asia* Daniel T. Lee '14  
*Linen Grant for Summer Travel in Asia* Kerrin G. Hensley '14  
*Linen Grant for Summer Travel in Asia* Malika M. Mouflet '14  
*Linen Grant for Summer Travel in Asia* Alida A. Davis '14  
*Linen Grant for Summer Travel in Asia* En Tzu Liu '15  
*Linen Senior Prize in Asian Studies (Chinese)* Nina G. Piazza '12  
*Linen Senior Prize in Asian Studies (Asian Studies)* Donald B. Maruyama '12  
*Linen Senior Prize in Asian Studies (Japanese)* Tianyue Zhou '12  
*Linen Senior Thesis Prize in Asian Studies* Julian A. Century '12  
*H. Ganse Little, Jr. Prize in Religion* Caroline Sheild Capute '12  
*Henry Luce Foundation Scholarship* Erin A. McGonagle '12  
*David N. Major, Class of 1981, Memorial Prize in Geology* Nari V. Miller '12  
*Williams College Multicultural Center Student Activist of the Year* Jorge S. Tena '12  
*Leverett Mears Prize in Chemistry* Roop K. Dutta '12  
*John W. Miller Prize in Philosophy* Zoe L. Jenkin '12  
*Morgan Prize in Mathematics (Mathematics Teaching)* Patrick A. Aquino '12  
*Morgan Prize in Mathematics (Applied Mathematics)* Gregory A. White '12  
*Nancy McIntire Prize in Women's, Gender and Sexuality Studies* Colleen W. Fitzpatrick '12  
*National Science Foundation Fellowship* Fiona E. Wilkes '12  
*James Orton Award in Anthropology* Hanna M. L. Saltzman '12

*Frederick M. Peyser Prize in Painting* Susannah G. Emerson '12  
*Ursula Prescott Essay Prize in Political Science* Rodrigo de las Casas '12  
*Ursula Prescott Essay Prize in Political Science* James M. Mathenge '12  
*Purple Key Trophy (Women)* Logan Pamela Todhunter '12  
*Purple Key Trophy (Men)* Justin Franco Troiani '12  
*Robert Ikemori Quay '04 Outing Club Memorial Fellowship* George G. Gurney '13  
*James Lathrop Rice, Class of 1854, Prize in Classical Languages (Latin)* Megan T. Behrend '12  
*James Lathrop Rice, Class of 1854, Prize in Classical Languages (Greek and Latin)* Juliet Madeleine Domb '12  
*Robert F. Rosenberg Prize in Environmental Studies* Lauren M. McDonald '12  
*Robert F. Rosenberg Prize for Excellence in Mathematics* Liyang Zhang '12  
*Muriel B. Rowe Prize* Anders E. Schneider '12  
*Ruchman Student Fellowship* Evelyn C. Denham '12  
*Ruchman Student Fellowship* Julian A. Century '12  
*Ruchman Student Fellowship* Kwan Y. Tang '13  
*Ruchman Student Fellowship* Cheng Chai Chiang '13  
*Bruce Sanderson, Class of 1956, Prize in Architecture* Elizabeth G. McEniry '12  
*Ruth Scott Sanford Memorial Fellowship in Theatre* Lily K. Riopelle '14  
*Ruth Scott Sanford Memorial Prize in Theatre* Jonathan D. Draxton '12  
*The John E. Sawyer Prize in Transnational and Non-Western History* Adriana V. Mendoza Leigh '12  
*Scheffey Award* Sara J. Dorsey '12  
*Robert C. L. Scott Prize in History* Charlotte A. Kiechel '12  
*Robert C. L. Scott Prize for Graduate Study in History* Evelyn C. Denham '12  
*Sentinels of the Republic Advanced Study Prize* Emily R. Hertz '13  
*Sentinels of the Republic Advanced Study Prize* Andrew C. Quinn '13  
*Sentinels of the Republic Essay Prize in Government* Emily R. Hertz '13  
*Shirin Shakir, 2003, Prize in Political Science* Matiullah Amin '12  
*Edward Gould Shumway, Class of 1871, Prize in English* William A. Petrie '12  
*James F. Skinner Prize in Chemistry* Cameron R. Rogers '12  
*Dr. Herchel Smith Fellowship* Samuel A. J. B. Mazzarella '12  
*Dr. Herchel Smith Fellowship* Hilary R. Ledwell '12  
*Dr. Herchel Smith Fellowship* Zina B. Ward '12  
*Dr. Herchel Smith Fellowship* Anser A. Kazi '12  
*Dr. Herchel Smith Fellowship* Zeynep Coskun '12  
*Dr. Herchel Smith Fellowship* Tarjinder Singh '12  
*Elizur Smith Rhetorical Prize* Anser A. Kazi '12  
*Howard P. Stabler Prize in Physics* Anders E. Schneider '12  
*Shirley Stanton Prize in Music* Samuel A. J. B. Mazzarella '12  
*Shirley Stanton Prize in Music* John R. Borden '12  
*Frederick Eugene Stratton 1872 Fellowship in Biology* Anna J. Szymanski '12  
*Stanley R. Strauss, Class of 1935, Prize in English* Grace L. Wright '12  
*Taiwan Ministry of Education Mandarin Scholarship* Gabriela F. Azevedo '15  
*Tompkins Prize in Japanese* Amanda Ng '13  
*William Bradford Turner Citizenship Prize* Francesca G. Barrett '12  
*William Bradford Turner, Class of 1914, Prize in History* Alison S. Pincus '12  
*Carl Van Duyne Prize in Economics* Wei Sun '13  
*Carl Van Duyne Prize in Economics* Tara A. Deonauth '13  
*Carl Van Duyne Prize in Economics* Tejesh M. Pradhan '13  
*A.V.W. Van Vechten, 1847, Prize for Extemporaneous Speaking* Alexander A. Manter '13  
*Laszlo G. Versenyi Memorial Prize* Zoe L. Jenkin '12  
*Laszlo G. Versenyi Memorial Prize* Zina B. Ward '12  
*Benjamin B. Wainwright, Class of 1920, Prize in English* Molly D. Olguin '12  
*Harold H. Warren Prize in Chemistry* Chau D. Vo '14  
*Thomas J. Watson Fellowship* Lindsay O. Olsen '12  
*David A. Wells Prize in Political Economy* Patrick A. Aquino '12  
*David A. Wells Prize in Political Economy* Sidney Luc Robinson '12  
*Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art Studio)* Mitchell Martinez '12  
*Karl E. Weston, Class of 1896, Prize for Distinction in Art (History and Practice)* Elizabeth G. McEniry '12  
*Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art History)* Maya K. Harakawa '12  
*Williams in Africa Post Graduate Fellowship* Aayush Khadka '12  
*Williams Teaching Fellowship, United College, Chinese University of Hong Kong* Nancy Wang '12  
*Williams Teaching Fellowship, United College, Chinese University of Hong Kong* Lily V. Wong '12  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Benjamin R. Kuelthau '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Carrie M. Tribble '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Noah L. Wentzel '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Ashley M. Ray-Harris '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Rachel C. Riddiough '14  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Amelia F. Simmons '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Hannah M. Kaemmer '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Pedro A. Roque '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Shirl G. Yang '13  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Ali M. Mctar '14  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Madeline Y. Vuong '14  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Sarah E. Sanders '14  
*Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship* Amanda J Su '14  
*Witte Problem Solving Prize* Jared D. Hallett '14  
*Witte Problem Solving Prize* Liyang Zhang '12  
*Witte Problem Solving Prize* Carlos R. Dominguez '13  
*Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color* Hillary C. Higgs '12  
*Class of 1945 Student World Fellowship* Phillip A. Parnell '13

Class of 1945 Student World Fellowship Molly G. Moran '14  
 Class of 1945 Student World Fellowship Carly B. Valenzuela '13  
 Class of 1945 Student World Fellowship Quinn S. Solfisburg '14  
 Class of 1945 Student World Fellowship Su-Young Kim '14  
 Class of 1945 Student World Fellowship Meredith F. Yang '14  
 Wyskiel Williams Math Award Connor M. Stern '12

### Athletic Prizes Awarded in 2011-2012

Francis E. Bowker, Jr. Swimming Prize Martin Soderstrom '14  
 James R. Briggs 1960 Baseball Award Stephen Maier '12  
 Belvidere Brooks Football Medal Dan O'Mara  
 Brzesinski Women's Track and Field Prize for Loyalty, Perseverance, and Desire Karyn Moss '12  
 J. Edwin Bullock Wrestling Trophy Cesar Antista '13  
 W. Marriott Canby, Class of 1891, Athletic Scholarship Prize Victoria Borish '12  
 Bourne Chaffee Kathleen D. Elkins '14, Caroline Capute '12  
 Class of '81 Women's Basketball (MVP) Award Jill Greenberg '12  
 Class of 1986 Most Improved Award Barry Frett '12  
 Class of 1925 Scholar-Athlete Awards Emma Pelegri-O'Day  
 Dr. Edward J. Coughlin, Jr. Bowl Chris Cleary '12  
 Daniel A. Creem 1982 Memorial Track Prize Anthony Raduazo '12, Tomas Kearney '12  
 Brian Dawe Men's Crew Award Alexander W. Treco '12  
 Dr. I.S. Dribben '24 Award Chris Valle '12  
 Ephmanship Award Marguerite Fulton '12, Nick Pugliese '12  
 Richard J. Farley Award (Football) JC. Stickney '12  
 Fox Memorial Soccer Trophy (Men) Nicholas Pugliese '12  
 Matthew Godrick Team Spirit Award (Men's Basketball) Brian Emerson '12  
 High Point Swimming Award (Men) Paul Dyrkacz '13  
 High Point Swimming Award (Women) Caroline Wilson '13  
 Kate Hogan 27th Anniversary of Women in Athletics Prize Jill Greenberg '12  
 Willard E. Hoyt, Jr. 1923 Memorial Award (Most Improved Player) Nicholas Pugliese '12  
 Torrence M. Hunt 1944 Men's Tennis Award Kevin R. Shallcross '12  
 Torrence M. Hunt 1944 Women's Tennis Award Veranika Li '13  
 Nickels W. Huston Memorial Hockey Award Craig Kitto '12  
 Lee F. Jackson '79 Leadership Prize (Men) Richard Fusco '12  
 Lee F. Jackson '79 Leadership Prize (Women) Natalie Davis '12  
 Robert W. Johnston Memorial Award (Baseball) Harry Marino '12  
 Kieler Improvement Award (Men) Andrew Maruca '14  
 Chris Larson Mason Field Hockey Trophy Meera Sivalingham '12  
 William McCormick Coach's Awards (The Coaches Award) Patrick J. Morrissey '12; Ryan J. Scott '12; Ryan N. Purdy '12  
 Men's Hockey Most Valuable Player Award Justin Troiani '12  
 Robert B. Muir Award for N E I S A Caroline Wilson '13  
 Robert B. Muir Fund for Women Swimmers Ellen Ramsey '12  
 Robert B. Muir Swimming Prize (Men's Swimming Trophy) Gary Roberson '12  
 Oarswoman of the Year Jane McClellan '12  
 Franklin F. Olmsted Memorial Award Anthony Raduazo '12  
 Outstanding Sr. Oarswomen Nora Kern '12, Kate Shaper '12  
 Oarswoman of the Year Award Jane McClellan '12  
 Anthony Plansky Track Award Rusty Cowher '12  
 Leonard S. Prince Memorial Swimming Prize Stephanie Nguyen '14; McKenzie Murdoch. '14  
 Purphy Key Trophy (Men) Justin Troiani '12  
 Purphy Key Trophy (Women) Logan Todhunder '12  
 Michael D. Rakov Memorial Award (Football) Peter Christiani '13  
 Mike Reily '62 Award (New award in 2012) First Award Winner—Dylan Schultz '12  
 Paul B. Richardson Swimming Trophy Paul Dyrkacz '13  
 Rockwood Tennis Cup (Men) Richard L. Meyer, III '13  
 Charles Dewoody Salmon '52 (Football) Adam Marske '14  
 Arthur J. Santry, Jr. 1941 Lacrosse Award David Lee '12  
 Edward S. Shaw '62 Memorial Squash Trophy Will Morris '12  
 John A. Shaw Rowing Award Matthew Crimp '12  
 Carol Girard Simon Sportsmanship Award (Men's Tennis) Felix S. Sun '13  
 Carol Girard Simon Sportsmanship Award (Women's Tennis) Taylor French '12  
 William E. Simon Improvement Award (Men's Tennis) Richard L. Meyer, III '13  
 William E. Simon, Jr., 1973 Women's Varsity Tennis Awards (C.G. Simon & W.E. Simon Awards for Women) Cara M. Shoemaker '14  
 Simon Most Improved Squash Player Award Allison Rubin '13  
 Sinclair Hart Award (Men) Jordan Mickens '12  
 Sinclair Hart Award (Women) Lisa Jaris '12  
 Squash Racquets Prize (Men) Will Morris '12  
 Robert L. Stone Award Helena Nannes '12  
 Sheila Stone Award (MVP) Emily Pavlini '14  
 Oswald Tower Most Valuable Player Award Nate Robertson '13, Michael Mayer '14  
 Dorothy Towne Award (Women's Track) Maya Harakawa '12, Tanasia Hoffer '13  
 Ralph Townsend Carnival Award (Women) Geordi Lonza '13  
 Ralph Townsend Carnival Award (Men) Dimitri Luethi '15  
 Ralph Townsend Ski Award (Women) Laurel Carter '12  
 Robert B. Wilson '76 Memorial Trophy Paul Steinig '14  
 Women's Alumnae Ski Award Laurel Carter '12  
 Women's Alumnae Soccer Award Brett Eisenhart '12  
 Women's Cross Country, Class of '92 Award Natalie Davis '12  
 Women's Hockey Most Improved Award Chloe Billadeau '15

*Women's Squash Award* Courtney Bogle '12  
*Young-Jay Award* Ryan Scott '12, Stephen Maier '12



## ENROLLMENT

### *BY CLASSES, SEPTEMBER 2011*

Graduate Students	56
Seniors	518
Juniors	549
Sophomores	547
First-Year Students	554
Total	2224

### *BY CLASSES, FEBRUARY 2012*

Graduate Students	55
Seniors	505
Juniors	540
Sophomores	537
First-Year Students	548
Total	2185

Of the 536 new first-year students who entered in the fall of 2005, 89% graduated from Williams within 4 years and 95% within 6 years; of the 534 who entered in 2006, 91% graduated within 4 years and 96% within 6 years. Additional information on this topic is available at the Office of the Registrar.

## GEOGRAPHICAL DISTRIBUTION

### *U.S.*

Alabama	6
Alaska	8
Arizona	13
Arkansas	6
California	237
Colorado	32
Connecticut	126
Delaware	6
District of Columbia	13
Florida	60
Georgia	33
Guam	1
Hawaii	9
Idaho	4
Illinois	73
Indiana	12
Iowa	3
Kentucky	5
Louisiana	8
Maine	37
Maryland	52
Massachusetts	293
Michigan	23
Minnesota	25
Missouri	8
Montana	10
Nebraska	4
Nevada	5
New Hampshire	24
New Jersey	131
New Mexico	8
New York	402
North Carolina	35
North Dakota	2
Ohio	36
Oklahoma	4
Oregon	22
Pennsylvania	58
Puerto Rico	3
Rhode Island	8
South Carolina	6
South Dakota	1
Tennessee	12
Texas	55
Utah	7
Vermont	30
Virginia	38
Washington	42
West Virginia	3
Wisconsin	16

### *International*

Afghanistan	2
Albania	2
Argentina	1
Armenia	1
Australia	2
Austria	1
Azerbaijan	1
Bangladesh	1
Belarus	1
Benin	1
Bermuda	1
Bolivia	2
Botswana	8
Bulgaria	3
Burundi	2
Cambodia	1
Canada	20
China	15
Colombia	1
Dominican Republic	1
Egypt	1
Ethiopia	1
France	6
Georgia	2
Germany	2
Ghana	1
Greece	1
Guam	1

Guatemala	1
Haiti	1
Hong Kong	6
Hungary	3
India	2
Israel	1
Jamaica	1
Japan	4
Jordan	3
Kenya	7
Republic of Korea	19
Kuwait	1
Lao People's Democratic Republic	2
Lesotho	1
Liberia	1
Libyan Arab Jamahiriya	1
Madagascar	1
Malawi	1
Malaysia	1
Mauritius	1
Mexico	1
Mongolia	2
Mozambique	1
Nepal	11
Netherlands	1
Nigeria	1
Norway	1
Pakistan	3
Peru	3
Poland	1
Qatar	1
Russian Federation	1
Saudi Arabia	1
Singapore	5
Spain	1
Sri Lanka	2
Swaziland	1
Sweden	1
Switzerland	2
Syrian Arab Republic	1
Taiwan	3
Tajikistan	1
United Republic of Tanzania	2
Thailand	4
Turkey	3
Uganda	4
United Arab Emirates	3
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## CALENDAR 2012-2013

### 2012

Aug. 28 - Sept. 4  
 September 5  
 September 6  
 September 8  
 October TBA  
 October 8-9  
 October 26-28  
 November 3  
 November 21-25  
 December 7  
 December 8-11  
 December 12-17  
 December 18

Tuesday through Tuesday  
 Wednesday  
 Thursday  
 Saturday  
 One of the first three Fridays  
 Monday & Tuesday  
 Friday through Sunday  
 Saturday  
 Wednesday through Sunday  
 Friday  
 Saturday through Tuesday  
 Wednesday through Monday  
 Tuesday

First Days  
 First-Year Student Advising  
 First day of classes Fall Semester  
 Convocation  
 Mountain Day  
 Fall Reading Period  
 Fall Family Days  
 Homecoming  
 Thanksgiving Recess  
 Last day of classes Fall Semester  
 Reading Period  
 Final Examinations  
 Vacation begins

### 2013

January 3  
 January 25  
 January 30  
 January 31  
 February 1  
 February 15-16  
 March 16-31  
 May 10  
 May 11-14  
 May 15-20  
 June 1  
 June 1  
 June 2  
 June 6-9

Thursday  
 Friday  
 Wednesday (*classes to follow a "Thursday" schedule*)  
 Thursday  
 Friday  
 Friday & Saturday  
 Saturday through Sunday  
 Friday  
 Saturday through Tuesday  
 Wednesday through Monday  
 Saturday  
 Saturday  
 Sunday, 10:00 a.m.  
 Thursday through Sunday

First day of Winter Study Period  
 Last day of Winter Study Period  
 First day of classes Spring Semester  
 Claiming Williams Day, no classes  
 Classes resume assigned schedule  
 College Holidays (Winter Carnival)  
 Spring Recess  
 Last day of classes Spring Semester  
 Reading Period  
 Final Examinations  
 Class Day  
 Baccalaureate Service  
 Commencement  
 Alumni Reunions

## NUMBER OF CLASS MEETINGS

	Mornings		Afternoons			Evenings
	M,W,F	T,Th	M,Th	W	T,F	M
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 23 calendar days.

**NOTE:** Because no Williams student should ever have to choose between important religious, academic and athletic commitments, College policy provides for students who wish to participate in religious observances that conflict with other obligations to make arrangements with their instructors to do so.

The policy, approved in 1984 by the faculty and trustees in compliance with the laws of the Commonwealth of Massachusetts, states that "Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement, and shall be provided an opportunity to make up such requirement which s/he may have missed because of such absence now—provided, however, that such makeup examination or work shall not create an unreasonable burden upon the College. No adverse or prejudicial effects shall result to any student" who makes use of this provision of college policy.

The faculty (including coaches) receive annual reminders of this policy, and are encouraged to work carefully with students in anticipating and resolving conflicts to their mutual satisfaction.